

# ASHWOOD

Secondary College

## VCE VET & VCAL

### Curriculum Guide 2016



## CONTENTS

<b>PRINCIPAL'S FORWARD</b>	<b>3</b>
<b>INTRODUCTION</b>	<b>5</b>
<b>VICTORIAN CERTIFICATE OF EDUCATION (VCE)</b>	<b>6</b>
<b>VICTORIAN CERTIFICATE APPLIED LEARNING (VCAL)</b>	<b>8</b>
<b>VOCATIONAL EDUCATION &amp; TRAINING (VET) COURSES</b>	<b>8</b>
<b>VCE / VCAL COURSE PROGRAM PLANNING –</b>	<b>10</b>
<b>SUBJECT SELECTION</b>	<b>10</b>
<b>SUBJECT SELECTION CHECKLIST</b>	<b>11</b>
<b>ASHWOOD SECONDARY COLLEGE VCE UNIT 1- 4 PROPOSED SUBJECTS FOR 2016</b>	<b>12</b>
<b>APPLYING TO STUDY UNITS 1 &amp; 2 SUBJECTS IN YEAR 10</b>	<b>13</b>
<b>STUDYING A 3 &amp; 4 SUBJECT IN YEAR 11</b>	<b>13</b>
<b>THE VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)</b>	<b>42</b>
<b>GLOSSARY OF TERMS</b>	<b>50</b>
<b>INDEX</b>	<b>51</b>

## **Principal's Forward**

We are proud of our students' achievements at Ashwood Secondary College. The Senior School curriculum structure provides students with a depth and breadth of studies to maximise opportunities and choices to further tertiary studies and career pathways. We understand the importance of decisions being made at this critical stage of education. Ashwood Secondary College offers a range of resources and programs to guide, challenge and support students and families with their study programs.

### **School Context**

Ashwood Secondary College is a co-educational secondary school which aims to provide an outstanding all-round educational experience, encouraging, inspiring and cultivating students to be positive contributors to our world.

Having served as an integral part of the community of Ashwood since 1958, Ashwood interweaves traditional values with a modern understanding of education. Our newly built \$17million state-of-the-art facilities are situated on a 15 hectare site with spacious, unparalleled grounds.

At Ashwood we develop critically aware, reflective, resilient, confident and independent learners for life. We are proud of our strong sense of community and provide a welcoming, safe, secure and orderly learning environment.

### **Four Key School Priorities**

Our school is committed to realising student wellbeing, engagement and achievement through focused effort on four priorities for continuous school improvement:

1. Enhancing student culture
2. Growing pride and achievement
3. Valuing staff and building capacity
4. Increasing positive parental and community engagement.

### **Good to Great**

Our students are provided with an outstanding array of curricular and extra-curricular programs to cultivate student talent across what we believe are the four elements of a GREAT school:

1. Strong emphasis on Academic Excellence
2. Sporting Excellence program
3. Significant commitment to the Creative Arts
4. Focus on Civics, Citizenship and Leadership.

### **Educational Philosophy**

At Ashwood Secondary College we cultivate critically aware, reflective, resilient, confident and independent learners for life. We create a community that provides a safe, secure, welcoming and orderly learning environment.

We believe deep learning is facilitated by outstanding teaching. This occurs when all learners are actively engaged in a variety of differentiated and challenging learning tasks that are academically rigorous. This is reflected in our students' outstanding achievements:

- 2014 Dux – ATAR 99.5
- 38% of VCE Chemistry Study scores over 40
- 72% of VCE Specialist Maths Study scores over 40
- 46% of VCE Mathematical Methods Study scores over 40

- Over 80% of students entering tertiary education.

We value the whole person, and are committed to creating positive, adaptable and socially aware citizens of the world. We encourage our students to develop responsibility for their own learning, progress and behaviour. We foster collaboration and cooperation with shared expectations of success.

Ashwood Secondary College is committed to providing innovative teaching and learning strategies. We are dedicated to establishing supportive and authentic relationships to ensure our students enjoy learning and achieve their full potential.

### **Principal's Commitment**

Create a high performing school environment where people matter most, and in which:

- Students are safe and thrive
- Teachers are passionate and highly effective
- Parents are highly satisfied.

### **Approaches to Learning and Study in the Senior School at Ashwood Secondary College**

The Senior School endeavours to promote an adult style learning environment that is appropriate for 15–18 year olds. Consistent with this approach, we encourage students to be proactive in keeping themselves informed of developments around the school and to initiate action to solve any learning, engagement and wellbeing challenges that may arise.

We strongly encourage our Senior School students to keep their parent(s) / guardian(s) well informed of developments at school as appropriate. The school communicates and consults actively with parent(s) / guardian(s) in regard to issues that are sensitive and difficult to resolve. We encourage parent(s) / guardian(s) to maintain regular contact with the school about pastoral matters and for information regarding student progress and growth.

Students in our Senior School will experience a diverse range of teaching styles. They will also be expected to participate in a wide variety of learning experiences. The Senior School curriculum structure at Ashwood is comprised of The Victorian Certificate of Education (VCE), which may also include Vocational Education and Training (VCE VET) subjects, and the Victorian Certificate of Applied Learning (VCAL), which will also include VET subjects. All courses within the Senior School curriculum require students to develop independent working, learning and study skills.

The increased focus on independent working, learning and study skills in the Senior School is considered to be necessary for establishing a successful transition and pathway to tertiary education or to the world of employment. The aim of the Senior School program is to provide students with comprehensive breadth and depth of curriculum choices. In addition, we provide Senior School students with appropriately challenging and rigorous learning experiences that ensure their development of key concepts, knowledge and skills to achieve excellence through endeavour. The Senior School curriculum provides our students with opportunities to:

- explore individual and group identities
- develop relationships with peers and adults in an environment which supports diversity, access and inclusion
- negotiate and collaborate with each other in a variety of complex and challenging real world contexts
- develop organisational and inquiry skills.

All Senior School students benefit from ongoing developments in the field of information and communication technology. Senior School students at Ashwood have available to them the most current and appropriate equipment and facilities in this regard such as wireless-enabled internet access and an ever growing collection of relevant software and networked resources.

Brett Moore  
**Principal**

## INTRODUCTION

Over the past 10 years enormous pressure has been brought to bear on students to 'go on to university or TAFE'. While the assumption has been made that this move is an automatic transition, the reality is that some students make other choices, for example, work or travel.

If you are about to choose your Year 11 or 12 study program, the choices can seem a little daunting:

- How do you know what you will want to do (course, work, travel) in one or two years?
- What if you change your mind?
- How do you know what studies are going to complement your interests?
- How do you know what studies are going to give you a good ATAR?
- What if you don't get a good ATAR and what is a 'good' ATAR?

The good news is that by making a choice now, you are not bound to it for life. So relax and think about what you like, are good at and what field of study and/or work you are interested in pursuing. There are no tricks to getting a good ATAR. The ATAR represents your overall performance across all studies, not individual studies. To get a good ATAR you should therefore choose subjects that interest you and in which you can perform well. Success is about reaching your goal and not giving in. Whatever your dream is, it requires hard work and dedication to make it happen! In most cases you will need to plan and most importantly have a number of options just in case! While there are no guarantees, there are some things you can do to make sure you get the most out of your program.

The Ashwood Secondary College VCE/VET/VCAL course information book is an important part of the course planning and subject selection process. The booklet is designed to inform students and parents/guardians of the requirements for the successful completion of VCE/VET/VCAL and to provide an overview of the studies available for study at Year 11 and 12 at Ashwood Secondary College for 2016. VCE study designs may be viewed online at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

Year 10 & 11 Students at Ashwood Secondary College undertake a course planning program to equip them to make informed decisions about the subjects they will study in order to successfully complete their schooling – VCE/VET/VCAL. The course-planning program includes student and parent information sessions, course guidance and the formal subject selection process.

Students should choose subjects with a clear understanding of the requirements and recommendations for potential future study and work. It is advisable that students select subjects that suit their interests, develop their talents and skills, build on their strengths and enable them to pursue their goals and aspirations.

Ashwood Secondary College also provides many resources to assist students and their families in course development and subject selection. House Leaders, House Co-ordinators, the VCE/VCAL Co-ordinator, and the Careers and Pathways Adviser are readily available and students are encouraged to avail themselves of these services.

It is essential that students access a range of information and sources in order to make informed decisions about subject selections. There are a number of specific requirements for VCE/VCAL subjects and students must ensure that they are aware of any such requirements during the process of subject selection.

**The Ashwood Secondary College VCE/VET/VCAL course information book is an important part of the course planning and subject selection process. The booklet is designed to inform students and parents/guardians of the requirements for the successful completion of VCE/VET/VCAL. Please note subjects listed are those proposed subjects blocked for 2016. All students are advised that the subjects offered will only run if there are sufficient student numbers.**

## VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of secondary education in Victoria. The VCE is a valuable pathway to further study at university, Technical and Further Education (TAFE) and to the world of work.

The Victorian Curriculum Assessment Authority (VCAA) defines the requirements for completion of the VCE. In most secondary schools, including Ashwood Secondary College a VCE program consists of 22 units taken over two years (6 subjects in Year 11 and 5 in Year 12). A total of 16 units must be successfully completed in order to attain the VCE. This must include the successful completion of a minimum of 3 units of English. In all subjects Units 3 and 4 must be taken as a sequence of two units and **MUST** be completed in the same year.

When making your choice you should consider studies that:

- interest you
- you are good at
- provide appropriate educational challenge for you
- lead to employment you find appealing
- prepare you for further training or tertiary courses that you are considering

### VCE Programs

#### What must I include in my program?

To obtain your VCE, you must satisfactorily complete a minimum of 16 units in total. Regardless of how many units you do altogether, you must satisfactorily complete:

1. At least three units from any of the English Group including a Unit 3 & 4 sequence listed below:
  - English / EAL Units 1 & 2
  - English / EAL Units 3 & 4
  - Literature Units 1 & 2
  - Literature Units 3 & 4
2. Three sequences of Units 3 and 4 studies in addition to the sequence chosen for the compulsory English. These sequences can be from VCE studies and/or VCE VET programs. (To be in the Primary four it must be a scored VET. You must have 4 scored 3/4 subjects to get an ATAR)

You need to be aware that VTAC places restrictions on certain combinations of VCE and VET studies. If you intend applying for an ATAR (Australian Tertiary Admissions Rank) at the end of your VCE you will need to be aware of these restrictions. Talk to the Careers Counsellor about these restrictions and check the online VTAC Guide at [www.vtac.edu.au](http://www.vtac.edu.au).

