

MOUNT ERIN COLLEGE

SENIOR PATHWAYS GUIDE FOR 2014

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PRINCIPAL – INTRODUCTION

Welcome to the Senior Years of Schooling at Mount Erin College. Students are about to embark upon an exciting part of their educational journey. This is a time when individuals can start to map out a personalised direction for their studies. Our teachers are dedicated to developing opportunities and programs that are relevant, engaging and challenging and will assist with the process.

This **Senior Pathways Guide** is an important reference as students make choices for their final years of secondary education, laying a foundation for future work or study. We encourage students to read through this guide and fully investigate their options. It is vital that students are aware of the prerequisites needed for particular careers and courses they are interested in pursuing.

There are many choices to be made in developing the most appropriate course of studies for the future. Current Year 9 students will need to think about their pathways and their interests. We expect Year 9 students to plan a course for 2014 that is both interesting and challenging. It is expected that the majority of students will include a VCE or a VET subject as part of their Year 10 program. Current Year 10 students will choose a pathway from the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). They may also include Vocational Education and Training (VET) programs in their course. They need to plan their program of study across the course of two years.

Students receive a great deal of advice and support through the Pastoral Care Program to help them make informed choices. They will also have opportunities to review and revise their plans as they proceed through the senior years. Some of the subjects and programs offered may be unfamiliar to parents and students. Students will also have the opportunity to discuss courses and the experience of study with Senior students during our Student Forums on Wednesday 1st August during school hours. In Course Counselling sessions in Term 3, each student with their parents, will be given an appointment time where they can speak to a counsellor and get advice on their subject selections. Our Careers Counsellor, Rosalyn Nimmo, and the Senior School Wellbeing Coordinator, Jan Myers can be contacted if further assistance is required.

The most important thing is that students make informed decisions. They need to do their own research, discuss their options and look ahead. It is important that students make choices that leave options open for career pathways at the end of their senior years.

This **Senior Pathways Guide** describes the academic program of the school. Other aspects of school life are also important. Achieving a balance between the academic, social, sporting, leadership and extra-curricular opportunities at the College is something to strive for. These key elements combine to maximize a student's potential and enrich their school life. At Mount Erin College, we expect students in the senior years to become active members within our school community.

We have tried to maintain a wide range of subject offerings, however as with all subjects, final decisions as to whether they proceed in 2014 will depend upon student numbers and staffing.

If you have any queries please do not hesitate to contact the College.

KAREN LEE
PRINCIPAL
MOUNT ERIN COLLEGE

Senior Pathways Counseling Team

The following people will be available during all Pathways Counseling and Course Selection times and may be of assistance to you in determining your course for 2014:

Head of Senior School Wellbeing
Pathways and Programs Leader
Careers Adviser
Senior Curriculum Leader
Curriculum Implementation
Numeracy Coach

Mrs. Jan Myers
Mrs. Karen Sherlock
Mrs. Rosalyn Nimmo
Dr. Heather Wearne
Mr. Peter Kaighin
Mr. Craig Blake

The Subject Selection Process

Students should carefully go through the **Senior Pathways Guide** with parents and seek assistance from teachers. The Senior Pathways Guide is available on the Mount Erin College website.

VET Pathways Guide: Students wishing to follow a VET course will be asked to submit an 'Expression of Interest' and will be formally interviewed to ensure the appropriateness of the chosen pathway. The VET Pathways Guide is available via a hyperlink in the VET section of this document. Students should select extra subjects as a back-up (as per instruction sheet).

Students are supported in their decision-making by a counselor. Counselors will use data, including NAPLAN/On-Demand/AGAT test results and Reports, to assist students make appropriate pathway choices.

COSTS:

Please note that all quoted course costs, other than for VET programs, are for a single semester unit.

Where to Find Additional Assistance with Subject Selection

Students should visit the Careers Room and make an appointment to talk with Rosalyn Nimmo, our Careers Adviser, particularly if they are unsure of their career directions. Students should also talk to subject teachers about the subjects they are considering for selection.

Other resources which may be of assistance to students when choosing subjects include:

- VTAC Guide 2014– available in the Careers Library
- VTAC Website: www.vtac.edu.au
- VICTER 2014 available in the Careers Library
- University and TAFE websites
- Job Guide – available in the Careers Library

Critical Dates For Subject Selection

05/06/13	Course Selection documents available print and on-line
06/06/13	Yrs. 9-10 Course Information Evenings 7pm.
07/06/13	Senior Subject Expo – 6pm – 8.30pm
18/06/13	Yr. 10 into Yr. 11 Course Counselling 1.30 – 7pm
26/06/13	Yr.9 into Yr. 10 Course Counseling 1.30 – 7.30 pm
17/06-21/06	Course counseling week Yr. 11 into 12 during school time

VCE Course Selection - Accelerated Studies

It is possible for students to accelerate in certain VCE studies. This process requires students to nominate a study in which they wish to accelerate and then to “qualify” to do so. Considerations will be made as follows:

Policy on Accelerating Students in VCE Studies : Rationale

There are many benefits of accelerating students into VCE subjects early, but it is also important to recognise the need to balance these benefits with the “risks”.

Some benefits include:

- Having a 6th Unit 3 and 4 subject to include in your ATAR score.
- Having the stepped experience of one (or two studies) a year early, rather than stepping straight into a full VCE program.
- Experiencing a higher degree of challenge – the pace of the work, the rigid requirements for presentation and meeting deadlines.
- Working alongside a different (and older) peer group.
- The experience of SACs and external examinations.
- The opportunity to apply for Higher Education Studies (previously called University Enhancement Studies).

Some of the drawbacks include:

- The student may focus on the accelerated study at the expense of the remainder of their Academic program.

Eligibility to apply

In order to minimise possible problems, we will consider each student application carefully. There is an Application form attached at the back of this Pathways Guide and all students intending to apply to take an Accelerated Unit of study must complete and submit this form to the Pathways Counselling Team for consideration. Students who have been part of the SEAL program and who have been recognized by this potential may automatically qualify in some subject areas.

For other students we would require a (flexible) combination of:

- Teacher and KLA recommendations.
- Formal reports that demonstrate high levels of achievement in all relevant subjects.
- Strong NAPLAN (Year 9) and/or Year 10 testing results.
- A history of a reasonable level of maturity and organisation with their Academic studies (for example, the student should not have been put on Redemption classes for non-completion of work)

Notes:

1. Progression from accelerated Units 1 and 2 to Units 3 and 4 subject is not automatic.
2. This Acceleration Criteria does not apply to students wishing to accelerate into VCE VET studies.

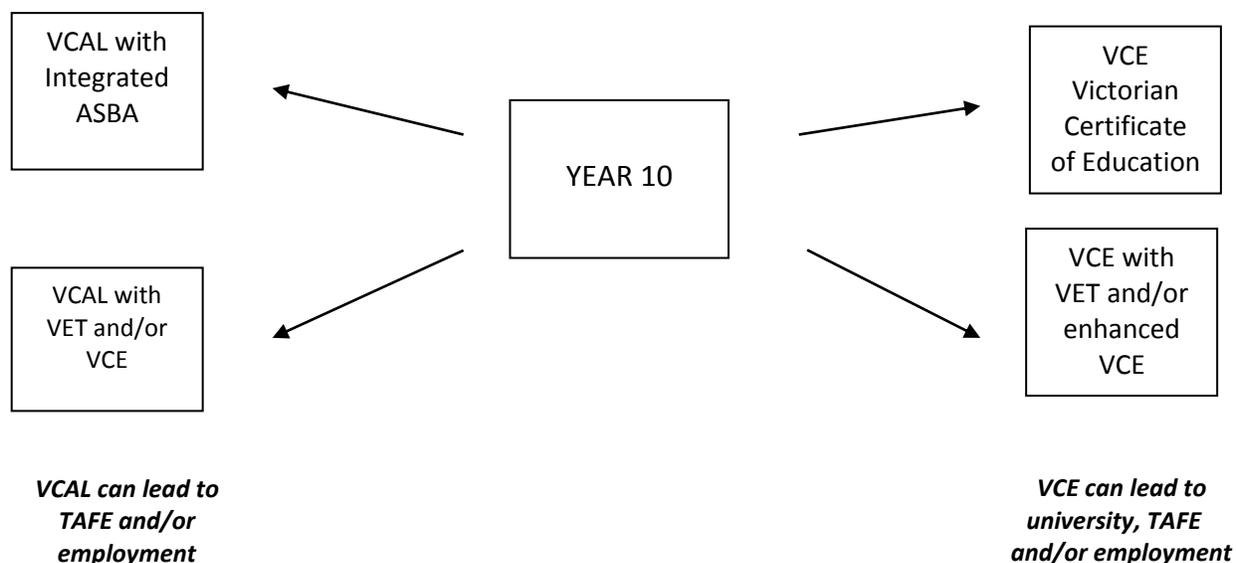
We recommend that for most students, the maximum number of VCE Units that they would accelerate is 2 Units (ie 1 subject over two semesters). It is an expectation that all students who accelerate in at least one Unit do complete a full allotment of studies at their relevant Year level alongside this accelerated study.

VCE Possible Accelerated Studies

The following lists of VCE subjects are offered in 2014 that are suitable for study by Year 10 students:

- | | | |
|---------------------------------|------------------------------------|------------------------|
| • Art Units 1&2 | • Foundation Mathematics | • Visual Communication |
| • Biology 1&2 | • General Mathematics
(Further) | |
| • Drama | • Media | |
| • Food & Technology | • Physical Education | |
| • Health & Human
Development | • Product Design and
Technology | |
| • History | • Psychology | |
| • Sociology | • Studio Arts | |
| • Information Technology | • Systems Engineering | |
| • Legal Studies | | |

STUDENT PATHWAYS THROUGH THE SENIOR SCHOOL



VCE: In Year 11, students study six VCE subjects and in Year 12, students study five VCE subjects. In both Year 11 and Year 12 students may undertake a combination of Unit 1/2 and Unit 3/4 courses.

VET In VCE: The first year of a VET program counts as a unit 1/2 subject and the second year of a VET program counts as a unit 3/4 study. (There are a few exceptions to this)

Enhanced VCE

- A student may undertake a single unit 3/4 subject in a semester as part of their 6 Year 11 subjects. A student who has taken a unit 3/4 subject in Year 11 may apply to undertake a university enhancement subject as one of their 5 subjects at Year 12. Only students who have done very well in the Unit 3/4 subject have this option.
- A student may undertake a non-integrated Australian School-based Apprenticeship (ASbA) in their casual job outside school hours. This will count as an extra subject if registered with the school.

VET in VCAL: This counts as 2 work related units within the VCAL program.

Integrated ASbA: VCAL students may combine their program with a part-time apprenticeship undertaken during school time.

Glossary of Useful Terms

Assessment task A task set by the teacher to assess students' achievements of unit outcomes for School-assessed Coursework (see also **Outcomes**).

Australian Tertiary Admission Rank (ATAR) The overall ranking on a scale of zero to 99.95 that a student receives based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known as Equivalent National Tertiary Entrance Rank (ENTER).

Credit In the VCAL, students are awarded one credit for completion of accredited curriculum in accordance with the course requirements for VCAL.

Award level In the VCAL there are three award levels: Foundation, Intermediate and Senior.

Credit In the VCAL, students are awarded one credit for completion of accredited curriculum in accordance with the course requirements for VCAL.

Derived Examination Score (DES) Provision available for students who are ill or affected by other personal circumstances at the time of an examination, and whose result is unlikely to be a fair or accurate indication of their learning or achievement.

Examinations External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. External Written examinations are held in October and November. Performance examinations and oral components of LOTE examinations are held in October.

General Achievement Test (GAT) This external test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts is conducted at the end of Semester One.

Graded Assessment All VCE studies have three Graded Assessments for each Units 3 and 4 sequence, except for scored VCE /VET programs, which have two. Each study includes at least one examination, most have School-assessed Coursework (SAC), and some have School-assessed Tasks (SAT).

Outcomes What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design or VCAL unit.

Satisfactory completion – VCAL The school decision that a student has demonstrated achievement of the outcomes for a VCAL unit. Students receive an **S** for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an **N** for not yet complete. Students qualify for the VCAL when they achieve sufficient credits to satisfy the course requirements. Units not yet completed are not printed on the Statement of Results.

Satisfactory completion – VCE The school decision that a student has demonstrated achievement of the outcomes for a VCE unit. Students receive an **S** for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an **N**. Students qualify for the VCE when they satisfy sufficient units which meet the program requirements.