### YEAR 11 2016

In Year 11 a student usually undertakes **six** subjects, included in these is **one compulsory study**, English / EAL

- English / EAL: Units 1 and 2 (**compulsory**)
- Students choose **5 other subjects**
- **Units 3 & 4 Subjects**: Students are able to **apply** to study appropriate Unit 3 & 4 subject during Year 11
- **SUBJECTS ARE CHOSEN FOR THE WHOLE YEAR (Semester 1 & 2)**
- Vocational Education and Training (**VET**) courses (see page 5). In year 11 a VET subject is taken in addition to the six school based subjects.

## YEAR 12 2016

In Year 12 a student usually undertakes 10 units of study (**five** subjects) offered by the College, included in these are **two** English / EAL units

- English (or EAL): Units 3 and 4 (**compulsory**)
- Students choose **4 other subjects**, which may include a VET course.
- **SUBJECTS ARE CHOSEN FOR THE WHOLE YEAR (SEMESTER 1 & 2)**

### VCE ASSESSMENT

VCE Subjects are authorised by the Victorian Curriculum Assessment Authority (VCAA). The curriculum standards for each subject are set by the VCAA. Each subject is based on a set of specified learning **outcomes** for each unit. Similarly the VCAA specifies the types and styles of assessment appropriate for subjects.

All VCE subjects include assessment of student learning outcomes. Internal Assessment tasks are called **School Assessed Course Work (SAC)** or **School Assessed Tasks (SAT)** and are assessed by an overall letter grade A+ to E. Units 3 & 4 subjects are both internally and externally assessed. Units 1 & 2 subjects are internally assessed. Each learning outcome needs to be satisfactorily achieved as demonstrated in associated assessment tasks in order to achieve a **Satisfactory (S) for the unit**. SACs and SATs undertaken in Units 3 & 4 subjects influence a student's ATAR.

Each VCE unit includes a set of two to four learning outcomes. Satisfactory completion of a unit is based upon demonstrated achievement of the learning outcomes. This assessment decision will be based on the teacher's assessment of the student's overall performance on the assessment tasks. Satisfactory completion of the unit is determined by the College, in accordance with the requirements set by the VCAA.

#### Assessment at Units 1 and 2:

Students will be awarded either **S** (satisfactory completion) or **N** (non satisfactory completion) upon completion of each learning outcome. This is required by VCAA for Units 1 and 2, the College provides more comprehensive information to students and their parents/guardians on the level of performance on the learning outcomes by grading the result. This information is intended as diagnostic only, and is provided to assist the student in identifying his/her areas of strength and those needing improvement. Assessments in Units 1 and 2 **does not contribute to the ATAR score**.

#### Assessment at Units 3 and 4:

Students will be awarded either **S** (satisfactory) or **N** (non satisfactory) upon completion of the learning outcomes. This is the same as for Units 1 and 2 and is subject to VCAA requirements.

Assessment Grades awarded for Units 3 and 4 contribute to the ATAR score, which is a combination of the Internal and External assessment results.

The ATAR score for an individual student is calculated using the student's results in:

- English (or EAL) / Literature
- Plus the next 3 highest scored subjects
- Plus 10% of the 5<sup>th</sup> subject
- Plus 10% of the 6<sup>th</sup> subject (if applicable)

The ATAR is used by tertiary institutions for selection into courses. An ATAR will only be calculated if the student has successfully completed at least four sequences of Unit 3 & 4 studies including the compulsory English (or EAL) study.

**Further information on all courses of study can be found at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)**

## **VICTORIAN CERTIFICATE APPLIED LEARNING (VCAL)**

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for Year 11 and 12 students who are seeking a more flexible and practical senior study program. The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Senior VCAL is a recognised Year 12 qualification (like the VCE) and aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education.

To be awarded a VCAL certificate, students must successfully complete a Learning Program which is made up of 10 credits. Students attend school (Ashwood Secondary College) two days a week, TAFE (or alternative) one day a week for training in Industry specific skills and 2 days a week in work placement. Assessment in VCAL is competency based, and as such students are awarded a Satisfactory or Not Satisfactory result, there is no grading. Students enrolled in VCAL MUST have a work placement in an industry relevant to their TAFE course. This ongoing placement must be secured before the end of March 2016.

Fully accredited modules and units are selected for the following compulsory strands:

- Literacy
- Numeracy
- Personal Development Skills
- Work Related Skills
- VET - Industry Specific Skills

At Ashwood Secondary College, students are able to transfer from VCE to VCAL only if a student has a current VET enrolment or if a suitable course can be found. Once a student has enrolled in a VCAL course it is not recommended to change into VCE. Students and parents/guardians should be aware that there is a significant cost associated with many TAFE courses. Please discuss this with Voula Jakubicki during course counselling interviews.

Students planning to go straight into higher education usually do the VCE which allows them to gain an ATAR (Australian Tertiary Admissions Rank) from the Victorian Tertiary Admissions Centre (VTAC).

## **VOCATIONAL EDUCATION & TRAINING (VET) COURSES**

Vocational Education and Training (VET) is a term used to describe education and training subjects designed to introduce students to a particular type of work and is generally completed through an external provider. VET is intended to broaden the range of study options available to students in VCE. These courses are incorporated into the VCE and are endorsed by the Victorian Curriculum and Assessment Authority. Over a two year period (Year 11 and 12) a student will be able to complete their VCE and one of the VET courses simultaneously. A VET study is a compulsory component of the VCAL program.

As part of their VET studies students complete a work placement that provides them with the opportunity to put their knowledge and skills into practice. This training will contribute towards satisfactory completion of VCE and it will give a student a nationally recognised vocational qualification. The vocational qualification will provide access to further training, for instance at a TAFE institute and may improve a student's chances of getting work when they leave school. VCE / VET programs will give students credit at Units 1-4. A number of the programs also have a study score available which will contribute to the ATAR. Not all VET courses will contribute to the ATAR. VCE students should confirm this before enrolling.



Vocational Education at Ashwood Secondary College is offered in conjunction with schools in the Eastern Network and Inner Melbourne VET Clusters. Students in this VET cluster will be given priority for places. The following VET subjects are offered through the Clusters. These classes are usually timetabled on a Wednesday afternoon. Class times will be confirmed during Term 4 by the providing institution.

- Acting (Screen)
- Aged Care
- Allied Health Assistant
- Animal Studies
- Applied Fashion Design & Technology
- Automotive Studies (General or Paint & Panel)
- Aviation
- Building & Construction (Bricklaying)
- Building & Construction (Carpentry)
- Business
- CISCO
- Community Services
- Creative Industries (Broadcasting)
- Creative Industries (Game Design & Animation)
- Dance
- DUAL Hairdressing & Retail Make-up & Skin Care
- Electro technology Studies
- Engineering Studies
- Equine Industry
- Events
- Fitness
- Floristry
- Furnishing Making
- Hairdressing
- Horticulture
- Hospitality (Overview & Kitchen Operations)
- Information Technology
- Integrated Technologies
- Interior Decorating & Retail Services
- Laboratory Skills
- Justice
- Media
- Music
- Outdoor Recreation
- Photo Imaging
- Plumbing
- Retail Make-up and Skin Care
- Sport & Recreation (Aquatics/Basketball/General)
- Technical Production
- Telecommunications Cabling
- Tourism
- Warehousing Operations

A **significant** component of the VET course is a compulsory Work Placement (minimum of two weeks). This will need to be done during holiday placements or via regular week/weekend placements. VET studies require a two-year commitment and high attendance rate.

It is important to note that **enrolment in VET programs will result in additional costs for enrolment, tuition and materials at TAFE Institutions, as well as transport to and from provider institutions.** To secure a VET placement for 2016, full payment of the VET Cost is due by 11 December 2015. Please note that 100% commitment towards a VET program is required and that withdrawal from a VET program after a specified nominated date will still require full payment of course regardless of whether it has been completed.

A number of VET programs are offered through other providers and may be accessible to Ashwood Secondary College students, but usually incur significantly higher costs than those offered through the VET cluster. Full details of all courses are available through the Vocational Pathways Co-ordinator, Voula Jakubicki. A program booklet for each of the VCE VET programs is available on the VCAA website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## VET AT ASHWOOD SECONDARY COLLEGE

In 2016 students will be able to study VET Aviation, VET Music and VET Fitness onsite at Ashwood Secondary College. These fully accredited VET courses will run on a Wednesday afternoon. They may include students from other schools but first preference will be given to Ashwood Secondary College Students.

## VCE / VCAL COURSE PROGRAM PLANNING – SUBJECT SELECTION

Students are required to map out a **two year VCE/VCAL course**. Individualised VCE/VCAL program planning is an important part of the subject selection process. Developing a two-year subject plan enables a broader vision of learning directions and informs career and study preparations. Initial subject choices should reflect a well-considered plan that provides a balanced course of study over years 11 and 12 and indicates that some thought has been given to future study interests and work pursuits.

Students need to be aware of the **recommendations and requirements** for each of the **subjects** they select.

When selecting subjects students should also be aware of the **specific requirements, pre-requisites** and **recommended VCE/VCAL subjects** for selection into tertiary courses at Universities and TAFE Colleges. The careers guidance service at the College should be utilised and students should also be pro-active in accessing post compulsory resource guides, University and TAFE selection materials, open days and online electronic resources.

- The **subject selection process** requires **students** to be **pro-active** in **seeking out information** about subjects **before** they make final subject selection decisions and to participate in a **course counselling** session.
- Students may be requested to discuss their subject selections with a variety of College staff including the VCE/VCAL Coordinator, Careers and Pathways Advisor, House Coordinator, STAR Teacher, classroom teacher or a member of the Leadership Team.
- **Late submission may impact upon a student's subject selection.**

**Some subject choices may not be possible due to subjects not being offered or timetable clashes. In this instance, students need to be further guided on their course planning and make alternative subject selections.**

## SUBJECT SELECTION CHECKLIST

1. Here are some important questions to consider when selecting subjects:
  - What are you good at and what do you like to do?
  - Are you clear about the things that interest you both at school and outside school?
  - Do you know the areas of your studies where you perform well and achieve good results?
  - Do you understand the role of the VCAA and VTAC and how they affect you?
  - Are you clear about what the ATAR is and how it is used for tertiary entry?
  - Are you aware of the various options available for senior student programs including VCE, VET and VCAL?
  - Do you know where you can access specialist advice about a study program should you need to?
2. Compile a list of the areas that you are interested in pursuing in your senior study program. Include in this list jobs or careers that interest you, subjects that you are good at, areas that are of interest to you.
3. Investigate the Job Guide, either in the book itself or on-line to examine jobs that interest you and possible career paths that appeal to you. Make a list of these careers and the skills they require, including any special requirements that relate to training or education.
4. Read the section of this Booklet which contains details of the subjects offered by the College.
5. Use Course Search – accessible through the VTAC website ([www.vtac.edu.au](http://www.vtac.edu.au)) to check the course requirements for courses that you are interested in taking post school. In particular, note down any restrictions on subjects you need to take, levels of performance required, or any special entrance requirements such as interviews or the preparation of folios etc.
6. Discuss your proposed pathway with your parents/guardians and teachers. Make sure that you are clear that this is the pathway you wish to pursue, and are fully informed about what you need to do to be successful in pursuing this option.
7. Complete the ONLINE subject selection and submit it on time. **IMPORTANTLY – Late submission may impact upon a student being approved of a course selection or the availability of a place in a selected course.**

## Ashwood Secondary College VCE Unit 1- 4 Proposed Subjects for 2016

**NOTE:** All students are advised that the subjects offered in the below list will only run if there are sufficient student numbers. A student's results may impact the successful entrance into a subject.

Units 1 & 2	Units 3 & 4
Accounting *	Accounting *
Art *	Art *
Biology *	Biology *
Bridging EAL	Business Management *
Business Management *	Chemistry
Chemistry	English / EAL
English / EAL	Health and Human Development *
Food Technology *	History*
Health and Human Development *	Literature*
History – 20 <sup>th</sup> Century *	Mathematics
Legal Studies	- Further Mathematics *
Literature*	- Mathematical Methods
Mathematics	- Specialist Mathematics
- General Mathematics*	Media *
- Mathematical Methods	Physics
- Specialist Mathematics	Psychology *
Media *	Theatre Studies *
Physical Education *	Visual Communication and Design *
Physics	VET – Aviation*
Psychology *	VET – External
Theatre Studies *	VET – Fitness *
Visual Communication and Design *	VET – Music *
VET – Aviation*	
VET - External	
VET – Fitness *	
VET – Music *	

\* Subjects that can be completed as accelerated units. Please note Units 3 & 4 are not sequential to Units 1 & 2 in some cases so students may complete units 3 & 4 without having done Units 1 & 2. However some preparatory work may be required during the holidays leading up to the beginning of the course of study in question.

### Important information regarding enrolment

Enrolment in all VCE units is at the College's discretion and subject to student's performance and attendance.

During the course counselling process current academic performance, attendance and submission of work will be taken into consideration in determining a course of study for 2016.

Enrolment in Unit 4 is subject to satisfactory completion of Unit 3.

All subject fees/levies must be paid upon enrolment to secure places in selected classes.

## APPLYING TO STUDY UNITS 1 & 2 SUBJECTS IN YEAR 10

OR

## STUDYING A 3 & 4 SUBJECT IN YEAR 11

Students in Year 10 are able to **apply** to undertake one Unit 1 & 2 subject as part of their VCE studies

Students in Year 11 are able to **apply** to undertake one Unit 3 & 4 subject as part of their VCE studies **OR** a VCAL.

Studying Unit 1 & 2 Subject in Year 10 provides students with an opportunity to broaden their learning experiences and allow them to be immersed in the academic rigors of VCE whilst in Year 10.

Studying Unit 3 & 4 Subject in Year 11 provides students with an opportunity to increase their ATAR score. It can broaden their learning experiences and allow them to be immersed in the academic rigors of a Units 3 & 4 subject whilst in Year 11. **Note: Acceleration into Unit 3/4 subject in year 11 does not reduce the requirement to undertake a minimum of 5 Unit 3/4 subjects at Ashwood Secondary College in a student's final year of VCE.**

Students wishing to apply to undertake accelerated studies in Units 1 & 2 or Units 3 & 4 subjects must carefully consider their current and past academic strengths and weaknesses. They need to research and investigate the most appropriate subject that could best complement their learning strengths, whilst being aware of the recommended subject background areas for successfully undertaking their nominated subject.

It is expected that students considering applying to undertake an accelerated subject in Year 10 or 11 will fully investigate the subjects that are of greatest interest to them as well as the specified focus, expectations, learning outcomes and assessment requirements of the subject.

Students wishing to apply to undertake VCAL as their program need to have carefully considered and researched their specific area of career interest.

Those students who wish to undertake VCAL, study a Unit 1 & 2 Subject in Year 10, or study a Unit 3 & 4 Subject in Year 11 must complete an application form and submit to the General Office by **Friday 28 August 2015.**

Students who wish to study a VCE Unit 1 & 2, Unit 3 & 4 subject in Year 10 or Year 11 should demonstrate an excellent record of achievement in their Year 9 or 10 studies. This includes performance in examinations and coursework, punctual submission of work in all subjects and school attendance.

A student, who is not achieving satisfactory results in Year 9 or 10 will, at the school's discretion, be ineligible to study a Unit 1 & 2 OR Unit 3 & 4 study.

Please note:

All applications will be carefully considered by the Course Counsellor, subject teachers, together with the House Coordinators and VCE/VCAL Coordinator who will recommend whether a student should study an accelerated program. Following the conclusion of Semester 2, some course selections may need to be revised based on student's performance and attendance.

### ART Units: 1 – 4

#### WHY CHOOSE IT?

Art offers an opportunity to think creatively and express yourself in your chosen medium, in a 'hands on' way, which differs from more academic VCE subjects. You choose from a range of mediums and art forms including Painting, Drawing, Ceramics, Fabrics and Wire for example. Learn about artworks through analysis and interpretation. How does the world around us affect Art and vice versa? Politics, Religion & Popular Culture are all reflected in Artworks. Find out how. Develop design and media skills for a range of exciting careers.

**Unit 1** Art and Meaning (Research Artwork); Developing Ideas and Skills (Folio Development)

**Unit 2** Art and Culture

**Unit 3** Interpreting Art

**Unit 4** Discussing & Debating Art. - Develop and refine your folio from semester 1

#### WHERE DOES IT LEAD?

DESIGN CAREERS - Interior Design/Industrial Design; Graphic Design /Architecture/Landscape Design/Animation/Games Design; Fashion/Fabric Design/Hats & Accessories/Jewellery FINE ART - Artist/sculptor; Illustrator of Children's Books, Scientific, Botanical or Medical drawings; Gallery or Museum Curator/Art Dealer/Art Conservator/Archaeologist TRADES and SPECIALIST TRADES - Painter/Plasterer/Textiles worker/Prosthetics Technician/Dental; Technician/Forensic Sculptor

#### ASSESSMENT FOR EACH UNIT 1-4 COMPRISES:

- Research, Folio of work, Examinations

#### EXPECTED SKILLS:

- A demonstrated ability to use art media, art techniques and styles
- Research skills and the ability to interpret and compare artworks using Analytical Elements

#### ADDITIONAL REQUIREMENTS:

Students may be required to attend art gallery excursion/s and art folio classes during term holidays

**ADDITIONAL COST:** There is an additional cost for this subject

#### TEXTBOOK:

Arti-culate – VCE Art Units 1-4, Hendy-Ekers Et Al. Cambridge

**STAFF CONTACT:** Ms A Gellatly,

**MEDIA STUDIES****Units 1-4****WHY CHOOSE IT?**

With the relentless advance of technology changing the way we interact, everyone needs to understand how codes and conventions embedded in digital communication operate. The study of Media will provide students with the skills to understand the relationship between the media, technology and the representations present in media forms. They will explore the way the media represents, reflects and influences society, and demonstrate their knowledge by producing their own media texts across the forms of film, photography, animation, print, web and sound design. They will further their technical abilities with media hardware and software, and work through the process of production from the earliest planning stages to the final presentation.

**COURSE DESCRIPTION:**

You will work in a number of collaborative activities and on your own major production tasks to develop critical and creative knowledge and skills. Learning through predominantly practical activities you will also look at the way media influences we spend our time, how media helps shape the way we perceive ourselves and others. You will also analyse how media plays a crucial role in the creation of your personal, social, cultural and national identity. Unit 1: Representations and Technologies of Representations Unit 2: Media Production and the Media Industry Unit 3: Narrative and Media Production Design Unit 4: Media Process, Social Values and Media Influence

**WHERE DOES IT LEAD?**

Year 12 Media Studies prepares you for tertiary education at TAFE or University. It will give you great grounding for entry into Arts, Fine Arts, Humanities, Communications, Journalism, Film Production, Multimedia, Publishing, Audio and Sound, Advertising and Marketing, Photography and many other areas.

**ASSESSMENT:**

- Production tasks using film, photography, sound, animation, print/magazine, radio.
- Theory exercises: question sheets, research tasks
- Production plans: storyboards, Treatments, scripts etc.
- Essay/writing tasks: reviews, reflections and analysis
- Exams and tests

**EXPECTED SKILLS:**

You will need good communication skills, the ability to work well in teams and a preparedness to learn many new technologies. There will also be an expectation to participate in out of class projects such as film shoots after school and on weekends.

**ADDITIONAL COST:** There is an additional cost for this subject.

**TEXTBOOK/MATERIALS:**

- Nelson Media VCE Units 1-4
- USB (32GB or greater) & Earphones
- Plastic pocket (2x10 packs), Arch lever folder & Folder Section dividers
- Folio/ book A4 or A3 size (Year 12 only)

**STAFF CONTACT:** Mr Dom Holloway, Ms Kath Robinson

## **THEATRE STUDIES**

### Units 1-4

#### **WHY CHOOSE IT?**

VCE Theatre Studies is a fantastic way for students to explore the art form of drama and theatre, and the creative processes that underpins play making. Students are able to create and contribute to group and solo performances, apply the use of various stagecraft elements such as lighting, costume, set and sound design, and are given the exposure and opportunity to view and analyse numerous drama works including professional productions.

#### **COURSE DESCRIPTION:**

Theatre Studies focuses on the interpretation of play-scripts and the production of plays from the pre-modern era to the present day. Students apply stagecraft including acting, lighting, sound and costume design, to study the nature, diversity and characteristics of theatre as an art form. Throughout the study, students work with play-scripts in both written forms and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre. Through contribution to the production of plays and interpretation of a monologue, students also develop knowledge and understanding of theatrical styles. This knowledge and understanding is further developed by analysis of their own productions and productions by professional theatre practitioners.

#### **WHERE DOES IT LEAD?**

The study of theatre, in all its various forms, is relevant to students who wish to pursue further study in theatrical production, theatre history, communication, writing and acting at tertiary level or through vocational educational training settings or to pursue industry or community related pathways. The analysis work gives students grounding in the types of skills required for English and Literature at VCE and beyond, whilst the creative aspects of the subject are transferable to Music and Drama. The skills of collaboration and delivering material to an audience are transferable into a variety of careers and are also beneficial to students as they venture into tertiary studies in a variety of fields.

#### **ASSESSMENT:**

- Written analysis of professional performances
- Interpretations of play scripts and justification of these interpretations (both written and in oral form)
- Application of stagecraft for a performance to an audience (choice of Acting, Directing, Design and others)
- Unit 1 & 2 specific - Performances and research reports describing theatre styles
- Unit 3 & 4 specific - Examinations – Written and Monologue Interpretation (choice of Acting/Directing or Design)

#### **EXPECTED SKILLS:**

Students must be able to:

- Create, design and present a variety of performances for various audiences.
- Critically analyse performances in written and oral form.