School-assessed Coursework A school-based assessment that is reported as a grade for either a VCE Units 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess the student's level of achievement of VCE Units 3 and 4 outcomes.

School-assessed Task A school-based assessment for a VCE Units 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria. Schools' assessments of tasks are subject to review by a panel appointed by the VCAA.

School Based Apprenticeships and Traineeships Structured training arrangements, usually involving on and off the job training, for a student employed under an apprenticeship/traineeship training contract. These may include apprenticeships, part-time apprenticeships or traineeships.

Sequence VCE Units 3 and 4 are designed to be taken as a sequence.

Study design A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs.

Study score A score in the range of 0 - 50 shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.

Victorian Certificate of Applied Learning (VCAL) An accredited senior secondary school qualification undertaken by students in Years 11 and 12.

Victorian Certificate of Education (VCE) An accredited senior secondary school qualification.

Vocational Education and Training (VET) Nationally recognised vocational certificates. These certificates may be integrated within a VCE or VCAL program.

Year 10 Learning Pathways

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Health & Physical Education electives – minimum of one must be selected

Fitness Training
Sport and Nutrition
Women in Sport

Electives

Design and Technology
Digital Photography
Drama – Acting and Character Development
Drama – Art of Comedy
Film Studies
Food Around The World
General Art
Indonesian
Information Technology
Introduction to Literature
Media Studies
Spice Up Your Life
Systems Technology
Visual Communication
Woodwork

The Year 10 Curriculum

Students in Year 10 are required to study the following core subjects:

- English – one year
- Mathematics – one year
- Science – one year
- Humanities – one year
- Physical Education – students **must** select at least one semester of any of the P.E electives
- Industry and Enterprise Unit 1

English

Different strands of English are offered at Year 10. Through consultation students will be placed in the strand appropriate to their ability.

Students will work towards the achievement of Level 6 Standards. They will produce, study and respond critically to spoken, written and visual texts created for a wide range of audiences and purpose. Their focus is on a close examination of the critical and socio-cultural dimensions of language. Students practise writing expressively about thoughts, feelings, opinions and ideas and write considered arguments to support their views. As the first year of Senior English, this subject also has a focus on preparing students for the VCE English.

Humanities

All year 10 students take Humanities for both semesters.

Mathematics

At year 10, the course is differentiated so that students are able to achieve at a level suitable with their current understanding of mathematics. Adaptive testing is used to ensure students are provided with tasks commensurate with their current level. Some Year 10 students may be offered the chance to study Units 1 & 2 General Mathematics or Mathematical Methods in Year 10 if they are achieving above or well above the VELs level 5 standard throughout Year 9.

Science

All year 10 students take science for both semesters.

Electives

All year 10 students have the opportunity to select electives, either at year 10 level or as VCE unit 1 & 2 studies. Students select 6 electives. Note that LOTE and VCE studies run all year and take 2 elective spaces.

VCE Programs

As part of their Year 10 program, students are encouraged to select **one** Unit 1 and Unit 2 VCE/VET subject.

At Mount Erin College academically capable Year 10 students are encouraged to undertake **one** VCE (Units 1&2) or a VET subject as part of their elective program. **Note** that some subjects may not run due to insufficient interest or other constraints.

When making elective choices, students should consider the following:

- Subjects that lead to a specific career pathway.
- Subjects they have enjoyed doing in the past
- Subjects they have not encountered before but would like to try

Many VET programs are offered outside the College at other schools and providers however, not all VET courses may be suitable to Year 10 students. Students with a strong desire to study a VET program need to submit a VET Expression of Interest Form to the selection panel.

Note: Some core subjects charge a levy that is listed on the booklist to cover materials in lieu of a textbook. Some electives also require payment of fees and these are listed in the Subject Guide. Information about dates and method of payment will be sent to parents in Term 3.

Vocational Education and Training (VET) Programs

Vocational Education and Training (VET) in schools combines hands-on training with practice in industrial settings.

VET programs are designed so that students can develop general work-related competencies and skills and knowledge required in a particular industry.

VET programs can be counted towards the attainment of VCE and VCAL Certificates and are nationally accredited training programs at Certificate 11 or Certificate 111 level.

The following VET programs are available for year 10 students:

VET PROGRAM	SESSION LENGTH	VENUE
Building and Construction	½ day	Mount Erin College
Hospitality	½ day	Mount Erin College
Emergency Medical	½ day	Mount Erin College
Interactive Digital Media	½ day	Mount Erin College

Please note that there is a high cost involved in all VET programs. COURSE FEES ARE REQUIRED TO BE PAID IN FULL PRIOR TO CONFIRMATION OF ENROLMENT. **NO REFUNDS ARE ISSUED** SHOULD A STUDENT WITHDRAW AFTER THE COMMENCEMENT OF THE PROGRAM.

Students with a strong desire to undertake a VET program outside of the above list will need to meet other selection criteria as determined by the VET Selection Panel.

NOTE: Students undertaking a VET program may miss some classes in other subjects during the week. They will have timetabled Study Classes with a relevant teacher where they will be required to complete all relevant class work.

Sample Year 10 programs

Sample Program One

Blue = Core

Peach = Elective

White = Full year elective

Sem 1	I & E	English	Math	Humanities	Science	Film studies	Intro to Lit	ME011
Sem 2	I & E	English	Math	Humanities	Science	Sport & Nutrition	General Art	ME022

Sample Program Two

Sem 1	I & E	English	Math	Humanities	Science	Fitness 10	Art of Comedy	Indon
Sem 2	I & E	English	Math	Humanities	Science	Sport & Nutrition	Film Studies	Indon

Sample Program Three

Sem 1	I & E	English	Math	Humanities	Science	Women in Sport	Media 10	BI011
Sem 2	I & E	English	Math	Humanities	Science	Info Tech 10	General Art	BI011

Sample Program Four

Sem 1	I & E	English	Math	Humanities	Science	Sport & Nutrition	Woodwork 10	VET B & C
Sem 2	I & E	English	Math	Humanities	Science	Info Tech 10	Vis Com 10	VET B & C

Core Subjects

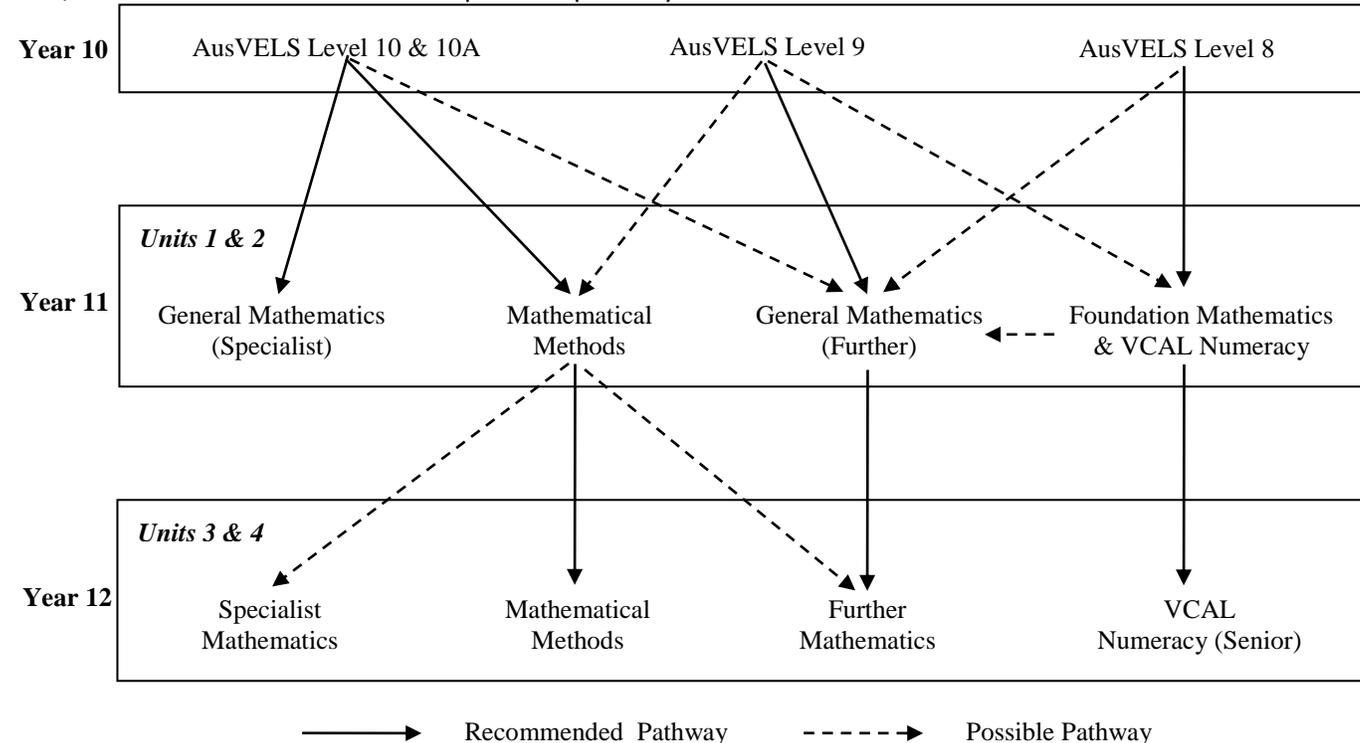
English	Mathematics Science	Humanities Industry & Enterprise	Physical Education
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Mathematics

We offer a differentiated Mathematics curriculum that is designed to meet the pathway needs of each student. All students will be provided with learning tasks commensurate with their current level and will maximise their opportunity to expand their educational pathway. Mathematics is an essential area of study for all VCAL students and almost all VCE students.

Options

The following diagram displays the possible pathways from Year 10 Mathematics to VCE Mathematics. These pathway options need to be considered in conjunction with a student's On Demand, NAPLAN and Teacher Judgment data, teacher's advice and a student's personal pathway choices.



Year 10 Mathematics (CAS Calculator)

Students will undertake work from the following strands: Number & Algebra, Measurement & Geometry, Statistics and Probability. They will develop their mathematical knowledge by completing learning activities that develop their understanding and fluency, problem solving and reasoning. Effective and efficient use of technology is a crucial part of any mathematics course and students are expected to have a Casio Classpad 330 CAS calculator in each and every mathematics class.

Humanities

The Year 10 Humanities course is based on the Australian National History Curriculum. It is a year-long core subject that provides a study of the modern world from 1918 to the present, including Australia's involvement in these dramatic times.

The course provides opportunities for students to develop key skills, such as using evidence, and understanding continuity and change, while recognising the significance and impact on Australian society. The course also considers the importance of cause and effect, and how there can be contestability when evaluating historical viewpoints.

Students will be asked to consider: -

- How did the nature of global conflict change during the Twentieth Century?
- What were the consequences of World War II? How did these consequences shape the modern world?
- How was Australian society affected by other significant global events and changes in this period?

OVERVIEW

The course begins with an overview of the Twentieth Century and includes:

- The inter-war years between World War I and World War II
- Post World War II efforts to achieve lasting peace and security
- Major movements for rights and freedoms
- The nature of the Cold War and its aftermath
- Developments in technology, public health, standard of living and concern for environment and sustainability

DEPTH STUDIES:

Through the three Depth Studies students will examine World War II (1939-45) and aspects of the Globalising World that may include:

- Rights and freedoms (1945 – the present)
- Migration experiences (1945 – present)
- The environment movement (1960s – present)
- Popular culture (1945 – present)

For details about this course please go to:

<http://www.australiancurriculum.edu.au/History/Curriculum/F-10>

Physical Education

All students **MUST** choose at least one PE elective and/or take VCE Physical Education.

Students will undertake advanced analyses of fitness strategies that contribute to his/her wellbeing. They will set personal fitness goals, participate in fitness programs and investigate external recreational and sport organisations.

Industry and Enterprise

VCE Unit 1: Workplace Participation

This subject prepares students for the realities of work and is taught as part of the Year 10 Pastoral Care Program. Students learn about the skills that employers require from their workers. The subject involves investigating individual career pathways and future occupations. Students undertake work experience and report on the features of the workplace. This provides students with a VCE Unit 1 credit.

Assessment: Personal profiles involving skills, interests and abilities. Job investigation and work experience journal.

Science

This unit involves the study of science through themes such as: Genetics, Evolution, Chemistry and Physics. Students will investigate chemical reactions, ionic bonding, genetics, adaptation, evolution, movement & forces, greenhouse effect and global warming. Topics will be covered in depth and assessed according to VCE in order to prepare students for future studies in Science. There will be three outcomes with topic tests, School Assessed Coursework (SACs), an integrated project and a final exam.