#### **ADDITIONAL REQUIREMENTS:**

- Students will be required to attend at least one professional performance each semester for an additional cost.
- Students also may be required to attend scheduled rehearsals outside of class time.
- Additional excursion days may also be required in preparation to the Unit 4 Stagecraft Examination.

#### **TEXTBOOK/MATERIALS:**

Acting Smart for Theatre Studies, Version 7.

Notebook / exercise book

**STAFF CONTACT:** Miss Brigitte Ferguson



**VISUAL COMMUNICATION DESIGN****Units 1-4****WHY CHOOSE IT?**

Learn everything you ever wanted to know about drawing realistically and designing like a professional. To make it easy the course starts with the basics for every topic and builds as you become more skilful. You will experience design work in Fashion, Architecture, Industrial and Graphic Design with the flexibility to design in your areas of interest. Computer Design is a vital part of the course so many of the tricks of the trade will be revealed. Experience work as a professional designer, working to a brief and collaborating with a client. Choose any area for folio work: Communication Design- Graphic, Digital & Web Advertising, Illustration, Packaging, Brand Identity; Environmental Design- Architecture, Interior Design, Landscape, Set Design; Industrial Design- Engineering, Product Design, Fashion & Furniture.

**COURSE DESCRIPTION:**

- This subject studies the Visual Communication Production Process
- Use of Freehand and Instrumental Drawing to develop skills and techniques
- Developing a brief, researching, generating ideas and producing final products
- Investigating professional practice and analysing work produced by professional designers.
- Use of the Australian Standard AS 1100 technical drawing conventions, which all Australian engineers, architects, designers, surveyors and patternmakers follow.

**WHERE DOES IT LEAD?**

This subject leads to many courses including: Graphic/Industrial/Fashion/Architecture/ Engineering/Multimedia and other I.C.T. based courses/Illustration for publications EG: Books, Magazines, Newspapers/ Multimedia Design.

**ASSESSMENT:**

- Criteria based assessment of folio production
- Analysis tasks: Short and extended responses, written reports, or structured questions.
- Examination

**EXPECTED SKILLS:**

The student must be able to:

- Draw from observation, develop rendering skills and use a variety of media
- Produce instrumental drawings; orthogonal, paraline and perspective views of objects
- Analyse and use research skills developed as part of essay writing
- Use computer programs EG: Photoshop, Illustrator, Sketch Up, to produce professional folio work

**ADDITIONAL REQUIREMENTS:**

Folio work will require preparatory work outside the classroom.

**ADDITIONAL COST:** There is an additional cost for this subject

**TEXTBOOK/MATERIALS:** As per booklist

**STAFF CONTACT:** Ms Catherine Preston

**ENGLISH / EAL**  
**Units 1 & 2**

**EAL Special Requirements**

**To be eligible for EAL enrolment, a student must not have been taught in a school where English is the major language of instruction for more than 7 years prior to the year in which a student commences Year 12.**

**WHY CHOOSE IT?**

Study of a course of English during VCE is compulsory. To attain the VCE, students must gain an S in at least 3 units from the English group, with at least one at Unit 3 & 4 level.

In English you will explore, analyse and communicate. Escape into other worlds, experiences and perspectives! Be aware of how media texts manipulate you! Improve your ability to persuade, to wield influence and to use language to have power in your life and world!

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

**COURSE DESCRIPTION:**

**Unit 1** - In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

**Unit 2** - In this unit, students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

**WHERE DOES IT LEAD?**

Proficiency in communication can lead to careers in any job requiring good communication skills.

**ASSESSMENT:**

**Unit 1:** Outcome 1 – Reading and Creating texts  
Outcome 2 – Analysing and presenting texts

**Unit 2:** Outcome 1 – Reading and Comparing texts  
Outcome 2 – Analysing and presenting argument  
Exam

**ADDITIONAL REQUIREMENTS:**

It is expected that texts are to be read prior to the commencement of the school year. Satisfactory completion is compulsory.

**TEXTBOOK/MATERIALS:** as per booklist

**STAFF CONTACT:** Ms Karen Bares, Ms Brigitte Ferguson, Ms Sunyi Song (EAL), Ms Lisa Drake (EAL)

## ENGLISH / EAL Units 3 & 4

### EAL Special Requirements

To be eligible for EAL enrolment, a student must not have been taught in a school where English is the major language of instruction for more than 7 years prior to the year in which a student commences Year 12.

### WHY CHOOSE IT?

Study of a course of English during VCE is compulsory. To attain the VCE, students must gain an S in at least 3 units from the English group, with at least one at Unit 3 & 4 level. To be eligible to receive an ATAR score, students must gain an S in both Unit 3 & 4 of an English sequence.

### COURSE DESCRIPTION:

**Unit 3** - The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen context, and the ability to explain the choices they have made as authors.

**Unit 4** - The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students can create written or multimodal texts suggested by their reading within the chosen context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

### WHERE DOES IT LEAD?

Studies in VCE English and Literature can lead to study and career paths in the following areas:

- |                   |                     |                       |
|-------------------|---------------------|-----------------------|
| • Actor           | • Media analyst     | • Reviewer            |
| • Announcer       | • Playwright        | • Scriptwriter        |
| • Copywriter      | • Presenter         | • Speech pathologist  |
| • Editor          | • Program director  | • University lecturer |
| • Historian       | (radio/television)  | • Writer              |
| • Journalist      | • Publicity officer |                       |
| • Literary critic | • Publisher         |                       |

### ASSESSMENT:

**Unit 3:** Outcome 1 – Reading and Responding to texts

Outcome 2 – Creating and Presenting

Outcome 3 – Using Language to Persuade

**Unit 4:** Outcome 1 – Reading and Responding to texts

Outcome 2 – Creating and Presenting

Three-hour examination

**TEXTBOOK/MATERIALS:** as per booklist

**STAFF CONTACT:** Ms Karen Bares, Ms Kath Robinson, MS SUNYI SONG (EAL), Miss Lisa Drake (EAL)

**LITERATURE**  
**Units 1 & 2****WHY CHOOSE IT?**

If you enjoy reading books and studying poetry and like to spend time discussing what you have read, then this course is for you! VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

**COURSE DESCRIPTION:**

Unit 1 focuses on approaches to literature. Students focus on the ways in which the interaction between text and reader creates meaning and respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Unit 2 focuses on context and connections. In this unit students explore the ways literary texts connect with each other and with the world. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

**WHERE DOES IT LEAD?**

Studies in VCE English and Literature can lead to study and career paths in any field requiring good communication (verbal or written) skills. English and Literature are also the foundations for a successful pathway through university courses in all areas.

**ASSESSMENT:**

Students must satisfactorily complete assessment tasks and a range of class-based activities such as written responses, essays, oral presentations and examinations.

Tasks for assessment in this unit will be selected from the following:

- an essay (comparative, interpretive, analytical or discursive)
- a reading journal or series of journal entries
- a close analysis of selected passages
- an original piece of writing responding to a text(s) studied
- an oral or a written review
- a multimedia presentation
- participation in an online discussion
- performance and commentary.

**EXPECTED SKILLS:**

The ability to identify and discuss ideas, themes and issues in set texts and selected media and to be able to communicate and explore ideas, in written and oral form. Students should be able to discuss in detail the ideas, experiences and issues dealt with in selected texts;

**TEXTBOOK/MATERIALS:** as per booklist

**STAFF CONTACT:** Ms Karen Bares

**LITERATURE****Units 3 & 4****WHY CHOOSE IT?**

Literature is designed for students who have a passion for reading and enjoy looking deeply into the complex nature of humans, their relationships and the places and times they inhabit. The study of literature aims to involve students in reading, writing and talking about the nature and value of a wide range of literature.

**COURSE DESCRIPTION:**

Unit 3 focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works. Unit 4 focuses on students' creative and critical responses to texts.

**WHERE DOES IT LEAD?**

Studies in VCE English and Literature can lead to study and career paths in any field requiring good communication (verbal or written) skills. English and Literature are also the foundations for a successful pathway through university courses in all areas.

**ASSESSMENT:**

**Unit 3: Outcome 1** – Analysis of how meaning changes when the form of a text changes.

**Outcome 2** – Analysis, interpretation and evaluation of the views and values of a text

**Outcome 3** - Analysis of a review of a text and comparison with own viewpoint.

**Unit 4: Outcome 1** – Creative Response to a text

**Outcome 2** – Close Analysis of the features of a text, relating them to an interpretation of the text as a whole.

**Two-hour examination.**

**EXPECTED SKILLS:**

A willingness to read a range of texts and contribute fully to class discussions. The ability to identify and discuss ideas, themes and issues in set texts and selected media and to be able to communicate and explore ideas, in written and oral form.

**ADDITIONAL REQUIREMENTS:**

- Attendance at theatrical productions may be required.
- Attendance at after school classes
- The October Test (practice examination) will be scheduled during the September school holidays. Attendance is expected.

**TEXTBOOK/MATERIALS:** as per booklist

**STAFF CONTACT:** Ms Karen Bares

**BRIDGING EAL (ENGLISH AS AN ADDITIONAL LANGUAGE)****Units 1 – 2****WHY CHOOSE IT?**

Bridging English as an Additional Language (EAL) is the intensive and explicit study of English language in a range of socio-cultural contexts and for a range of purposes. Students develop their language skills and confidence, assisting them to communicate effectively in a range of contexts, including academic and everyday, using a range of registers of spoken and written Standard Australian English. This contributes to students being able to participate effectively in Australian life. The course may be suited to students with interrupted education and EAL students who would benefit from a program which is designed to support the building of English knowledge and skills.

Note: There is no presumption that students undertaking this study will be eligible for EAL at English Units 3 and 4. The eligibility criteria for EAL at Units 3 and 4 will apply, as detailed in the VCE and VCAL Administrative Handbook .

**COURSE DESCRIPTION:**

In Unit 1, students build their understanding of how spoken and written Standard Australian English (SAE) is used to communicate effectively in a variety of contexts and for a range of purposes. Students develop the ability to listen, speak, read and write for everyday and academic purposes. They explore how language features, structures and conventions can be used to express ideas and opinions, and to create their own spoken and written texts.

In Unit 2, the areas of study enable students to extend their understanding of how English is constructed and used to communicate in a variety of contexts and for a range of purposes.

The following areas of study will be studied in Unit 2:

- Area of Study 1: English literature
- Area of Study 2: English in the media

**This subject is only available at Units 1 & 2.**

**WHERE DOES IT LEAD?**

Bridging EAL focuses on language skills needed by students for whom English is an additional language. Students develop knowledge and skills in speaking, listening, reading, viewing, writing and thinking, and progress from informal use of language to more formal, academic and technical language use. It is intended as a bridging unit to support VCE study of all subjects in students who come from a non-English speaking background.