Note: Students wishing to pursue a VCE Science should seek advice from the Careers Counsellor and their Science teacher.

Health and Physical Education

Students need to choose AT LEAST 1 of the following electives **or** select VCE Physical Education

Fitness Training: Cost \$60

Sport & Nutrition: Cost \$60

Women in Sport: \$60

Fitness Training

This elective will equip you with the principles involved in how to improve fitness and develop training programs for various sports. Practical activity is used to illustrate how different sports and activities require different types of fitness. Fitness components and assessment are studied as well as how to apply training principles. Students use software, web based activities and video programs as well as laboratory activities, projects and practical sessions. This subject is an ideal preparation for VCE Physical Education – Units 3 and Unit 4. Year 10 students may also consider taking Units 1/2 VCE Physical Education.

Sport & Nutrition

This subject is geared towards Mainstream Physical Education classes. During this subject, students will complete units based on Fitness Testing, Peer Teaching, Kicking Sports, Individual Sports, Invasion Sports & looks at a DVD Documentary on Nutrition and the impact it has on our health & lifestyle, as well as society. Students will learn the importance of keeping active and how to engage in physical activity in the school environment, at home and within the community. In this subject students will be participating in activities outside of the school environment, such as Ten Pin Bowling, Golf, Gym Sessions and Roller Hockey. Year 10 students may also consider taking Units 1/2 VCE Physical Education.

Women in Sport

This elective has been developed especially for those that are interested in Sport & Health, but may feel a little intimidated by the competitive nature of some Physical Education classes! During this elective students will study healthy eating and exercise, adolescent health issues, sexual health and the media's portrayal of women in sport. All of these topics will be geared towards how these things affect females specifically. Students will have the opportunity to participate in a variety of activities that will be decided and chosen by herself /himself in consultation with the teacher, to try and support regular participation in physical activity.

Electives

Design and Technology **Standard Project: Cost \$80** **Surfboard Project Cost \$165**

Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants, with increased responsibility to think sustainably.

Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions. Students will investigate design principles, undertake analysis of materials and techniques and develop and execute a design brief.

Students have the choice within the course of designing and constructing different models. The option of designing, constructing and testing a timber surfboard as the major project incurs an additional cost for the necessary materials.

Students undertake Design and Technology as preparation for further study of technology in VCE.

Digital Photography **Cost \$55**

Students will study the formal elements of photography including manipulation created by Photoshop. They will also look at the workings of an SLR camera and its effects upon images. The work of renowned artists will be studied and integrated into students' work. Students use Adobe Photoshop to create photomontages that explore concepts like identity and issues in the media.

Drama – Acting and Character Development **Cost \$30**

This subject provides students with the opportunity to conduct both solo and small group performances towards their performance work in the development of role. Students also develop skills of analysis through review as well as a professional performance.

Students will have the opportunity to explore a range of role based activities related to the Grotowski tradition, where the creation of a character and expressive skills lead to performance. Students will maintain a workbook.

This subject provides sound preparation for VCE Drama and may lead to a career in the Performing Arts Industry. It is good preparation for the College Production and is excellent for developing teamwork, initiative, leadership and confidence for life.

Drama – The Art of Comedy **Cost \$30**

Students participating in this subject will develop a comic character, or characters, for group and solo performance work for a junior audience. They also analyse a professional performance and their own performance work.

Students will learn to explore improvisation and Theatre Sports techniques and work in groups to develop situation comedy routines. They will develop a particular comic character of their devising.

This subject is excellent preparation for entry to the Comedy Festival and other Year Ten Drama units, the College Production and VCE Drama. It will develop teamwork, initiative, leadership and confidence needed for many careers.

Film Studies

Film Studies at Year 10 explores the captivating world of cinema through the lens of Film as Text. The subject will provide students the opportunity to analyse popular films through explorations of film techniques and story elements that contribute to the creation of a film narrative. Students will view a variety of films across genres from Coming of Age, Suspense & Science Fiction, Film Noir and the rest. Students will undertake activities such as scene analysis tasks, test response writing and creative responses such as film reviews, scriptwriting and storyboarding, among others. Skills developed in the unit will assist students in Film as Text outcomes essential to VCE English study.

Film as Text: As a KLA we considered the relevance of this subject within our curriculum and what pathway we believe it followed or lead to. We believe that it remains a viable pathway into VCE English and Literature and builds important text analysis skills that are essential to VCE film text study and to text analysis more broadly.

Food Around The World

Cost \$95

Students who successfully complete this subject will have a deeper understanding of various cultures through food, have insight into how each culture has contributed to Australian food patterns, have an understanding of how to cook new foods that can be nutritious and delicious and be able to present and eat the foods they prepare.

Students will have the opportunity to complete weekly practical work reflecting the particular theme being studied, engage in practical planning, preparation and presentation of various recipes and participate in discussions and application either using worksheets or practical work.

This subject is preparation for VCE Food Technology and provides an introduction to the type of skills that would be required in the Hospitality industry. Year 10 students may wish to take Unit 1/2 VCE Food Technology or VET Hospitality.

General Art

Cost \$50

In this subject students will adapt a variety of drawings and techniques, including some multi-media to create artworks, including printmaking, sculptures and various 2D images and use appropriate techniques to develop these art works. They will study various artists, methods of working in the above 2D and 3D areas and develop art works in a range of art elements, principles and concepts.

Students will have the opportunity to study various printing, drawing and sculptural techniques, adapt these to their own art works and develop a variety of skills and appropriate selection in producing art works. They will describe ways in which current themes are in selected cultural and historical contexts. This subject is an excellent preparation for VCE Studio Arts or Art. Students may wish to consider taking VCE Studio Arts Unit 1/2 in Year 10.

Introduction to Literature

In Introduction to Literature students interested in exploring the rich fields of literary practice will have an opportunity to engage with a variety of genres and explore a range of text types – from poetry to novels, song lyrics, short stories and film. Students will be taken on a grand adventure in Literature through genre-based units, providing opportunities to consider such concepts as fantasy, gothic themes, the power of love and hate, friendship, heroism and villainy, and our quest for belonging and identity. The course will explore cherished Classics and Modern favourites and will allow students to consider how they fit into the wide world of the human experience conveyed through Literature. Students can elect to select this course across both semesters where they will engage with different texts and themes in each semester unit.

Literature: As a KLA we believe that the Literature course is an invaluable part of the English curriculum and the senior curriculum more generally (see above). In light of this, we have considered ways in which we can build the skills, create interest and build numbers for the VCE subject and create the necessary pathway for SEAL students leaving the program at Year 9 and hoping to transition into a supportive and challenging senior school program. Our response to all of these priorities is to create a Year 10 Lit course that is modeled after the VCE course structure but uses engaging texts and a genre-based model to draw students into the course.

Indonesian

A LOTE study, which counts for two elective choices, is of 12 months' duration.

The study of Indonesian at this level develops skills across a range of areas. Students' abilities in the areas of grammar, reading, writing, speaking and listening (in both Indonesian and English) are greatly enhanced, providing excellent preparation for VCE Indonesian. Students will also gain invaluable knowledge of Indonesian culture by exploring a variety of texts, and immersing themselves in cultural excursions. The study of a LOTE in Year 12 attracts a high weighting which results in extra ATAR points.

Students continue to study from the textbook Bagus Sekali 2, covering the topics :

- "At the fruit Market"
- "Last weekend was great!"
- "Around the City"
- "Let's go on holiday"

At this level students also participate in activities that make a difference to the world in which they live. After the zoo excursion in 2012, Year 10 students participated in Melbourne Zoo's Endangered Challenge. Students selected their own projects and produced things such as children's books, petitions and public presentations. The class's efforts were highly commended by the Melbourne Zoo. Students also further developed links with our sister school in Bali.

Information Technology **Cost \$10**

Students are engaged in activities that represent real world use of information systems. They use Microsoft Office programs as well as other software that may be suitable to the task they are undertaking. Students are encouraged to explore the many facets of computer technology and the uses outside the common PC platforms. Students who undertake this elective will be exposed to real world activities that will challenge and enhance their IT skills as well as their design and creativity.

Note: Year 10 students may consider taking Unit 1/2 VCE Information Technology.

Media Studies **Cost \$50**

Students will be encouraged to use their own observations and experiences to generate ideas for their media work and experiment with ideas in different media forms. They will develop an understanding of how media is influenced by cultural and historical conditions.

Students will have the opportunity to learn about important concepts in photography, the print media and films and apply these concepts in the production of photos using short video presentations and digital cameras. They will use computer software applications to produce a variety of presentations on different topics and for different audiences and analyse the use and potential effects of violence in films and video games.

This subject provides an introduction to VCE Media Studies and valuable practical skills which can be used in a variety of school and home settings. It helps to develop analytical skills important in English and Visual Arts/ Visual Communication. Students may wish to consider taking VCE Media Studies Unit1/2 in Year 10.

Spice Up Your Life

Cost \$95

Students will prepare and present various foods including meats, fruits, vegetables, pastries, and cakes, develop skills in basic meal planning and learn about different types of diets.

Students will have the opportunity to participate in weekly practical work reflecting the particular theme studied in lessons, develop skills in practical planning, preparation and presentation of various recipes and participate in discussions followed by application either with worksheets or practical work.

This subject is preparation for VCE Food Technology and provides an introduction to the type of skills that would be required in the Hospitality industry. 10 students may wish to take Unit 1/2 VCE Food Technology or VET Hospitality.

Systems Technology

Cost \$75

This study provides an opportunity for students to develop capabilities in and knowledge about the design, operation, construction, assembly, maintenance, repair and evaluation of technological systems. Students have the opportunity to develop skills in the manufacture of circuit boards, the mounting and soldering of components and other electronic construction processes. They will also be able to identify and describe the function of a range of electronic components.

The study can provide a sound systems-oriented basis for students keen to pursue electronics as a hobby, for VCE Systems and Technology or VET Electro technology, tertiary technology courses and for employment in technological enterprises. Electrical/electronic systems include microelectronic systems or subsystems.

Visual Communication

Cost \$40

Students will explore a variety of graphic techniques and learn the basic steps necessary for good design. They will produce some computer generated designs and be able to produce drawings using scale and equipment.

Students will have the opportunity to learn through exploring techniques in rendering and use of colour and compile a record of research work. They will produce a folio of finished drawings and learn to use various aspects of computer graphics.

This subject provides a sound basis for VCE Visual Communication and is helpful for many TAFE, apprenticeship and tertiary courses.

The subject provides a sound basis for VCE Visual Communication Design. Students may wish to consider undertaking VCE Visual Communication Design Units 1 &/or 2 in Year 10.

Woodwork

Cost \$80

Woodwork is an area of learning in which students gain knowledge of the design and creative process. The three steps of design (Investigating & Design, Producing and Analysing & Evaluating) are used when developing skills in the use of tools, both hand and power to manufacture wood models.

This course is designed to enable students to also acquire a variety of skills in design considerations, hand tool skills, use of different wood materials and safe work habits.

Throughout the classes the use of the book listed text book will assist with the written requirements of the course.

This subject is preparation for further studies in Woodwork and VCE Product Design and Technology and provides students with an introduction to skills required in Woodwork trades.

Year 11

AND

Year 12

Choosing a Program of Study: The Course Selection Process

Students into Year 11 2014

Mount Erin College Year 10 students are undertaking a comprehensive program of counselling and instruction to prepare them to select the most appropriate course of study in 2014.

All students will have undertaken VCE Unit 1 Industry and Enterprise, which includes a structured work placement of their choice as part of their career and course exploration. All students have completed a Managed Individual Pathways (MIPS) plan.

All Year 10 students have been allocated a course counsellor who will provide them with information and assistance when they are choosing their VCE/VET or VCAL program.

Students may also visit the Careers Room and make an appointment with our careers adviser Rosalyn Nimmo to discuss their career pathways. Parents are very welcome and are encouraged to attend as well.

There will be a Parent Information Evening/VCE Expo to inform parents about the VCE/VET and VCAL options. This will provide an opportunity to discuss each subject with teachers and students.

Subjects will be blocked according to Pathway Programs and students will elect to go in to relevant programs.

Pathways Planning Sessions: (see Critical Dates p. 3)

Students and parents will be given a 15 minute appointment with the student's course counsellor. There will be no Year 10 classes on this day. On this day we would like the student to come to school at the appointed time with a parent or guardian, with their course selection sheet, showing their chosen course for the following year. At the end of the interview, the course selection will be finalized and submitted to the course counsellor.

All dates will be advised in the newsletter sent home to parents and posted on the College website

<http://www.mounterin.vic.edu.au>.