**ASSESSMENT:**

Assessment tasks for this unit will be selected from the following:

- presentations and speeches
- media texts
- text responses
- biographies and/or autobiographies
- comprehension and analysis activities

**EXPECTED SKILLS:**

It is expected that EAL students will have a fairly competent grasp of English grammar, sentence structure, spelling, punctuation and vocabulary.

**TEXTBOOK/MATERIALS:** As per booklist.

**STAFF CONTACT:** Ms Karen Bares, Ms Sunyi Song or Miss Lisa Drake.

## ACCOUNTING

### Units 1 – 4

#### WHY CHOOSE IT?

In Accounting, you will learn about how service and trading businesses interpret, organise and report their finances and other elements of Commerce including Business, Finance and Economics. This course leads you into developing foundation knowledge and skills that are further developed in further studies through TAFE and/or University Courses. This course very much welcomes you into the world of business and allows you to appreciate how Accounting plays an integral role in the successful operation and management of businesses.

#### COURSE DESCRIPTION:

**Unit 1** – Learn how to set up and financially manage a small service business. You will gather and record information, prepare reports and provide advice. This unit looks at cash transactions, using the single-entry method of accounting.

**Unit 2** – Looking at small trading business, learn how to account for buying and selling stock. You will use the single-entry accrual method of accounting to record and report both cash and credit transactions. **Unit 3** – Building on the knowledge gained in Units 1 and 2, you will learn to use the more complex double-entry accounting method. This is the method used by accountants and taught at university. You will also learn how to record stock sales and purchases using in the First-in, First-out method of accounting for stock. **Unit 4** – In this unit you will learn how to analyse reports and give financial advice to assist management in decision-making. You will learn the importance of budgeting and discover how budgets are developed.

#### WHERE DOES IT LEAD?

Accounting courses are available across the world. Accounting is currently a huge growth industry and demand for accountants is booming. This will give you the pick of the best jobs on offer in coming years. You could choose to go into sports management, environmental management, manufacturing, retail or financial management. You could use your accounting knowledge to establish and run your own business. You could choose to go into the public service and work for the Department of Treasury or the Australian Taxation Office.

#### ASSESSMENT:

The tasks used to measure the successful completion of the outcomes will be decided by the teacher. They include exercises using accounting software, tests, assignments, presentations, examinations and a portfolio of work.

#### EXPECTED SKILLS:

The ability to work in an organised and systematic manner, think clearly and logically, and the ability to analyse data to write a report.

#### TEXTBOOK/ MATERIALS:

Units 1 & 2: Cambridge VCE Accounting: Simmons & Hardy

Units 3 & 4: Cambridge VCE Accounting: Simmons & Hardy

Checkpoints: Accounting Units 3 & 4

**STAFF CONTACT:** Ms Dolores Briffa

**BUSINESS MANAGEMENT**  
**Units 1-4**

**WHY CHOOSE IT?**

Have you ever gone into a milk bar, a fish and chip shop or a pizza parlour and thought about how hard the owners would have to work to make their small business a success? Ever walk past giant office blocks in the city and wonder what goes on in all of those glass towers? Have you been driving along a main road, gone past a huge plant or factory and pondered what do they do in there all day? Well, Business Management answers these questions (and hundreds of others).

**COURSE DESCRIPTION:**

In this course, students learn and apply business concepts, principles and terminology to case studies both real and imagined. They identify the significance of small business and large organisations in local, national and global contexts. Students will examine the complex and changing environments in which businesses operate and the nature of the relationships between key stakeholders. They will explore the ways in which small businesses and large-scale organisations are managed to be successful across a range of situations. They will analyse effective management practices in the context of business' ethics and social responsibility.

The course is made up of four units:

Unit 1: Small business management

Unit 2: Communication and management

Unit 3: Corporate management

Unit 4: Managing people and change.

Each unit contains specific content in each topic and is designed to enable students to achieve a set of outcomes for that unit. Each outcome includes the key knowledge to be covered and a list of key skills to be mastered.

**WHERE DOES IT LEAD?**

Nearly everybody ends up working for one type of business or organisation. A career working for a business could see you as part of a large team, eventually a manager or even the CEO earning big bucks! Either way, you will have a better idea of just how small businesses and large firms are run! Following on from Year 12, you might wish to complete one of the numerous university degrees in Accounting, Administration, Business Management, Finance, Marketing, International Business, Human Resource Management, Industrial Relations, etc. You might even end up running your own business!

**ASSESSMENT:**

Assessment is measured by a combination of tasks:

Case studies, Analytical exercises, Media Analysis, School-based business activity, Simulations, Reports in either written, oral or multi-media format, tests and exams.

**EXPECTED SKILLS:**

For this subject, you must have the ability to read, interpret and analyse information. You must also possess other skills such as being organised, be able to solve problems, to plan, to make decisions and be able to explain the reasons behind them! Good communication skills, both written and oral, are also very important.

**TEXTBOOK:**

Business Management Units 1 & 2 *Small business and communication management*, Rouse, et al.

Business management Units 3 & 4 *Managing corporations, people and change*, Rouse, et al.

**STAFF CONTACT:** Mr John Bullen, Mr John Sheehan



## HISTORY—Twentieth Century Units 1 & 2

### WHY CHOOSE IT?

The study of History assists students to understand themselves, others and their world, and broadens their perspective. Through studying VCE History, students will develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence. We can never know the whole past. Historical knowledge rests on the interpretation of sources that are used as evidence. The study of history equips students to take an informed position on such matters, helping them develop as individuals and citizens.

### COURSE DESCRIPTION:

#### UNIT ONE : Twentieth century history 1918–1939

Outcomes:

1. Ideology and Conflict – The global impact of World War I
2. Social and Cultural Change - Changes to social life and culture in the period leading up to World War II

#### UNIT TWO Twentieth century history 1945–2000

Outcomes:

1. Competing Ideologies – The origins and major events of the Cold War
2. Challenge and Change –The Civil Rights movement in the US, Independence movements around the globe

### WHERE DOES IT LEAD?

In addition to preparing students for Units 3 & 4 History the study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence.

### ASSESSMENT:

Assessment tasks over Units 1 and 2 should include the following:

- a historical inquiry
- an analysis of primary sources
- an analysis of historical interpretations
- an essay
- tests

**TEXTBOOK/MATERIALS:** As per booklist

**STAFF CONTACT:** Mr John Sheehan

**HISTORY— Revolutions  
Units 3 & 4**

**WHY CHOOSE IT?**

Political revolutions are frequently bloody and violent affairs, involving the overthrow of an established system for a new one. In this course students will investigate the causes of the French and Russian revolutions, how the citizens of these countries, led by charismatic figures, rose up to challenge the existing order. Students will look at the famous figures behind each revolution, and the new ideals and systems they represented. Students will investigate the various challenges each revolution faced in bringing about such momentous changes to their society and ultimately whether or not they were successful in achieving their desired goals.

**COURSE DESCRIPTION:**

Students will investigate the Russian Revolution of October 1917 and the French Revolution of 1789. For both units, content will be based on the following two outcomes:

**Outcome 1 - Causes of revolution**

- What were the significant causes of revolution?
- How did the actions of popular movements and particular individuals contribute to triggering a revolution?
- To what extent did social tensions and ideological conflicts contribute to the outbreak of revolution?

**Outcome 2 – Consequences of revolution**

- How did the consequences of revolution shape the new order?
- How did the new regime consolidate its power?
- How did the revolution affect the experiences of those who lived through it?
- To what extent was society changed and revolutionary ideas achieved?

**WHERE DOES IT LEAD?**

The study of VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future. In this sense, history is relevant to contemporary issues. The study of history fosters the ability to ask searching questions, to engage in independent research, and to construct arguments about the past based on evidence.

**ASSESSMENT:**

- Research report
- Analysis of visual and/or written documents
- Historiographical exercise
- Essay

**TEXTBOOK/MATERIALS:** as per booklist

**STAFF CONTACT:** Mr John Sheehan

## LEGAL STUDIES

### Units 1-4

#### WHY CHOOSE IT?

Every day we turn on the news or open a paper and read about people who have broken the laws of our society. We wonder who would do such things and read about police efforts to catch these criminals using a wide range of high tech surveillance. We follow the details of their trials in the courts and often question the type of punishment they receive. But just who makes these laws that are so important to the smooth running of our communities? How and why do laws need to constantly change to reflect the society we live in? What rights and responsibilities do the police and individuals actually have? How does a trial run and why do we have a jury to decide the outcome of serious crimes? What is it actually like in prison and is it effective in changing people's behaviour? In Legal Studies students investigate these and other related topics to give themselves a richer understanding of the systems that control our behaviour and the effectiveness of the punishments given to wrong-doers.

#### COURSE DESCRIPTION:

The emphasis of study in Unit 1 is Criminal Law. The focus of this study is the importance of criminal law and the nature of criminal liability. The role of the police in criminal investigations and the criminal trial process are also investigated.

Unit 2 examines civil law, the enforcement of civil rights and the civil trial process. Unit 2 also examines one or two more specific areas e.g. Sports and the law, family law, legal issues in technology etc. This incorporates an investigation into the functions of laws and the processes involved in changing these laws.

Unit 3 studies the role of the law-makers (parliament, subordinate authorities and the courts) and the processes used to make law. It examines the link between the views of society and the law-makers and explores the ways individuals and groups can influence change in the law.

Unit 4 focuses on the courts and tribunals that settle disputes in our society. The processes and procedures used to settle disputes are examined, including alternative methods. It also includes an evaluation of the legal system, considering its strengths and weaknesses and possible suggestions for change and reform.

#### WHERE DOES IT LEAD?

Students develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. They investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures. Students develop an ability to identify, collect and process information from a range of sources and engage in its interpretation and analysis.

Students are required to apply legal reasoning and decision-making to contemporary cases and issues. They engage in analysis and evaluation of existing legal processes and form opinions about the operation of the legal system.

**PREREQUISITES:** There are no prerequisites for any unit.

#### ASSESSMENT:

A range of assessment tasks include; Folio items, Assignments, Essays, Mock court role plays, Written reports, Case studies, Tests, External examination

**EXPECTED SKILLS:** The ability to read, summarise, critically analyse and present information.

**TEXTBOOK:** As per booklist

**STAFF CONTACT:** Mr John Sheehan

**GENERAL MATHEMATICS****Unit 1 & 2****WHY CHOOSE IT?**

Do you like maths but don't necessarily want a career in maths? Do you like working with data and manipulating lists of numbers on your CAS Calculator? Do you like shapes –particularly triangles? Do you know how to budget and the difference between borrowing and lending, a mortgage and an annuity? Do you think of yourself as a humanities or arts student but would still like to study one Mathematics subject at Year 11? Do you want the option of choosing Further Mathematics 3 & 4 in year 12?