Any subsequent problems due to blocking clashes or other issues will be discussed with the student later in the term and parents informed.

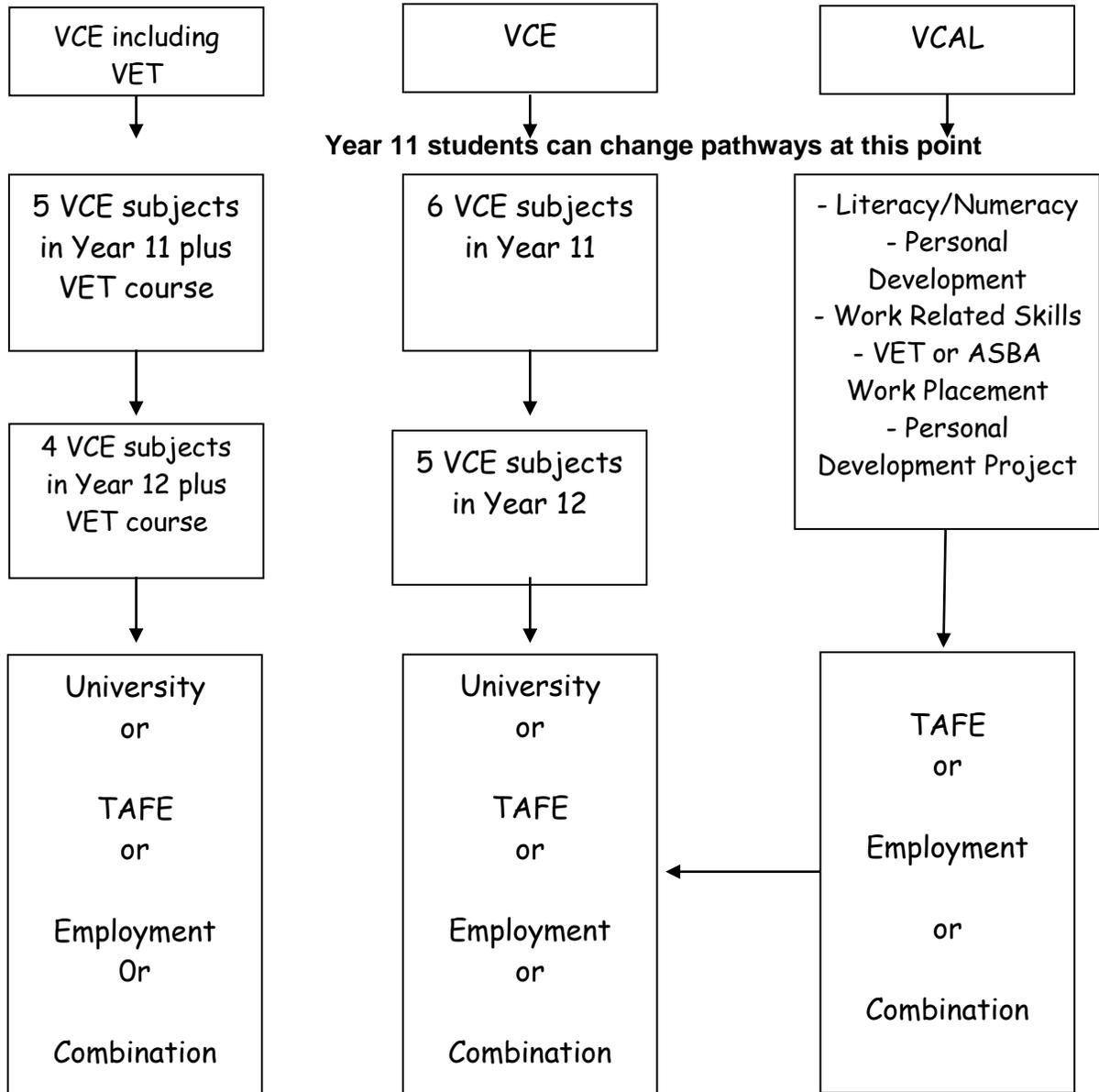
Students into Year 12: 2014

It is expected that most Year 11 students will continue in the program they began at the start of 2013. That is, students undertaking Intermediate VCAL will go on to undertake Senior VCAL in 2014. Students undertaking VCE will continue to Year 12 VCE in 2014. It is also expected that most VCE students will continue all but one of the Unit 1 and 2 studies they have undertaken this year at Unit 3 and 4 level.

Students considering making a change to their programs should consult Pathways Team member, the relevant senior school teachers, the school's Careers Advisers and the Senior School Co-coordinators to ensure that they are making the best decision for their VCE studies.

Common Future Pathways

Year 11/12 Course Options



VCE

The Victorian Certificate of Education (VCE)

The VCE is normally a two-year course of study. Over the two years most students will have undertaken 22 semester length units of study. However, all students in Year 10 will have undertaken Unit 1 of VCE Industry and Enterprise and most Year 10 students will undertake an additional VCE or VET study as well. These studies are credited to the student's VCE or VCAL. In 2014, students entering Year 11 VCE will undertake **six** subjects including English or Foundation English. Students entering Year 12 VCE in 2014 will undertake **five** unit 3 and 4 level subjects including English.

NOTE: For tertiary entrance, students must satisfactorily complete Unit 3 and Unit 4 English OR Units 3 & 4 in Literature.

Apart from English, all other subjects are elective.

Choosing Subjects

There are three golden rules to keep in mind when choosing a VCE program. These are:

- Choose subjects you enjoy and are interested in.
- Choose subjects you are good at as you are most likely to do well in these.
- Choose subjects which are prerequisites for tertiary courses you may be interested in undertaking after you leave school.

What is a Prerequisite?

A prerequisite is a VCE subject that you must successfully complete in order to be eligible to apply for a particular University or TAFE course. If you haven't done a prerequisite subject then you cannot apply for the course.

To check for prerequisite subjects for tertiary courses that interest you, look in the VICTER 2014 (for 2013 Year 12s) or the VICTER 2014 (for 2013 Year 11s). These are available in the Careers Library. This year the Victorian Tertiary Admissions Centre (VTAC) will publish prerequisite information for current Year 10 students in The Age and Herald Sun in late-July. This information is also available from the VTAC website – www.vtac.edu.au.

Mathematics in the VCE

Many tertiary courses have prerequisites in the area of Mathematics. As such, it is important to be aware of any such prerequisites and carefully consider the impact of your Mathematics choices on your future pathway goals.

Students should **complete the highest level of Mathematics of which they are capable**. Completing Mathematics at VCE opens many future options for students in higher education and even in some apprenticeships. However, students **do not have to complete VCE Mathematics**. For students who simply do not want to undertake Mathematics in VCE, there are many options which do not require Mathematics as a prerequisite.

Students intending to study Mathematics in their VCE should read the Mathematics course description in this guide very carefully and ensure that they choose the Mathematics which best suits their needs and abilities. The student's On Demand results in Year 10 along with their Mathematics teacher's recommendation should be used as a guide to the most appropriate level of Mathematics for the student to undertake.

Most students in Year 11 will study General Mathematics. The course leads students onto studying Further Mathematics at Year 12. The other option for studying Mathematics at Year 11 is to choose to study Mathematical Methods 1 and 2 which is used as an introduction to Mathematical Methods 3 and 4.

For those students that are achieving well below, below or at the level 4 standard throughout Year 10, it is recommended that they study Foundation Mathematics or VCAL Numeracy (Intermediate). Foundation Mathematics has no equivalent Year 12 study while VCAL Numeracy (Intermediate) flows into VCAL Numeracy (Senior).

For students who are passionate and keen to study higher levels of Mathematics at University (i.e Science, Engineering, Pure and Applied Mathematics) they have the option of completing Unit 3 and 4 Specialist Mathematics in Year 12 and/or a University level Mathematics extension subject. These options require careful consideration before being undertaken. However, these are not compulsory for the majority of tertiary courses.

Choosing a Unit 3 and 4 Study in your Year 11 Program

Students may choose to undertake one Unit 3 and 4 study while in Year 11. This opportunity is provided to enable individual students to broaden and enrich their academic program through the additional challenge and stimulation of a Unit 3 and 4 study. Completing a Unit 3 and 4 study in Year 11 may enhance the ATAR score at the end of Year 12.

Students will still be required to undertake five Unit 3 and 4 studies when in Year 12, so the Unit 3 and 4 study undertaken in Year 11 means that the student will have a total of six Unit 3 and 4 studies in their VCE program. All six studies count in the calculation of the ATAR, used for selection into most tertiary courses.

Students are strongly advised that their best four subjects should be taken at Unit 3 and 4 level when in Year 12, when they have their best prospects of performing to their optimum level.

Students who wish to undertake a Unit 3 and 4 study in Year 11, should:

- Be strong academically
- Be able to work independently without direct supervision
- Be able to organize tasks and priorities to achieve a balanced workload
- Be able to set goals and meet deadlines
- Be willing to seek assistance as appropriate
- Be able to work co-operatively and communicate effectively with other students

NOTE:

The following subjects have Unit 1 & 2 prerequisites: Chemistry, Physics, Auslan, Indonesian, Mathematics and all VET studies.

NOTE: Students **may not** select English or Literature Units 3&4 without having done at least one of Units 1 OR 2 in the relevant subject. Units 1&2 in these subjects can only be taken in Year 11.

Year 12 students will have first preference in Unit 3 and 4 studies and Year 11 students may miss a position if classes are filled to their maximum on the basis of Year 12 selections.

The ATAR – Australian Tertiary Admissions Ranking

Students undertaking Unit 3/4 VCE subjects (including many second year VET studies) will receive, from the Victorian Curriculum and Assessment Authority, a study score out of 50 for each subject, based on their results in assessment tasks and exams. These study scores are adjusted (scaled) by the Victorian Tertiary Admission Centre and used to calculate the student's ATAR for selection into many university and some TAFE courses. Up to 6 Unit 3/4 adjusted study scores can be used in the ATAR calculation, as follows: English study score + top 3 study scores + 10% of the fifth study + 10% of the sixth study. A VET study with no study score counts in the ENTER calculation as 10% of the average of the top 4 scaled study scores. (See the VTAC website for more details).

Australian School Based Apprenticeships (ASBA)

VCE students who are doing part-time or casual work out-of-school hours, may be asked by their employer to sign a training plan to undertake a school based apprenticeship. This is generally done in retail or hospitality. Students should register the ASBA with the school to receive credit for this in their VCE Certificate. It will be an extra study and cannot be undertaken during school hours. VCE students will not be permitted to undertake an ASBA during school hours.

Satisfactory Completion of the VCE

To achieve satisfactory completion of the VCE, students are required to:

- satisfactorily complete at least 16 units of study
- satisfactorily complete at least 3 units of English or Literature
- satisfactorily complete 3 sequences of 3 and 4 level units (ie. 6 units) in studies other than English.

Assessment of level of performance in a unit

Unit Outcomes

Outcomes form the basis for satisfactory completion of VCE units. Each VCE unit includes a set of two to four Outcomes. These Outcomes must be achieved for a satisfactory completion of the unit. Achievement of the Outcomes is based on the teacher's assessment of the student's performance on Assessment Tasks designed for the unit.

Assessment of VCE Units 3 and 4

All studies have both school-based assessment (either School-Assessed Coursework "SAC'S" or School Assessed Tasks "SAT'S"), and external examinations. Marks for school-assessed tasks are moderated against the school's examination results

School-assessed coursework will involve a series of concise exercises set by the classroom teacher, taken over a short timeframe with classroom supervision. Much of the work in school-assessed coursework will include tasks normally performed as part of regular classroom instruction such as an experiment or a short essay.

Examinations

Written examinations will take place in November. All studies have at least one written examination.

Study Scores

Students' overall achievements for each study will be calculated and reported as a Study Score (Relative Position) on a scale of 0 to 50. These Study Scores are scaled, combined, and ranked to give the student an ATAR score for tertiary entrance. Scores from some studies are scaled up or down before the ATAR is calculated.

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NOTE: Some VCE subjects that have very low numbers of students may not run at Mount Erin, but may be accessible at a local school in the afternoon/evening (similar to the way most VET studies are offered). Some courses are also available through distance education.

NOTE: All subject charges for VCE studies are PER UNIT so there is a charge for each semester of study.

English

English Units 1- 4

English is a compulsory subject at VCE and is an essential element to a successful VCE outcome and the receipt of an ATAR score. The English language is central to the way in which students understand, critique and appreciate their world, and to the ways in which they participate socially, economically and culturally in Australian society. The mastery of the key knowledge and skills described in this study design underpins effective functioning in the contexts of study and work as well as productive participation in a democratic society in the twenty-first century.

Students must complete at least 3 Units of English for VCE but most commonly, students complete four (4) Units of English. They may choose From Units 1-4 English or select Units 3 & 4 Literature.

Outcomes: There are 3 main areas of study across Units 1-4 and students will be responsible for undertaking tasks associated with each area of study in each of these Units.

Area of Study 1: Reading and Responding

This area of study includes an analysis of the ways in which structures and features are used by the authors of narrative texts to construct meaning

Area of Study 2: Creating and Presenting

On completion of this unit the student should be able to create and present texts taking account of audience, purpose and context.

Area of Study 3: Using Language to Persuade

On completion of this unit the student should be able to identify and discuss, either in writing and/or orally, how language can be used to persuade readers and/or viewers. * Students will not complete this outcome in Unit 4.

Assessment: School assessed coursework, examination.

Art

Cost: \$30

Unit 1: Students focus on artworks as objects and examine the meaning behind them. They examine artists from different cultures and historical periods and how their work communicates and inspires them as art makers. Students specifically look at three artists relating to personal and cultural identity. They learn the techniques of analysis and generate a folio of artworks related to the theoretical component of the course.

Unit 2: Students study artworks as a form of cultural expression specific to events in the community. They look at artworks as an important part of cultural activities and in different contexts to begin to see the varying social functions that artworks can serve. Students identify art as a reflection of culture and how art is influenced by time, place, beliefs and traditions. Meaning and messages behind the artworks is explored and students link this in with their own practice in continuing a folio of artworks that reflect their own cultural and social attitudes towards art.

Unit 3: In this unit, students study selected artists who have produced works before and since 1970 (historical and modern). Students interpret and analyse the meaning of selected artworks by their chosen artists. They explore ways in which ideas and issues can influence the making and interpretation of art. Students also develop their own art responses inspired by ideas, concepts and observations. They apply imagination and creativity as they explore and develop their visual language through the investigation and experimentation of materials, techniques, processes and art form/s, producing a folio and at least one finished artwork.

Unit 4: Students continue to develop personal points of view and informed opinions about art ideas or issues and support them with evidence. They build an understanding around the discussion of broad themes or issues, such as the role of art in society, and consider how themes and issues are communicated through artworks. They discuss how art may affect and change the way

people think. Students also continue to build upon ideas and concepts begun in Unit 3. They focus on the development of a body of work that demonstrates creativity and imagination, the evolution of ideas and the realisation of appropriate concepts, knowledge and skills. At the end of this unit, students present a body of work and at least one finished artwork accompanied by documentation of thinking and working practices.

Auslan

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. The study promotes understanding of different attitudes and values within the wider Australian community and beyond, and promotes the language and cross-cultural understanding of a unique Australian cultural community.

The ability to communicate in Auslan facilitates communication between deaf and hearing communities, and in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, education, etc.

Structure

Unit 1

Outcome 1

On completion of this unit the student should be able to establish and maintain a signed exchange relating to areas of personal experience.

Outcome 2

On completion of this unit the student should be able to view signed texts and extract information.

Outcome 3

On completion of this unit the student should be able to respond personally to real or imaginary experiences relating to everyday situations.

Unit 2

Outcome 1

On completion of this unit the student should be able to participate in a signed exchange related to negotiating and reaching agreement in everyday personal and social situations.

Outcome 2

On completion of this unit the student should be able to view signed texts and extract and use information.

Outcome 3

On completion of this unit the student should be able to express and convey real or imaginary experiences relating to a range of situations.

Entry

There are no prerequisites for Units 1 and 2

Important notice: We are offering this subject after school hours, on Wednesdays from 4.15pm to 7.15pm. Our college is running this class at this school; other students who wish to study Auslan can choose to attend at this college or at Forest Hill Secondary College. Mount Erin College offers to teach Auslan via video conference linked up with Forest Hill College.

Biology

Cost: \$30

Biology is about the study of life. Students will learn about living things, how they survive, and how they interact with each other. They start from the basic unit of life, the cell. Biology culminates in the study of genetics and evolution and looks at the new technologies in practice today. The following units are studied in VCE Biology:

Unit 1: Unity and Diversity: Cells in Action & Functioning Organisms,

Unit 2: Organisms and their Environment: Adaptations of Organisms & Dynamic Ecosystems,

Unit 3: Signatures of Life: Molecules of Life and Detecting and Responding.

Unit 4: Continuity and Change: Heredity & Change Over Time.

Percentage contributions to the study score in Biology are as follows:

- Unit 3 School-assessed Coursework: 20 per cent
- Unit 4 School-assessed Coursework: 20 per cent
- End-of-year examination: 60 per cent

Business Management

Units 3 and 4 focus on large-scale organisations and the particular issues that relate to operating a business of this size including the inevitability of change. Whilst continually linking to ethics and corporate social responsibility, this course covers internal environments, operations, human resources and ways to manage change effectively.

Chemistry

Cost: \$30

Chemistry is the study of structure, properties and behaviour of matter. This involves a range of chemical processes, reactions and calculations. The physical and chemical nature of materials and the Periodic Table is studied. Students also study the work of chemists, analytical techniques and organic chemistry, including some biochemistry. They also examine an industrial process for producing an important chemical and the factors that must be considered in its production, and the supply and use of energy. The following units are studied in VCE Chemistry:

Unit 1: The Big Ideas of Chemistry: The Periodic Table & Materials

Unit 2: Environmental Chemistry: Water & the Atmosphere

Unit 3: Chemical Pathways: Chemical Analysis & Organic Chemical Pathways

Unit 4: Chemistry at Work: Industrial Chemistry & Supplying and Using Energy.

Drama

Cost: \$55

In Drama the focus is on students creatively devising their own performances. Students study acting techniques and different performance styles and present ensemble and solo performances. They document the process of creating performance and analyse and evaluate their own work. They also see professional theatre productions on which they write analyses.

Unit 1: Dramatic Storytelling

The focus is on the art of creating and developing characters explored through improvisation and research.

Unit 2: Creating Australian Drama

The focus is on creating, performing and analysing drama using a range of stimulus material.

Unit 3: Ensemble Performance

Students create and present an ensemble performance using theatrical styles and conventions in non-naturalistic form.

Unit 4: Solo Performance

Students develop a devised solo performance based on real and imagined characters. Students will have the opportunity to experience theatre performances out of school hours.

Food and Technology

Cost: \$110

Unit 1: Properties of Food

This unit introduces students to the diverse nature of food, its preparation, storage, safe food handling and aesthetics. Students discover the links between classification of foods, their properties and different cooking methods. They examine changes in food brought about by preparation and processing techniques.

Unit 2: Planning and Preparation of Food

Students investigate, analyse and apply the most suitable methods and tools to optimise the sensory, physical and chemical properties of food. They work independently and as part of a team to research and implement solutions for a design brief.

Unit 3: Food Preparation, Processing and Food Controls

Students are required to analyse the functions of the natural components of key foods, investigate cooking techniques and show an understanding of techniques that prevent spoilage. Students write a design brief applying their knowledge of key foods, properties, tools, equipment, cooking and preservation techniques.

Unit 4: Food Product Development and Emerging Trends

Students work independently to implement the design brief established in Unit 3. They also examine product development, packaging systems and marketing. They investigate emerging trends in product development including societal pressures to improve health, technological developments and environmental considerations.

Assessment: Design Brief, tests, short reports, production work, school assessed coursework, exam.

Health & Human Development

Cost: \$20

Unit 1: This unit specifically focuses on the health and development of Australia's youth with particular emphasis on the factors that impact upon youth health and the challenges facing Australian youth.

Unit 2: This unit examines the role of family and community in the health and development of the Australian population as well as the Australian health care system and its role in promoting health for all Australians.

Unit 3: In Unit 3 students study a range of determinants that influence the health of an individual and a population. It focuses on understanding the nutritional status of Australians and how nutrition can be a protective factor against various diseases. The role of government and non-government organisations in promoting health is explored.

Unit 4: This unit concentrates on human development across the lifespan, with a particular emphasis on pre- natal and early childhood development. The impact of inherited and environmental factors as an individual moves through the lifespan is explored.

The second half of Unit 4 focuses on global health issues. The health status of various developing countries is compared to those of developed/industrialised countries. Strategies to optimise health in developing countries are considered.

History

Twentieth Century - Crisis and Conflict

Unit 1: The first half of the Twentieth Century was marked by significant change through which the old order was challenged and overturned. The focus of this unit is the emergence of new movements in response to economic, social and political crises and conflicts.

Students explore these ideas through the context of the *Russian Revolution* and its global impact, including The Cold War.

People and Power

Unit 2: This unit focuses on the process of challenge and change. Concepts such as ‘liberty’, ‘authority’, ‘freedom’, ‘equality’ ‘right’ and ‘truth’ are explored and viewed in the context of Twentieth Century. Students look at South Africa under Apartheid and the global civil rights movement as the context in which challenge and change occurred. Through examination of a wide range of sources, including feature films, students will gain an understanding of the motivation behind this movement for change and equality.

Australian History

Unit 3:

Area of Study 1: A New Land: The Port Phillip District 1830-1860

The first area of study examines the reasons behind the settlement of the Port Phillip District and its growth to the self-governing colony of Victoria. Students consider the motives of those who came and the impact European settlement on Aboriginal communities. They will also consider the impact of the gold rushes and the way gold changed people’s visions of the future of the colony

Area of Study 2: Nation Race and Citizen 1888-1914

The second area of study will consider the development of an Australian consciousness and national identity during the period 1888-1914. Students will evaluate the hopes and fears which helped create the new nation of Australia and shaped ideas about citizenship, belonging and responsibility. What were the processes of inclusion and exclusions that formed a nation of Australian citizens?

Unit 4:

Area of Study 1: Testing the New Nation: 1914-1945

The first area of study examines World War Two and the way in which Australians responded to this crisis. Students will consider the extent to which this crisis shook old certainties and provided opportunities for people to argue for change. They will also examine the extent to which the cohesion of Australian society was maintained or redefined by this crisis.

Area of Study 2: Debating our Future: 1960-present

The second area of study looks at the Vietnam War and Australia’s involvement in this conflict. Students will consider the reasons why the war created debate and division within Australian society. They will evaluate the reasons for this and the extent to which attitudes to Australia’s involvement in the Vietnam conflict changed from 1965 to 1970.

Indonesian

Units 1 and 2

In Units 1 and 2 students study various topics within the prescribed themes, including the individual, Indonesian-speaking communities, customs and traditions. Topics studied at this level include music, sight-seeing and endangered Indonesian animals. Students are exposed to a wide range of resources including authentic texts used by both Indonesian teenagers and adults.

Units 3 and 4

In Units 3 & 4 students continue their study of topics from the prescribed themes of the individual, Indonesian speaking communities, customs and traditions. Topics studied at this level include poverty, western influence on the peoples of Indonesia and Indonesian youth. In Unit 4 students complete a detailed study on a topic that will be studied for at least 15 hours in class. This topic will be discussed in the end of year examination.

Assessment

Unit 1: conversation, letter response, charts & tables, oral presentation, review, article.

Unit 2: letter/fax/email, role-play, interview, listening to information to produce different text type, journal entry, personal account, short story.

Unit 3: 250 word personal or imaginative written piece, listening to spoken texts to extract and use information, 3-4 minute role-play focusing on resolving an issue.

Unit 4: read a text to extract and use information as required, 250-300 word informative, persuasive or evaluative written piece, 3-4 minute interview.

Information Technology

Unit 1: IT in Action

This unit focuses on how individuals use, and can be affected by, information and communications technology in their daily lives. This subject investigates web authoring or multimedia authoring software as well as database management software in order to solve information problems.

Unit 2: IT Pathways

This unit focuses on how individuals and organisations use ICT. This subject investigates a programming language or a scripting language and web authoring or multimedia authoring software to represent the flow of data through a networked information system. Students, working in teams, are required to solve a problem for a real client.

Units 3 & 4: IT Applications

These units focus on how individuals or organisations use ICT to solve information problems, protect the integrity of data and security of information, and actively participate in a society where the use of ICT is commonplace. Students investigate database management software to solve an information problem, web authoring software to create a prototype website, spreadsheet software to solve an ongoing information problem and web authoring or multimedia authoring to produce onscreen user documentation. Students evaluate the effectiveness of the strategies used by an organisation to manage the storage, communication and disposal of data and information, as well as recommend improvements.

Assessment: Text questions, problem solving projects, folio, tests, exam.