**COURSE DESCRIPTION:**

General Mathematics provides for different combinations of student interests and preparation for study of VCE Mathematics at the Unit 3 and 4 level. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

**AREAS OF STUDY:**

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics

**WHERE DOES IT LEAD?**

General Mathematics is excellent preparation for students considering studying Further Mathematic 3 and 4. This subject fulfils many university and TAFE mathematics prerequisites. A pass in Further Mathematics at Year 11 standard is looked at favourably by employers in general and employers looking for new apprentices in particular.

**ASSESSMENT:**

Typical assessment items include topic tests, application and analysis tasks and written examinations.

**EXPECTED SKILLS:**

Good calculator skills, arithmetic and algebraic fluency

**TEXTBOOK/MATERIALS:** Textbook as per booklist

TI-Nspire CAS Version: Cambridge TI-NSPIRE CAS calculator

**STAFF CONTACT:** Mr Xenophon Kakogiannis, Mrs Debra Gibson or Ms Kate Davis.

**FURTHER MATHEMATICS**  
**Unit 3 & 4**

**WHY CHOOSE IT?**

Did you know that you have already started studying all the units that are studied at this level in General Mathematics – there will not be anything new? Did you know that Further Mathematics has now become the second largest subject taken at VCE level after English? Almost 70% of students study the subject. This is primarily due to the relevance of the subject content to so many University and TAFE Courses. Students will learn many of the functions on the CAS calculator and be able to use it in all assessments.

**COURSE DESCRIPTION:**

Further Mathematics Units 3 and 4 are designed to be widely accessible and comprise a combination of non-calculus based content from a prescribed core and a selection of two from four possible modules across a range of application contexts. They provide general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. The assumed knowledge and skills for the Further Mathematics Units 3 and 4 prescribed core are covered in specified topics from General Mathematics Units 1 and 2. Students who have done only Mathematical Methods Units 1 and 2 will also have had access to assumed knowledge and skills to undertake Further Mathematics but may also need to undertake some supplementary study of statistics content.

Core: Area of Study 1

- Data Analysis
- Recursion and financial modelling

Module: Area of Study 2

- Matrices
- Geometry and Measurement

**WHERE DOES IT LEAD?**

Statistics is used in such varying studies as Nursing, Marketing and Scientific disciplines. Geometry and Trigonometry is used in Art and Design and Building Sciences. Business Maths and Matrices are used in all Business Studies and Marketing Courses and for everyday living skills with money that will be required in adulthood. Where possible the Further Mathematics course is made as relevant as possible to modern day situations that you will face in your future.

**ASSESSMENT:**

Assessment is by SACs (School Assessed Coursework) which includes tests, analysis and application tasks. There are also two external examinations in November.

**EXPECTED SKILLS:**

The ability to apply the skills taught in General Mathematics 1 & 2 and proficiency with the TI-Nspire CAS calculator

**TEXTBOOK/MATERIALS:** As per booklist

**STAFF CONTACT:** Mr Xenophon Kakogiannis, Mrs Debra Gibson or Ms Kate Davis.

**MATHEMATICAL METHODS**  
**Unit 1 & 2****WHY CHOOSE IT?**

Mathematical Methods Units 1 and 2 are completely prescribed and provide an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and Specialist Mathematics 3 & 4 and cover assumed knowledge and skills for those units.

Students wishing to study Specialist Mathematics Units 1 and 2 must have successfully completed or be concurrently studying Mathematical Methods Units 1 and 2. Successful completion of Mathematical Methods at Year 11 will enable you to choose any of the Mathematics subjects offered at Year 12.

**COURSE DESCRIPTION:**

Areas of study include:

- Functions and Graphs
- Algebra
- Calculus
- Probability and Statistics

The appropriate use of technology to support the teaching and learning of mathematics, and in related assessments, will be incorporated throughout the course.

**WHERE DOES IT LEAD?**

Mathematical Methods allows you to choose any single or combined mathematics course in Year 12. It is great preparation for all TAFE courses, apprenticeships and arts or humanities based university degrees. Combined with Mathematical Methods at Year 12 it prepares you for all science, engineering or commerce university degrees.

**ASSESSMENT:**

Typical assessment items include tests, application and analysis tasks and written examinations.

**EXPECTED SKILLS:**

Good problem-solving skills and excellent arithmetic and algebraic fluency.

**TEXTBOOK/MATERIALS:**

Textbook: as per booklist  
TI-NSPIRE CAS calculator

**STAFF CONTACT:** Mr Xenophon Kakogiannis, Ms Kate Davis or Mrs Debra Gibson.

## MATHEMATICAL METHODS Unit 3 & 4

### WHY CHOOSE IT?

Mathematical Methods Units 3 and 4 are completely prescribed and extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, humanities, economics and medicine.

Many university courses have Maths Methods as a prerequisite subject and successful completion will provide many opportunities for tertiary study.

Students wishing to study Specialist Maths Units 3 and 4 must have successfully completed or be concurrently studying Mathematical Methods Units 3 and 4.

Mathematical Methods Units 3 and 4 may be taken alone or in conjunction with either Specialist Mathematics Units 3 and 4 or Further Mathematics Units 3 and 4, or both.

### COURSE DESCRIPTION:

This subject usually follows satisfactory completion of the Mathematical Methods 1 & 2 course.

Areas of study include

- Functions and graphs
- Calculus
- Algebra
- Probability and statistics

The appropriate use of technology to support the teaching and learning of mathematics, and in related assessments, will be incorporated throughout the course.

### WHERE DOES IT LEAD?

Whilst Mathematical Methods will lead students into Engineering, Sciences, Humanities, Medicine, Economics, Commerce and Business it must not just be viewed as merely another prerequisite for University Entrance. It is 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. Maths Methods enhances your resume when applying for any course from plumber to nuclear physicist.

### ASSESSMENT:

Assessment is by SACs (School Assessed Coursework) which includes tests, analysis and application tasks. There are also two external examinations in November.

### EXPECTED SKILLS:

The ability to apply the skills taught in Mathematical Methods 1 & 2; proficiency with the TI Nspire CAS calculator

**TEXTBOOK/MATERIALS:** Textbook as per booklist

TI-Nspire CAS Calculator

**STAFF CONTACTS:** Mr Xenophon Kakogiannis, Ms Kate Davis or Mrs Debra Gibson

**SPECIALIST MATHEMATICS****Unit 1 & 2****WHY CHOOSE IT?**

Are you looking for an opportunity to show how good you are at mathematics? Do you wish to study Specialist Mathematics in Year 12? Do you wish to deepen your understanding of mathematics in readiness for two fantastic years studying mathematical Methods in Years 11 and 12? Do you wish to explore the more rigorous aspects of mathematical structure and proof? Students from Year 10 Mainstream Maths must choose Specialist Maths Units 1 & 2 concurrently with Maths Methods Units 1 & 2 if they wish to continue to study Maths Methods Units 3 & 4 and Specialist Mathematics Units 3 & 4.

**COURSE DESCRIPTION:**

Specialist Mathematics Units 1 & 2 comprise a combination of prescribed and selected non-calculus based topics and provide courses of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. They incorporate topics that, in conjunction with Mathematical Methods Units 1 & 2, provide preparation for Specialist Mathematics Units 3 & 4 and cover assumed knowledge and skills for those units.

The following areas of study provide a focus for content

- Algebra and Structure
- Arithmetic and Number
- Discrete mathematics
- Geometry, Measurement and Trigonometry
- Graphs of linear and non-linear relations
- Statistics

**WHERE DOES IT LEAD?**

This subject will open every VCE mathematics pathway and all associated careers that require good mathematical skills.

**ASSESSMENT:**

- Assignments
- Tests
- Summary or review notes
- Modelling tasks
- Problem-solving tasks
- Investigation
- End of unit exam

**TEXTBOOK/MATERIALS:** as per booklist

**STAFF CONTACT:** Mr Xenophon Kakogiannis. Mrs Debra Gibson or Ms Kate Davis.



## SPECIALIST MATHEMATICS Units 3 & 4

### WHY CHOOSE IT?

Are you really good at maths and love doing it? Do you want to get into Engineering, Physical Sciences, Mathematics or a double degree? You should think about Specialist Maths as your key to these future careers.

### COURSE DESCRIPTION:

Specialist Mathematics Units 3 and 4 are designed to be taken in conjunction with Mathematical Methods Units 3 and 4, or following previous completion of Mathematical Methods Units 3 and 4. The areas of study extend content from Mathematical Methods Units 3 and 4 to include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference.

Areas of study include:

- Functions, relations and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and Statistics

### WHERE DOES IT LEAD?

Specialist Mathematics provides for specialisation by extending, in breadth or depth, work undertaken in Mathematical Methods Units 3 and 4. This course is designed to provide content specifically relevant to students intending to take degrees in Engineering, Science/Engineering or the Physical Sciences (with a strong Physics influence). It is a suitable course for students with a strong background in Mathematics. Specialist Mathematics is recommended for students intending to study science, computing or engineering based university subjects as well as careers involving maths include surveyor, actuary, optometrist, audiologist or computer programmer. Specialist Maths will prepare you for any university degree.

### ASSESSMENT:

Assessment is by SACs (School Assessed Coursework) which includes tests, analysis and application tasks. There are also two external examinations in November.

### PREREQUISITES:

Have already, or are concurrently completing Mathematical Methods (CAS) Units 3 /4

### EXPECTED SKILLS:

The ability to apply the skills taught in Mathematical Methods 1 & 2 and Specialist Mathematics 1 & 2; proficiency with the TI-Nspire CAS calculator

**TEXTBOOK/MATERIALS:** as per booklist

**STAFF CONTACT:** Mr Xenophon Kakogiannis, Mrs Debra Gibson or Ms Kate Davis.

### FOOD and TECHNOLOGY Units 1-4

#### WHY CHOOSE IT?

VCE Food and Technology focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The food sector is dynamic, diverse and creative. Products are constantly changing in response to technology and the marketplace. Students will become aware of all aspects of food when undertaking this subject, and find it both challenging and rewarding.

#### COURSE DESCRIPTION:

**Unit 1** Study the physical and chemical properties of food, and the way these properties influence food preparation, storage and presentation within a small-scale operation.

**Unit 2** Study the preparation of food for small-scale operations. This will include planning considerations, implementation and evaluation of outcomes and product change to suit specific requirements.

**Unit 3** Food preparation and processing techniques for key foods are investigated. This includes primary and secondary food processing, components of key foods and cooking techniques. Food manufacturing systems are compared and their suitability to different food products are justified.