Legal Studies

Legal Studies provides students with an insight into the legal heritage which has shaped, and continues to shape, the development of Australian society. Students are able to explore the processes of law-making and the methods of dispute resolution used in our country and develop an understanding of the impact our legal system has upon the lives of citizens. This study will also assist in the development of the students' knowledge of their basic legal rights and responsibilities and their ability

to identify, collect and process data from a range of sources; use the inquiry process to develop legal reasoning; apply legal reasoning to real or hypothetical cases and develop informed opinions.

The following units are studied in VCE Legal Studies:

Unit 1: Criminal law and justice

Unit 2: Civil law and the law in focus

Unit 3: Law-making,

Unit 4: Dispute resolution

Literature

Literature is designed for students who are interested in reading and discussion and who enjoy trying to understand the complex relationships that develop between readers and texts and the different types of interpretations which develop.

Unit 1: This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text.

Unit 2: The focus of this unit is on students' critical and creative responses to texts.

Unit 3: This unit focuses on the ways writers construct their work and how meaning is created for, and by the reader.

Unit 4: This unit focuses on students' creative and critical responses to texts.

Note: only students who are very strong in English are advised to take Units in Literature.

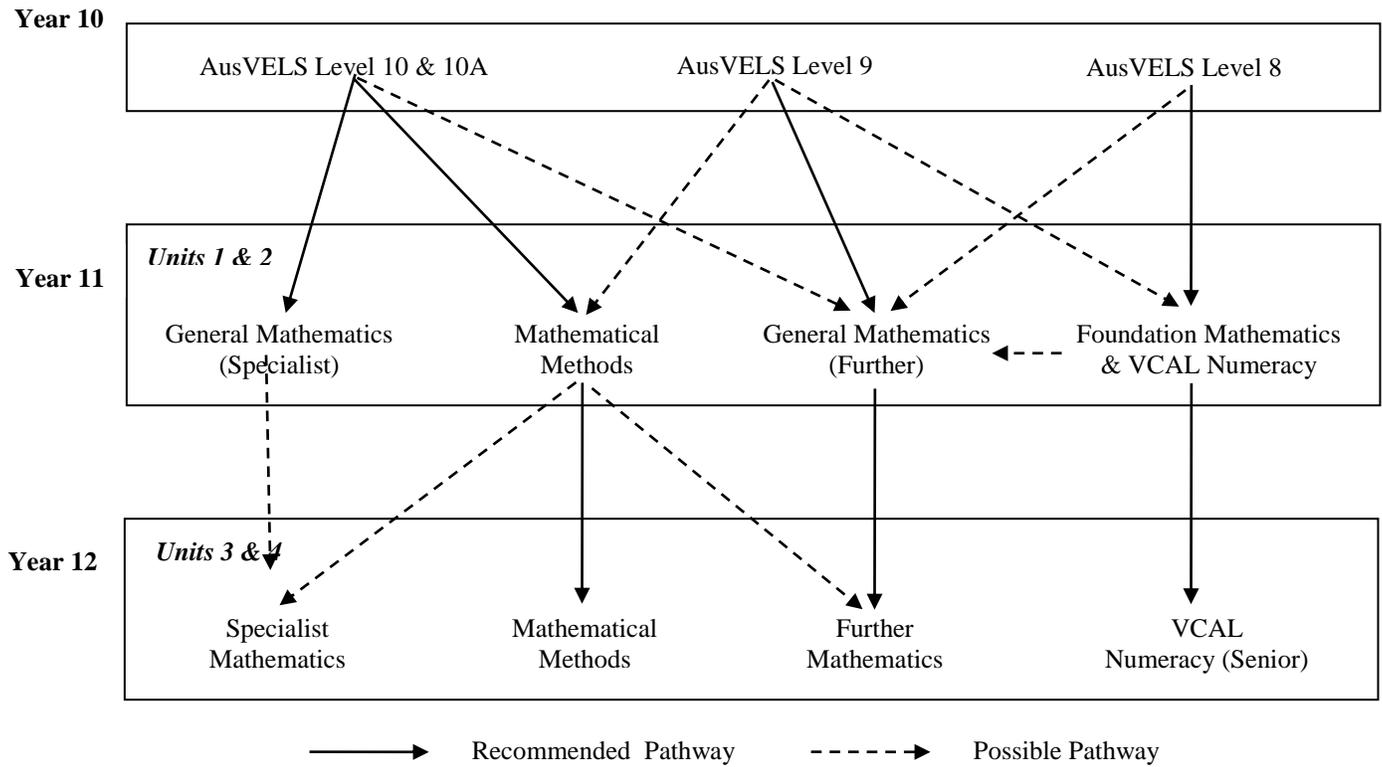
Mathematics

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

Recommended and Possible Pathways

The following outline provides a clear understanding of the recommended and possible pathways to consider when choosing your Mathematics studies.



Foundation Mathematics

Structure

This subject focuses on providing students with basic numeracy skills. It examines the use of Mathematics in practical contexts relating to everyday life, personal work and study. Students are encouraged to use appropriate technology in all areas of their study.

Foundation Mathematics investigates space, shape and design, patterns and number, handling data and measurement. Essential mathematical activities include calculating and computing, abstracting, applying, investigating, modelling, problem posing and solving.

Foundation Mathematics aims to continue the mathematical development of students entering VCE who need mathematical skills to support their other VCE or VCAL subjects, including VET studies, and who do not intend to undertake Units 3 & 4 studies in VCE Mathematics in the following year.

Please Note: This subject is subject to a suitable number of students selecting it.

Recommended Pre-requisites

- There are no prerequisites for entry to Foundation Mathematics Units 1 & 2.

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Individual school decision on levels of achievement.

General Mathematics

Structure

This subject focuses on providing necessary skills and knowledge to students who may wish to study Further Mathematics (Units 3 and 4) and/or study additional Mathematics to meet the prerequisite needs of another course of study. General Mathematics (Further) investigates studies of arithmetic, data analysis and simulation, algebra, graphs of linear relations, decisions and business mathematics, geometry and trigonometry.

Recommended Prerequisites:

- Well above, above or at the AusVELS Level 9 standard during Year 10 Mathematics

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Individual school decision on levels of achievement.

Further Mathematics

Structure

Further Mathematics investigates Data Analysis and three modules chosen from Number Patterns, Geometry and Trigonometry, Graphs and Relations, Business-Related Mathematics, Networks and Decision Mathematics, and Matrices. The use of a graphic or CAS calculator is essential.

Further Mathematics aims to provide access to worthwhile and challenging mathematical learning that accounts for the needs and aspirations of a wide range of students. It is also designed to promote awareness of the importance of Mathematics in everyday life in a technological society and confidence in making effective use of mathematical ideas, techniques and processes.

Recommended Pre-requisites

- Highly recommended to have achieved 'Proficient Competency' in General Mathematics (Further) or Mathematical Methods Units 1 & 2

Assessment: Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In Mathematics: Further Mathematics the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the study score in Mathematics are as follows:

- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 14 per cent
- Units 3 and 4 examination 1: 33 per cent
- Units 3 and 4 examination 2: 33 per cent

Mathematical Methods

Structure

Units 1 and 2

This subject focuses on defining and explaining key mathematical concepts, applying a range of routines and procedures and applying mathematical processes in non-routine contexts. Students analyse and discuss these applications while using technology to produce results and apply problem-solving, modelling or investigative techniques or approaches.

Mathematical Methods investigates a wide range of methods that apply techniques, routines and processes involving arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration. The use of a CAS calculator is integral to the subject.

Units 3 and 4

This subject focuses on further defining and explaining key mathematical concepts, applying a range of routines and procedures and applying mathematical processes in non-routine contexts. Students will continue to analyse and discuss these applications while using technology to produce results and apply problem-solving, modelling or investigative techniques or approaches.

Mathematical Methods investigates a wide range of topics including arithmetic, functions and graphs, algebra, calculus and probability with and without the use of technology, as applicable. Mathematical Methods aims to provide access to a wide range of careers and tertiary courses.

Recommended Pre-requisites

- Well above, above or at the AusVELS Level 10 & 10A standard during Year 10 Mathematics before attempting Units 1 & 2
- Highly recommended to have achieved 'Proficient Competency' in Mathematical Methods Units 1 & 2 before attempting Units 3 and 4

Assessment

Satisfactory Completion

Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2

Individual school decision on levels of achievement.

Units 3 and 4

The Victorian Curriculum and Assessment Authority will supervise the assessment of all students undertaking Units 3 and 4. In Mathematical Methods the student's level of achievement will be determined by school-assessed coursework and two end-of-year examinations. Percentage contributions to the study score in Mathematics are as follows:

- Unit 3 school-assessed coursework: 20 per cent
- Unit 4 school-assessed coursework: 14 per cent
- Units 3 and 4 examination 1: 22 per cent
- Units 3 and 4 examination 2: 44 per cent

Examination 1 for Mathematical Methods Units 3 and 4 and Mathematical Methods (CAS) Units 3 and 4 is a common technology free examination. Details of the assessment program are described in the *VCE Mathematics Study Design*.

Media Units 1 and 2

Cost: \$60

This study introduces VCE students to the basic language of media studies, to an exploration of a variety of media forms, from film to television, photography, magazines and social media, and will also allow students to create collaborative media products. Pathways for Media are extensive and exciting and media professionals are highly sought after.

UNIT 1: Representation and technologies of representation

In this unit students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Students develop practical and analytical skills in the creation of and analysis of media texts, processes and the media landscape.

Outcome 1: Representation and technologies of representation

Outcome 2: Media production and the media industry

Outcome 3: New Media

Unit 2: Media production and the media industry

In this unit students develop their understanding of specialist production stages and roles. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and development within Australian media organisations.

Outcome 1: Media production

Outcome 2: Media industry production

Outcome 3: Australian media organisations

Music Performance

Units 1 and 2

Unit 1: This unit focuses on performance in solo and group contexts, studying performance and performing. Solid foundations are established in aural comprehension, music literacy and elements of sound. Students will present a solo and band performance.

Unit 2: This unit further develops skills in practical music and performance in solo and band situations. Students present a prepared program(s) of solo and band works, demonstrate prepared technical work, perform sight-reading and develop skills in aural comprehension and music theory.

Entry Requirements

There are no prerequisites for entry into either of these two units. However, it is advisable that all students undertaking these units should have at least two years of formal training on their chosen instrument and be able to read music notation. In addition:

1. Students should undertake a lesson on their chosen instrument once a week.
2. Students should have some experience of performing in a concert band.
3. Students who perform in an ensemble out of the College will need to consult with the music teacher, prior to enrolling in a unit, as to the suitability of the group for assessment purposes.

Product Design and Technology

Cost: \$110

Unit 1: Product re-design and sustainability

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability. Knowledge of material use and suitability for particular products is essential in product design. Additionally, knowledge of the source, origin and processing of materials is central to sustainable practices. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined.

Unit 2: Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe.

In this unit students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Unit 3: Applying the Product design process

In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human-centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a 'one-off situation' in a small 'cottage' industry or a school setting. Although a product design process may differ in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the Product design process as they design for others.

In the initial stage of the Product design process, a design brief is prepared. It outlines the context or situation around the design problem and describes the needs and requirements in the form of constraints or considerations.

Unit 4: Product development and evaluation

In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.

Physical Education

Cost: \$60

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people. The study enables the integration of theoretical knowledge with practical application through participation in physical activities. There are opportunities for students to apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation.

This VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

Structure

The study is made up of four units:

Unit 1: Bodies in motion

Unit 2: Sports coaching and physically active lifestyles

Unit 3: Physical activity participation and physiological performance

Unit 4: Enhancing performance

Each unit contains between two and four Areas of Study.

Physics

Cost: \$30

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. Scientifically literate physics students demonstrate interest in and understanding of the Universe, engage in debates about the nature of evidence, theories and models, and appreciate the value of physics in society. Knowledge in physics is gained through complex processes; for example, theories developed from studying the ways that matter interacts with matter, and the ways that light and matter interact, have led to innovations in medicine, electronics, energy use and telecommunications. The following units are studied in VCE Physics:

Unit 1: Nuclear Physics and Radioactivity, Electricity and Medical Physics

Unit 2: Motion, Wave-like Properties of Light and Flight Investigations

Unit 3: Motion in One and Two Dimensions, Electronics and Photonics

Unit 4: Electric Power, Interactions of Light and Matter and Further Electronics.