**Unit 4** Implementing a design brief and evaluating the outcome of the product against the brief. This will cover food preparation, properties of food, safety and hygiene requirements. Product development will be examined with the process development and marketing being analysed. Environmental issues in the food industry and plant breeding and genetic modification are also covered.

#### WHERE DOES IT LEAD?

Independent life skills, Chef, Food Photographer, Food Journalist, Caterer, Dietitian, Nurse, Food marketing / Promotions, T.V Food Presenter, Food Technology Teacher. Regulation, in terms of food spoilage and food poisoning, is a growth industry. Manufacturing and processing of Functional Foods (such as margarines that lower cholesterol).

#### ASSESSMENT:

**Unit 1 & 2:** Records of planning and production; Production work; Annotated visual displays; Website presentations; Data show presentations; Tests; Examination (short answer, open book); Short written reports (materials testing activities, industry visits, product evaluation reports); Oral reports; Practical tests

**Unit 3 & 4:** Tests; Short written reports; Practical tests. Unit 4 has a school assessed task incorporating production work, record of production work and an evaluation. This is subject to external review. Unit 4 has an examination at the end of the year which contributes 30% of the year's assessment.

**EXPECTED SKILLS:** Students are expected to apply the skills they have taught from Years 7-10.

**COST:** There is an additional cost for this subject.

#### TEXTBOOK/MATERIALS:

*Food Solutions, Food and Technology, Units 1 & 2*, Glenis Heath, Heather McKenzie, Laurel Tully 2nd Edition;  
*Food Solutions, Food and Technology, Units 3 & 4*: Glenis Heath, Heather McKenzie, Laurel Tully 3<sup>rd</sup> Edition

**STAFF CONTACT:** Ms Shelley Haughey, Mrs Janet Wiggins.

## HEALTH AND HUMAN DEVELOPMENT

### Units 1-4

#### WHY CHOOSE IT?

Ever wondered how to adapt your lifestyle to get the most out of life? Interested in knowing how you have developed from a crawling baby to the walking, talking teenager you are now and further to the nagging mum or dad you will one day be? Do you wonder how Australia spends its budget on aid programs? What is our government doing to keep you healthy? Is it working? How does nutrition promote our health and development? Learn the answers to all these questions and many more health related questions that influence your health and development.

#### COURSE DESCRIPTION:

**Unit 1:** The health and development of Australia's youth: This unit focuses on the health and individual human development of Australia's youth. Students identify issues that have an impact on the health and individual human development of Australia's youth.

**Unit 2:** Individual human development and health issues: This unit focuses on the health and individual human development for the lifespan stages of prenatal, childhood and adulthood.

**Unit 3:** Australia's health: This unit looks at the health status of Australians and how the National Health Priority Areas (NHPA's) provide a national approach to improve our health status. The funding of the Australian Health System is also studied.

**Unit 4:** Global health and human development: This unit takes a global perspective on achieving sustainable improvements in health and human development. Students look at the role of NGO's in implementing programs to sustain human development.

#### WHERE DOES IT LEAD?

VCE Health and Human Development leads students into a range of pathways including Nursing, Health Promotion, Nutritionist, Education, Humanitarianism, and Health Sciences.

#### ASSESSMENT:

Students will be given a variety of assessment tasks throughout the course. Examples of these include; a case study analysis, a data analysis, visual presentation, multimedia presentation, oral presentation (such as a debate), a blog, tests, written response.

**PREREQUISITES:** none

#### EXPECTED SKILLS:

The ability to analyse and interpret data, participate and contribute to classroom discussion.

**TEXTBOOK/MATERIALS:** as per booklist.

**STAFF CONTACT:** Ms Allison Phillips, Ms Shelley Haughey.

### PHYSICAL EDUCATION

#### Units 1-4

#### WHY CHOOSE IT?

Do you have the urge to work in the Sporting or Sports Science Industry? Have you ever wanted to be a Fitness Trainer with your own business? Physical Education opens up a huge range of options for you. If you enjoy physical activity and wish to continue to participate in VCE, then Physical Education is for you! Roughly thirty per cent of class time is devoted to practical classes such as Laboratory Activities, Excursions, Game Analysis and Fitness training. However, VCE PE is a challenging academic subject and not everything is just fun and games. This factor must be an important consideration when deciding on this pathway.

#### COURSE DESCRIPTION:

- **Unit 1 Bodies in motion:** In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles.
- **Unit 2 Sports coaching and physically active lifestyles:** This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete.
- **Unit 3 Physical activity participation and physiological performance:** This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective.
- **Unit 4 Enhancing performance:** Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training.

#### WHERE DOES IT LEAD?

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. Career pathways this subject can lead to include Fitness Trainer, Dietician, Community/Commercial Recreation Activities Director, Physiotherapist, Occupational therapist, Aquatics manager, Health and fitness consultant or perhaps even a PE Teacher!

#### ASSESSMENT:

Types of assessments include: written reports, laboratory reports, video analysis, data analysis, tests and examinations

**PREREQUISITES:** None

**EXPECTED SKILLS:** The ability to analyse data and capacity to participate in physical activities

**ADDITIONAL REQUIREMENTS:** Attendance at excursions related to the various topics studied throughout the course and correct college PE uniform.

**COST:** There may be an additional cost for this subject.

#### TEXTBOOK/MATERIALS:

Unit 1 and 2 Live It Up 1 VCE Physical Education 3<sup>rd</sup> Edition

Unit 3 and 4 Live It Up 2 VCE Physical Education 3<sup>rd</sup> Edition

**STAFF CONTACT:** Mr Christopher Tipping, Ms Allison Phillips.

## BIOLOGY

### Units 1-4

#### WHY CHOOSE IT?

Biology provides you with the unique opportunity to study life through practical experiments and field work. In Units 1 and 2, you will accompany your teacher on a field trip to Barwon Heads to examine life in the rock pools and witness the amazing adaptations of the mangrove swamps. You will also have the opportunity to study animal behaviour first hand through the observations of your very own duckling. Units 3 and 4 foster further development of scientific knowledge and key science skills. Through a number of trips to GTAC and the zoo, you will gain access to the latest biotechnology and attend classes from some of the best scientists in the field. You will examine pathogens that make us ill, the evolution of Sumatran tigers, and how humans have manipulated genes to produce a designer species. If you are a keen investigator and wonder about how life is sustained around you then VCE Biology is for you.

#### COURSE DESCRIPTION:

Biology is an evolving science that seeks to understand and explore the nature of life, past and present. It involves the study of living things from familiar, complex organisms that live in many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. VCE Biology is comprised of the following units:

**Unit 1:** i) How do organisms function?; ii) How do living systems sustain life?; iii) Practical investigation.

**Unit 2:** i) How does reproduction maintain the continuity of life? ii) How is inheritance explained?; iii) Investigation of an issue.

**Unit 3:** i) Molecules of life; ii) Detecting and responding.

**Unit 4:** i) Heredity; ii) Change over time.

#### WHERE DOES IT LEAD?

VCE Biology enables students to pursue pathways within the discipline and leads to a range of career options. Branches of biology include: microbiology, genetics, botany, immunology, pharmacology, and zoology. The study of biology develops critical thinking and inquiry skills that can also be applied to a wide variety of careers in cross-disciplinary areas. These career areas may include: dentistry, pharmacy, health care, horticulture, medicine, optometry, physiotherapy, medicine, veterinary science, forestry, horticulture, conservation, forensic science, and sports science.

#### ASSESSMENT:

Assessment tools in Biology include: Practical Work, Written Reports, Chapter Revision Questions, Research Assignments, Multimedia Presentations, Tests, School Assessed Coursework (SAC's) and Examinations.

**ADDITIONAL REQUIREMENTS:** Compulsory attendance at Melbourne Zoo and GTAC Excursions.

**COST:** There is an additional cost for this subject.

**TEXTBOOK/MATERIALS:** as per booklist

**STAFF CONTACTS:** Ms Bernie Jowett, Ms Jo Denton

**CHEMISTRY**  
**Units 1 & 2****WHY CHOOSE IT?**

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes. An understanding of the complexities and diversity of chemistry leads to an appreciation of the interconnectedness of the content areas both within chemistry, and across chemistry and the other sciences.

**COURSE DESCRIPTION:**

This course is designed to enable students to develop their understanding of the language, concepts, key ideas and theories of Chemistry. The role of experimental evidence in developing and generating new ideas and knowledge is explored and students study some applications of Chemistry in society.

The study is made up of two units:

Unit 1: How can the diversity of materials be explained?

Unit 2: What makes water such a unique chemical?

**WHERE DOES IT LEAD?**

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Those students not pursuing further studies will have developed an increased understanding of scientific processes, a capacity to critically assess the strengths and limitations of science, respect evidence-based conclusions and gained an awareness of the ethical, social and political contexts of scientific endeavours.

**ASSESSMENT:**

A variety of assessment tools are employed. These include: Practical Investigations and Reports, Assignments, Data Analysis tasks, School Assessed Course work (SAC's), Tests and Examinations.

**EXPECTED SKILLS:**

The ability to read, analyse and apply information from complex texts. Ability to apply skills taught in Year 10 Mathematics and Science. The ability to safely perform practical Chemical investigations and prepare comprehensive reports is essential for all Chemistry students

**TEXTBOOK/MATERIALS:** Textbook as per booklist  
Scientific calculator

**STAFF CONTACTS:** Ms Kate Davis, Mrs Debra Gibson

## CHEMISTRY

### Units 3 & 4

#### WHY CHOOSE IT?

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes. An understanding of the complexities and diversity of chemistry leads to an appreciation of the interconnectedness of the content areas both within chemistry, and across chemistry and the other sciences.

#### COURSE DESCRIPTION:

This course is designed to enable students to develop their understanding of the language, concepts, key ideas and theories of Chemistry. The role of experimental evidence in developing and generating new ideas and knowledge is explored and students study some applications of Chemistry in society.

The study is made up of two units:

Unit 3: Chemical Pathways

Unit 4: Chemistry at work

#### WHERE DOES IT LEAD?

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

Those students not pursuing further studies will have developed an increased understanding of scientific processes, a capacity to critically assess the strengths and limitations of science, respect evidence-based conclusions and gained an awareness of the ethical, social and political contexts of scientific endeavours.

#### ASSESSMENT:

School Assessed Course work (SAC's) including practical investigations, data analysis tasks and written tests and one examination covering both Units 3 and 4 in November.