Psychology

Cost: \$30

In Units 1 & 2, students are introduced to the development of psychology, from its philosophical beginnings to a scientific study of the human mind and behaviour. A range of approaches to the study of psychology are examined, and are used to explain visual perception. Students examine theories of lifespan development, attitude formation, group behaviour and factors that affect prejudice. Ways of testing intelligence and personality are examined.

Units 3 & 4 focus on the relationship between the brain and the mind, looking at how the brain works. Memory is investigated and ways of improving memory are examined. Students look at how they learn, and a range of theories on learning. They also discuss mental health, how to maintain mental health and definitions of “normality”. Throughout all units, students look at ways of researching Psychological hypotheses and the correct way of conducting Psychological research.

Sociology

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. There is no single sociological perspective; rather, there are several theories that offer different ways of understanding human society. Sociologists use these theories and frameworks in a complementary way to attempt to objectively examine social issues and explain concepts. In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements. The study of VCE Sociology assists in the development of an appreciation of cultural diversity, and in an understanding of human behaviour and social structures. Further, it directs students' attention to how the parts of society are interrelated, in addition to the causes and impacts of social change.

The study is made up of four units.

Unit 1: Youth and family

Unit 2: Social norms: breaking the code

Unit 3: Culture and ethnicity

Unit 4: Community, social movements and social change.

Studio Arts

Cost: \$80

Unit 1 and 2

Studio Arts is about the development and use of specialist skills in the production of artworks. Students choose to specialise in Painting and Drawing or Photography. Artists from different historical and cultural contexts are studied and students learn about the Arts industry, how artworks are conserved and how they are prepared and presented for display.

Unit 1

Painting and Drawing or Photography

In this Unit students will develop art ideas into artworks using different materials and / or techniques. They will also write about how artists interpret art ideas and use materials and techniques.

Learning Activities

Development of a folio of artworks, written tasks that show how artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques in the production of artworks, analysis of artworks focusing on the use of materials, techniques and influences.

Key Skills Required

Generating ideas, using visual references, exploring techniques, practical skills and materials related to the chosen art medium, research, analysis and reflection of own artworks.

Assessed Tasks

Folio of practical tasks, two written tasks based on artists studied and an end of semester written examination.

Unit 2

Painting and Drawing or Photography

In this Unit students will produce a design exploration and explore ideas and styles used in artworks.

Learning Activities

A folio of artworks using a design process and written reports based on the visual analysis of artworks.

Key Skills Required

Use of materials and techniques related to the chosen medium, research of artists and analysis of artworks focusing on materials and techniques, aesthetic qualities and ideas.

Assessed Tasks

Folio of practical tasks, two written tasks based on artists studied and an end of semester written examination.

Unit 3 and 4

Students choose one medium from Painting and Drawing or Photography. Consultation should occur with Studio Arts teacher if enrolling in Units 3 and 4, without studying Units 1 and 2. Studio Arts is about the development and use of specialist skills in the production of artworks. Units 3 and 4 consist of 66% studio production and 34% theory.

Unit 3**Painting and Drawing or Photography**

This unit focuses on the implementation of the design process to produce artworks. Students use an exploration proposal to define an area of interest and apply a design process to explore and develop their ideas and produce a range of potential directions. Professional art practices relating to particular art form(s) and the development of styles in artworks are explored. Legal and ethical considerations such as copyright issues arising from the use of other artists' work in the making of new artwork are analysed.

Learning Activities: Design process, folio exploration, proposal to define the folio theme, written tasks exploring professional art practices and styles used by artists.

Key Skills Required: Research, practical skills in the medium chosen, analysis of artworks focusing on materials and techniques, aesthetic qualities, communication of ideas and styles.

Unit 4**Painting and Drawing or Photography**

This unit focuses on the production of a cohesive folio of finished artworks. In developing this folio, students present visual and written documentation explaining how at least two potential directions generated in Unit 3 will be developed further to produce a cohesive folio of artworks. The folio artworks should reflect the skilful application of materials and techniques, and the resolution of aims, ideas and aesthetic qualities. This unit also explores the role of different galleries and the methods and considerations involved in the preparation, presentation and display of artworks. Students also discuss conservation of artworks and employ appropriate art language.

Learning Activities: Refine focus from selected potential directions for the folio production, folio of finished artworks, reflection and documentation on the completion of folio, written tasks based on the art industry, exhibition spaces, conservation, presentation and promotion of art.

Key Skills Required: Practical skills in the chosen medium, analytical skills and terminology knowledge.

Systems Engineering

Cost: \$90

Unit 1: Mechanical Engineering Fundamentals

In this unit students study fundamental mechanical engineering principles, including the representation of mechanical devices, the motions performed, the elementary applied physics, and the mathematical calculations available to define the characteristics of the devices. This unit has a "hands-on" approach, focusing on building understanding of the fundamental principles of electrical and electronic circuits, collectively and commonly referred to as electrotechnology.

Unit 2: Electrotechnology Engineering Principles

Students study fundamental electrotechnology principles including applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits, and mathematical calculations explaining the electrical characteristics of circuits. Electrotechnology is one of the fastest moving sectors in relation to developments and changes that are taking place through technological innovation. The unit allows students to explore some of these new and emerging technologies, such as the contemporary design and manufacture of electronic equipment involving automation and inbuilt control.

Unit 3: Systems Engineering and Energy

This unit focuses on how mechanical and electrotechnology systems are combined to form a controlled integrated technological system. Through the application of their knowledge, students produce an integrated operational system. Students also apply their knowledge and skills to research, produce and present technical reports. Students commence work on the design and

construction of one substantial controlled integrated system. This project has a strong emphasis on designing, manufacturing, testing and innovation. Students manage the project throughout all the phases of designing, planning, construction and evaluation. They also explore contemporary energy issues in relation to powering systems.

Unit 4: Integrated and Controlled Systems Engineering

This unit combines the contemporary focus of systems control and provides opportunities for students to build on their understanding and apply it to practical solutions through the construction of controlled integrated systems.

Assessment: Written tests, practical tests, research investigation, production report, folio and class discussion.

Visual Communication

Cost \$40

Unit 1 and 2

Unit 1: This unit begins with developing and building skills using different drawing methods, media and materials. Students learn how to use the design elements and principles to create effective communications. They also explore how visual communication has been influenced by contemporary practices and social/cultural issues.

Unit 2: Unit 2 extends students' understanding of drawing conventions, presentation drawings and how to effectively communicate ideas. Students develop skills in manipulating type and imagery for print and screen based images taking into account copy right. Students learn how to engage in the design process to create visual communications relevant to a brief.

Unit 3 and 4

Unit 3: During unit 3 students further build their knowledge of the design process and creating visual communications focusing on the Communication, Environmental and Industrial design fields. They learn how to apply design thinking skills through the preparation of a brief, undertaking research and generating a range of ideas for a stated need.

Unit 4: Students continue the momentum created in Unit 3 and utilise the design process to create two final presentations to satisfy the requirements of their brief. This is supported by a pitch which the students write and deliver to an audience explaining their visual communications against that brief.

VET

Vocational Education and Training (VET)

VET in Schools programs can contribute to both VCE and VCAL. Some VET courses are scored VCE VETs and attract a score which can be included in the student's ATAR. Unscored VETs provide a more vocational VCE or a VCAL, to expand opportunities for senior secondary students, to link schools to industry and training providers, to help meet the needs of industry and to prepare young people for the workplace of the future.

This is achieved through the provision of nationally recognised training qualifications integrated into the senior school program. All training qualifications are derived from the National Training Framework, reflect specific industry competency standards and are delivered by Registered Training Organisations.

The resulting programs of study are typically delivered by schools in partnership with industry and training providers and increasingly provide opportunities for students to participate in workplace learning. Research indicates that VET contributes to a successful transition to a variety of post school pathways including future education, training and employment.

VCAL students must include either a VET program or an Australian School Based Apprenticeship (ASBA) as part of their VCAL program. **Payment for the selected program must be made IN FULL prior to confirmed enrolment in the course.**

Successful completion of a VET in Schools program provides students with:

- two qualifications: a Victorian Certificate of Education or Victorian Certificate of Applied Learning issued by the Victorian Curriculum and Assessment Authority and a VET Certificate issued by a Registered Training Organisation (RTO);
- two Statements of Results issued by the Victorian Curriculum and Assessment Authority giving details of units completed in the VCE or VCAL and modules/units of competence completed in the VET qualification;
- for the VCE, an enhanced Australian Tertiary Admission Rank (ATAR) which can improve access to further education. Some VET subjects lead to Guaranteed Entry Scheme (GES) programs with specific universities.
- the ability to articulate into further vocational education and training courses;
- workplace experience including structured workplace training.

Employers value the VET in Schools program because it:

- contributes to the development of entry level skills for their industry
- provides students with a practical and focused introduction to workplace requirements
- enables employers to use the program for selection purposes
- enables industry to influence educational programs in schools
- provides useful training and supervisory experience for existing employees
- enables industry to participate in local community networks.

Note:

1. Due to changes in government funding, all courses offerings and costs for VET courses, both internal and external are based on 2013 conditions and these may change significantly.

2. All VET/VCAL course fees MUST be paid in full prior to confirmation of enrolment with the outside provider (Friday, October 25th, 2013).

3. If students are interested in other VET programs not described in this Course Guide, they will need to negotiate this through the VET Selection Panel. Information on external VET courses can be found on the following sites;

Peninsula Schools offerings: http://fmpllen.com.au/?page_id=471

Chisholm offerings: http://www.chisholm.edu.au/Apply_Now/~media/Files/About/VETiSPathfinder2012.ashx

VET Subjects offered at Mount Erin College

Building and Construction: Certificate II

First year Cost: \$525 (includes Construction induction card)

Second year Cost: \$450

Upon successful completion of the VCE VET program, students have achieved approximately two-thirds of the pre-apprenticeship certificate comprising the certificate core and some stream specific modules. This provides partial completion of 21844VCI, Certificate II in Building & Constructions. Students wishing to complete the entire pre-apprenticeship certificate need to undertake modules beyond the requirements of the VCE VET program.

Program Modules include:

- levelling
- safe handling of power tools
- introduction to scaffolding
- carpentry hand tools
- building structures
- floor and wall framing
- roof franking
- external cladding

Special Requirements:

- beige overall (dungaree type)
- approved leather work boots eg. Blundstone
- set square
- carpenter's pencils (2H)
- scale ruler
- calculator (with a square root key)
- ear muffs
- 40 page flip file

Training and Employment Opportunities

Upon completion of the VCE VET program, students may need to complete the remaining third of the Certificate II in Building & Construction pre-apprenticeship before proceeding to the appropriate apprenticeship qualification.

Career paths within the Construction Industry include:

- Building site administration
- Foremanship
- Estimation
- Drafting (architectural)

Tertiary pathways – degree qualifications include:

- Building
- Building Engineering
- Building Surveying and Quantity Surveying
- Architecture

This program is delivered at Mount Erin College.

Emergency Medical: Certificate II

Cost \$500

This Certificate II in Emergency Medical Service contributes to the development of young people, and our community, by offering students the chance to further build on advanced first aid skills and knowledge. It will enable students to provide emergency medical first response in a workplace or community setting. The Course can be seen as a Pathways to VCE VET courses in the TAFE sector. For example, the Certificates III & IV in Health Services .

Hospitality Certificate 2

First year Cost: \$725

VET Hospitality is a competency based program which aims to equip the student for the hospitality industry. The qualification is designed to reflect the role of employees who perform a range of tasks in hospitality establishments. Students who complete the full VCE/VET program will receive Certificate II in Hospitality (Operations) and a Statement of Attainment for additional units of competence providing credit towards other Hospitality qualifications including apprenticeships and traineeships.

COURSE CODE AND TITLE

THH21802 Certificate II in Hospitality (Operations) – first year.

Plus selected Units of Competence leading to Certificate III in Hospitality (partial completion) in second year.

PROGRAM

First Year:

- SITXCOM001A Work with colleagues and customers
- SITXCOM002A Work in a socially diverse environment
- SITXOHS001A Follow health, safety and security procedures
- SITHIND001A Develop and update hospitality industry knowledge
- SITXOHS002A Follow workplace hygiene procedures

Plus other units to be advised once confirmed by the VCAA

Second Year

TBA

Details of uniform requirements and equipment to be purchased by the student will be provided prior to commencement in 2014.

TRAINING AND EMPLOYMENT OUTCOMES

Further training opportunities in Apprenticeship/Traineeship in Hospitality or Hospitality Management, or dual award studies in Diploma of Hospitality Management/Diploma of Events Management.

Employment opportunities can include:

- Hotels
- Motels
- Gaming Venues
- Nightclubs
- Cafes
- Function Centers
- Restaurants

This program is delivered at Mount Erin College.

VCE VET INTERACTIVE DIGITAL MEDIA

First year Cost: \$TBC

Second year Cost: \$TBC

The VCE VET Interactive Digital Media program provides students with the knowledge and skills that will enhance their employment prospects within the media industry. If students satisfactorily complete the VCE VET Interactive Digital Media program, they then receive the CUF30107 Certificate III in Media. This is a nationally recognised qualification.

Please note that this is a **two year** course.

Certificate III in Media Units 1 and 2 core units include participating in occupational health and safety processes, producing and preparing photographic images, working effectively in the screen and media industries. The course also incorporates units that relate to creating 2D digital animations, creation of web pages with multimedia content, following a design process and producing drawings to represent and communicate the concept. The VCE VET Unit 3 and 4 sequence incorporates core units in preparing video for the web and film based productions, sound and sound design, exploring and applying the creative design process to 2D forms, creating visual design components and authoring interactive sequences for the web and / or DVD's.

Credit towards VCE or VCAL

VCE: In undertaking Certificate III in Media students will be eligible for credit of up to four VCE VET Units: two units at Units 1 and 2 level and a Unit 3 and 4 sequence.

A Study Score is available, which can contribute directly towards the students ATAR score – either as one of the best four studies or as a fifth study.

VCAL: The VCE VET Interactive Digital Media program (either partial or full completion) may contribute at the Foundation, Intermediate for Senior levels.

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Certificate III in Media

Units 1 and 2 core units include participating in occupational health and safety processes, producing and preparing photographic images, working effectively in the screen and media industries. The course also incorporates units that relate to creating 2D digital animations, creation of web pages with multimedia content, following a design process and producing drawings to represent and communicate the concept. The VCE VET Unit 3 and 4 sequence incorporates core units in preparing video for the web and film based productions, sound and sound design, exploring and applying the creative design process to 2D forms, creating visual design components and authoring interactive sequences for the web and / or DVD's.

Credit towards VCE or VCAL

VCE

In undertaking Certificate III in Media students will be eligible for credit of up to four VCE VET Units: two units at Units 1 and 2 level and a Unit 3 and 4 sequence.

A Study Score is available, which can contribute directly towards the students ATAR score – either as one of the best four studies or as a fifth study.

VCAL

The VCE VET Interactive Digital Media program (either partial or full completion) may contribute at the Foundation, Intermediate for Senior levels.

Sport and Recreation Certificate II (Year 10 students)

Cost TBC

This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in a generalist capacity. Likely functions for someone with this qualification can include providing support in the provision of sport and recreation programs, grounds and facilities maintenance, routine housekeeping, retail and customer service assistance, administrative assistance or bar and café service in locations such as a fitness centre, outdoor sporting grounds or complexes or aquatic centres. All job roles are performed under supervision.

Fitness Certificate III (Year 11 and 12)

Cost TBC

This qualification provides the skills and knowledge for an individual to be competent in a range of activities and functions requiring autonomous work within a defined range of exercise instruction situations and activities. Qualification outcomes will depend on the elective grouping chosen and may include providing exercise instruction for group, aqua or gym programs. Work may be undertaken in locations such as gyms, fitness facilities, pools, community facilities and in outdoor environments.

VCAL

Victorian Certificate of Applied Learning –VCAL

What are the aims of VCAL?

The VCAL aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education.

The principles underpinning the VCAL are:

- New accredited pathways for secondary students.
- Tailoring a program to suit student's interests.
- Personal development.
- Work Related and Industry Specific Skills.
- These principles are within the context of applied learning.

In the VCAL these principles are shown through: The development of knowledge and employability skills that help prepare students for work and for participation in a broader society - family, community and lifelong learning.

The development of knowledge and skills that assist students to make informed vocational choices and facilitate pathways to further learning and employment.

What are the qualifications?

At Mount Erin we offer accreditation at Intermediate and Senior level.

The two qualification levels cater for a range of students with different abilities and interests. It also provides a progression of skills, knowledge and attitudinal development.

At Intermediate level, the focus is on knowledge and employability skills development that leads to independent learning, confidence and a higher level of transferable skills. At the Senior level the focus is on knowledge and employability skills that lead to a high level of interpersonal skills, independent action and achievement of tasks that require decision-making and leadership. The demonstration of knowledge and skills which can apply directly to the workplace or further training is also important.

What are the entry requirements?

There are no formal entry requirements for VCAL. Students can enter at the level of VCAL to suit their learning needs, abilities and interests. Decisions about which VCAL level a student should be placed in, should take into account the student's literacy level, interests, goals and ability. The decision about entry level should also take into account the student's strengths and interests; preferred learning style; vocational goals; readiness for participation in structured workplace learning or formal vocational education; teacher and peer support needs; personal development needs; envisaged pathways; and leadership capabilities.

Mount Erin VCAL Program Outline 2014

Mount Erin VCAL program draws on the principles and values of 'ASPIRE' to develop a personalised approach to students and their learning. The college focuses on developing student skills in ways that are relevant to the learner and thus more engaging.

The **Intermediate VCAL** Program will:

- Provide pathways to content that is suited to the learner's style of learning e.g. the use of digital multi media
- Provide flexibility of place and/or time e.g. allowing learning off site in the real world
- Ensure the relevance of the content to the learner's interests and goals e.g. the use of comprehensive Individual Learning Plans allows for a more strategic approach to student learning tasks
- Deliver content in ways that increase, time on task and critical thinking e.g. project based learning
- Foster motivation and independent learning skills among learners through consultations with relevant adult connections e.g. one to one meetings with their advisor, family and mentor
- Help learners grow by taking responsibility for their own individual learning programs.

Personalised learning powered by the dimensions outlined above allows for more productive time on task. This can greatly improve and accelerate learning for students and reduce boredom and frustration and the factors that cause it – lack of relevance and unproductive time.

How we will do this....

1. Personalised learning

Each student has a comprehensive, Individual Learning Plan (ILP) which ensures that students meet the requirements of the Intermediate VCAL Certificate and are developing the required skills for their chosen pathway. These plans are crafted by students with the guidance of a range of support material and help of the advisor teacher, parents, and an internship mentor. The Learning Plan is reviewed and updated quarterly. Student literacy and numeracy needs are enhanced through this process.

During the year students work on four individual projects, the final project is intended to give something back to their internship mentor who has provided their Structured Workplace Learning position or a community group of the student's choosing.

What qualities do students need?

1. Organisation, self-motivation and time management

These are probably three of the most important keys to success. At Mount Erin, students must learn to organise themselves, motivate themselves and follow the project timelines they have created. Students use a planner to plan their day, their week, month, term and semester. This way their project work is mapped out, students must meet basic standards and realize goals in order to move on in the program.

2. Advisory time

An advisory teacher meets daily with an advisory group of 5- 8 students. This is the core learning community and the centre of accountability for students. The students will be with their teacher advisor for up to half of their scheduled classes. This enables their advisory teacher to know them well and help them build a strong community while working on their learning goals. Advisory groups go on trips together, debate issues, do community service, critique each other's work, plan school activities, and more.

3. Pursuing passions

We believe that students learn best when they are doing something that they are passionate about in the real world. Students are encouraged to explore their interests and follow them through their projects and internship.

4. Families are involved too

Families play an important role in students' education. From helping students develop their Learning Plan to participating in events, parents are an integral part of the educational community. This process empowers parents to play an active role in their child's education and in the school community. They participate in quarterly learning plan meetings and each term they are involved in student exhibitions of individual projects and assessment of their child's exhibition.

5. Learning through Internship

During the year student work under a 'Structured Workplace Learning' agreement in a field ideally associated with their chosen career. This process is referred to as Learning through Internship (LTI) and allows students to spend one day a week engaged in meaningful project work in an internship outside the school building, under the direction of a mentor. The internship enables students to pursue their interests and passions. LTI project work is designed to foster broad learning rather than merely developing specific vocational skills. The advisory teacher along with the college's career advisor, ensures that the internship work is integrated with the student's learning goals and school-based study. Mentors agree to take on this role, participate in the school life of the student where possible and work with students to create learning projects that support the learning at the workplace. In turn students can work on these projects and present their outcomes at school.

6. Other learning opportunities

Students will be encouraged to arrange their own personal excursions where appropriate. They will be responsible for all arrangements on the day and will need to submit a proposal of excursion to the school council to ensure health and safety is compliant with school policy. Parents will also need to approve all personal excursions.

Students will also be expected to commit to some form of community service during their VCAL years. This will be used as a focus for one of their projects during the year.

7. VET Course (see separate VET Pathways Guide)

All VCAL students are required to undertake a VET course either within the college, at another school or at one of the local TAFE colleges.

Entry on to our VCAL program is through an interview. Students will be required to show evidence of researching of their chosen career or area of further study and provide a full school report reflecting the necessary qualities to ensure success within the program. Students and their families will also be required to complete a written application form.

Australian School Based Apprenticeships - ASBAs in the VCE & VCAL

The major goals of the scheme are to:

- promote a more seamless transition from school to the world of work and/or further study
- increase the options available to students, by broadening the range of ways in which students may participate in VET during their secondary schooling
- provide students with the option of undertaking a broad range of subjects that meet their individual needs
- enhance both employment and education opportunities for young people, by developing partnerships between schools and employers
- respond to the needs of industry, by providing young people with greater and more relevant skills
- contribute to an appropriately skilled work-force for the modern economy

The Australian School Based Apprenticeship (ASBA) for Secondary School students program is open to students 15 years of age and over. The program involves the student undertaking their VCE or VCAL as well as being employed and trained under the following arrangements.

An ASBA as part of a VCE or VCAL program comprises three main parts:

- a VCE or VCAL program delivered by the school
- a structured training program (commonly referred to as on-and off-the job training and distinct from general supervised practice) delivered in partnership between a RTO and an employer and based on the competency standards relevant to the apprenticeship. The training agreement is registered with the Office of Training and Tertiary Education (OTTE)
- part-time, paid work under some form of industrial agreement that endorses Part-time Apprenticeships.

Students undertaking such a program are eligible for recognition of a number of units towards satisfactory completion of their VCE or VCAL, in addition to the VCE units or VCAL program undertaken at the school.

ASBAs are available in the following industries:

- Agriculture
- Automotive
- Business
- Community Services
- Engineering
- Food Processing/Food Processing (Wine)
- Horticulture
- Hospitality (Operations)
- Information Technology
- Retail Operations
- Seafood Industry
- Sport and Recreation

VCE Course Selection: Proposed Subject Selection - Planning Sheet

Note: This is used for preliminary planning only. Your official Subject Selections will be made in consultation with the Pathways Counsellors and parents.

Year 10 List the studies you intend to complete.

(6 studies including English is the most common course selection)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Other subjects (including VET or other outside providers):

Year 11

List the studies you intend to complete during your first VCE year.

(6 studies including English is the most common course selection)

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Other subjects (including VET or other outside providers):

Year 12

List the studies you intend to complete during your second VCE year.

(5 studies including English and/or Literature is the most common course selection)

1. _____

2. _____

3. _____

4. _____

5. _____

Other subjects (including VET or outside providers or Higher Education Studies):

VCE Course Selection - Accelerated Studies Application Form

Accelerated VCE Studies (For Year 10 & 11, 2014)

Name _____ HG _____

HG Teacher _____

VCE subject/s I would like to be considered for:

1st preference: _____

2nd preference: _____

I have checked the eligibility criteria for students wishing to accelerate in VCE and believe that:

a) I qualify for Acceleration and have the support of the following people (you will need at least 2 signatures to support your application)

Relevant current subject teacher:

Relevant future subject teacher:

Relevant KLA or Head of Subject:

Member of Senior Pathways Counselling Team:

Student signature: _____

Parent signature: _____

Eligibility

We will consider each student application carefully.

We will be looking for a combination of:

- Report grade in all relevant subjects.
- Relevant subject teacher and/or KLA recommendation.
- Strong NAPLAN (Year 7/9) and/or Year 10 testing results.
- A history of a reasonable level of maturity and organisation with Academic studies (you should not have been on Redemption for incomplete work)

The SEAL program is a special case and students involved in this program will be reviewed by the relevant Senior Pathways Counselor OR Head of Key Learning Area (KLA).

Return this form to School Reception / or Head of Senior Curriculum and Pedagogy, Dr Heather Wearne by Wednesday 26th June 2013.

You will be notified of the result of your application early in Term 3.

NOTE: this form will also be available in hard copy from reception and on the School Website for downloading.