#### EXPECTED SKILLS:

Successful completion of Units 1 and 2 Chemistry. The ability to read, analyse and apply information from complex texts. The ability to safely perform practical Chemical investigations and prepare comprehensive reports is essential for all Chemistry students

#### ADDITIONAL REQUIREMENTS:

Unit 3/4 - attendance at compulsory after school and term holiday classes

**COST:** There may be an additional cost for this subject.

#### TEXTBOOK/MATERIALS:

Units 3 & 4: Chemistry Two, Heinemann, 4th Edition

Scientific calculator

**STAFF CONTACTS:** Ms Kate Davis, Mrs Debra Gibson

**PHYSICS**  
**Units 1 - 4**

**WHY CHOOSE IT?**

Have you ever wondered how everything in the universe works and why things are the way they are? What powers the Sun? Why is the sky blue? Why does time slow down when you travel faster? How does a touch screen work? Have your questions answered. Learn how to separate fact from fiction – become a myth buster.

**COURSE DESCRIPTION**

Students conduct investigations, develop hypotheses, collect and analyse data, utilise a range of technologies and techniques as they explore and appreciate the application of physics in the real world.

The Areas of Study are:

**Unit 1 What Ideas explain the physical world?**

- i) How can thermal effects be explained ii) How do electric circuits work iii) What is matter and how is it formed?

**Unit 2 What do experiments reveal about the Physical world?**

- i) How can motion be described and explained? ii) Options – one option will be chosen from 12 possibilities to enable deeper study into one aspect of the physical world iii) Practical Investigation

**Unit 3** i) Motion in One and Two Dimensions ii) Electronics and Photonics

**Unit 4** i) Electric Power ii) Interactions of Light and Matter iii) Detailed Study – one option chosen from 6 possibilities.

**WHERE DOES IT LEAD?**

Knowledge gained through the study of physics will enhance students' ability to be innovative and contribute to the intelligent and careful use of resources, which is highly valued in a wide range of fields including industrial, medical, engineering and technology applications. The study of Physics prepares students for enrolment in Engineering, Science, Technology, Electronics, Telecommunications, Materials Science, Medical Science and Allied Health careers

**ASSESSMENT**

Includes: Topic Tests, Research Assignments, Theory Exercises, Practical Laboratory Investigations, Extended Practical Investigations, School Assessed Coursework (SAC's) and Written Examinations.

**EXPECTED SKILLS**

Students are expected to apply the skills taught in Year 10 Mathematics and Science subjects. Skills taught in Physics 1 & 2 are then used in Unit 3 & 4. Because of the high level of mathematical content in Units 1-4, students are strongly encouraged to enrol in Mathematical Methods 1-4.

**ADDITIONAL REQUIREMENTS** Units 3 & 4: Attendance at after school and term holiday classes

**TEXTBOOK/MATERIALS:**

Unit 1 & 2: as per booklist, Graph paper

Unit 3 & 4: Heinemann Physics 12 Enhanced Student Book/Pearson Reader 1.0 Combo Pack, Checkpoints Unit 3 & 4, Scientific (not Graphic) calculator required

**STAFF CONTACT:** Mrs Julie Huggins or Mrs Debra Gibson



## PSYCHOLOGY

### Units 1-4

#### WHY CHOOSE IT?

Psychology is the study of the nature and development of mind and behaviour in humans. Students can develop an understanding of themselves and their relationships with others and their society through the study of psychology.

#### COURSE DESCRIPTION:

Psychology requires you to develop your understanding of the most complex structure - the human brain. You will gain an insight into the complexities of human behaviour and begin to understand the puzzle of why we behave the way we do asking questions such as “why does too much stress make us sick?”, “what is the best way to resolve conflict?” and “why is learning a second language so challenging for adults?”. You will learn how your memory works, and how you can improve it to develop study skills across all disciplines.

- Unit 1: How are behaviour and mental processes shaped?
- Unit 2: How do external factors influence behaviour and mental processes?
  
- Unit 3: The conscious self: States of consciousness, Sleep and Memory
- Unit 4: Brain, behaviour and experience: Learning, Stress and Mental Health

#### WHERE DOES IT LEAD?

VCE Psychology leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

#### ASSESSMENT:

The VCE Psychology study provides students with the opportunity to engage in a range of learning activities. In addition to demonstrating their understanding and mastery of the content and skills specific to the study, students may also develop employability skills through their learning activities. Assessment tasks for these units are selected from the following: research investigation; tests; data analysis; evaluation of research; annotated folio of practical activities; media response; visual presentations; oral presentation using two or more data types

#### EXPECTED SKILLS:

The ability to read, analyse and apply information from complex texts.

#### ADDITIONAL REQUIREMENTS:

For Unit 3 & 4: attendance at after school and term holiday classes.

**TEXTBOOK/MATERIAL:** As per booklist

**STAFF CONTACT:** Ms Karen Bares or Ms Bernadette Jowett

## The Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for students in Years 11 and 12 who are interested in pursuing TAFE courses, apprenticeships, or entering the work force after Year 12.

Ashwood Secondary College offers two levels of VCAL - Intermediate and Senior and each level usually takes one year to complete. Students commence their course at the level that matches their needs and abilities. If successful, students will receive a VCAL Certificate and Statement of Results listing all units and modules that have been satisfactorily completed at the particular VCAL level undertaken.

The emphasis and examples of curriculum for each VCAL level are detailed in the table below:

Intermediate	At Intermediate level, knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills, and may include: <ul style="list-style-type: none"><li>• VCAL Intermediate units</li><li>• VET Certificates I and II</li></ul>
Senior	At Senior level, knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that requires decision making and leadership and may include: <ul style="list-style-type: none"><li>• VCAL Senior units</li><li>• VET Certificates II and III</li></ul>

When selecting a VCAL learning program, it is recommended that students tailor a course that is appropriate to their interests and aspirations for further training and/or employment.

### **ASSESSMENT:**

To be awarded a VCAL, students must satisfactorily complete units and modules from a number of compulsory components:

- Literacy and numeracy skills - accredited modules completed at Ashwood Secondary College
- Work related skills - accredited modules completed at Ashwood Secondary College in addition to either a structured work placement or part-time apprenticeship/traineeship or part-time work (work placement is a mandatory requirement)
- Personal development skills - Community-based projects, voluntary work or structured activities organised and completed through Ashwood Secondary College
- Industry specific skills - VET modules completed at a TAFE College or through a school-based apprenticeship
- Work placement – ongoing work placement in an industry relevant to TAFE studies

Attendance at the VCAL Prep Program (November 2015) is compulsory, as this time will be used to find and secure an appropriate work placement for 2016. Acceptance into the VCAL course is conditional upon securing an ongoing contracted work placement. Failure to maintain an ongoing work placement will jeopardise enrolment in VCAL.

Attendance at the VCAL camp and all excursions is a compulsory component of the course.

### **COSTS:**

The cost of the VET program will vary and are in addition to the cost of VCAL. These costs will be advised by the careers counsellor prior to enrolment but **MUST BE PAID** prior to commencement of the VET program.

**STAFF CONTACT:** Mrs Julie Huggins, Mrs Voula Jakubicki

### **VCAL LITERACY SKILLS**

## Level : Year 11 & 12

### WHY CHOOSE IT?

VCAL Literacy aims to develop skills, knowledge and attitudes to provide you with pathways to work and further education. You will work on a variety of projects within the school and in the surrounding communities and you will have the opportunity to negotiate aspects of your study to link in with your personal interests. Due to the applied nature of VCAL a large proportion of your work will be linked to projects of a hands on nature.

### COURSE DESCRIPTION:

The Literacy Units have been designed to develop knowledge, skills and understanding relevant to reading, writing and oral communication in the social contexts of family, employment, further learning and community. Provide pathways to further study at TAFE or entry into apprenticeships and full time work

### WHERE DOES IT LEAD?

This is dependent upon the particular area of TAFE study you have chosen to pursue. The range of VET studies are numerous and include: Traditional Lab Skills, Aviation, Engineering, Justice, Allied Health, Building Trades, Community Services, IT, Business, Fashion, Hospitality, Fitness And Music. VCAL, including its four strands (Literacy, Numeracy, Work Related Skills and Personal Development) and the VET component (Unit 1 & 2 – year 11, Unit 3 & 4 – year 12) will lead to further TAFE study at certificate 2 (Unit 3 & 4 year 12), certificate 3 & 4 and Diploma level Apprenticeship/Traineeship or Full time work.

### ASSESSMENT:

- Reflective work and project journals
- Self-assessment inventories
- Written reports
- Oral presentations
- Discussion
- Debates
- Role plays
- Folios of tasks or investigations (Written, visual and aural)
- Performance of practical tasks
- Excursions and camp

### EXPECTED SKILLS:

Students must be able to:  
Work independently or co-operatively in group settings  
Complete assigned tasks by set deadlines  
Commit to completing some projects for homework

### TEXTBOOK/MATERIALS:

USB; Plastic pocket display folder; Writing material: pens, pencils, sharpener, ruler and eraser

**STAFF CONTACT:** Mrs Julie Huggins, Mrs Voula Jakubicki, Ms Meg McLellan.

## **VCAL NUMERACY SKILLS**

**Level: Years 11 & 12**

### **WHY CHOOSE IT?**

VCAL Numeracy aims to provide students with Numeracy skills that are relevant to their own lives – how to budget, understand public transport (maps and time tables), how to break down a project into smaller pieces and see it through to the end, how to access information and when it is required, to name just a few. As much as possible the maths will be learnt through hands on project based assessment. This will involve the students in solving real problems, constructing items and developing programs that will benefit themselves and the wider community.

### **COURSE DESCRIPTION:**

VCAL Numeracy deals with maths in the real world. We look at how we can use maths to help us handle our money better, organise our time, use and create maps and solve real problems. This is covered under the themes of Design, Measurement, Money and Time, Location, Data, Information, Problem Solving and Formulae.

### **WHERE DOES IT LEAD?**

This is dependent upon the particular area of TAFE study you have chosen to pursue. The range of VET studies are numerous and include: Traditional Lab Skills, Aviation, Engineering, Justice, Allied Health, Building Trades, Community Services, IT, Business, Fashion, Hospitality, Fitness And Music. Successful completion will lead to further TAFE study at certificate 2 (Unit 3 & 4 year 12), certificate 3 & 4 and Diploma level; Apprenticeship/Traineeship; Full time work.

### **ASSESSMENT:**

- Teacher observation of students performing required skills; The maintenance of an organised work portfolio; Reports on investigations and problem solving tasks; Performance of practical tasks

**DURATION:** 100 nominal hours of scheduled and unscheduled learning

### **EXPECTED SKILLS:**

Students must be able to:

- Use concrete, relevant contexts and materials where the mathematics content is predictable and easily accessible
- Rely on prior knowledge, personal experience and mathematical knowledge to derive meaning, make predictions and check reasonableness
- Use a blend of personal “mental maths” methods, pen and paper methods and calculator procedures to solve concrete mathematical problems
- Work independently or cooperatively in group settings
- Complete tasks by set deadlines

### **TEXTBOOK/MATERIALS:**

A display folder and workbook to keep portfolio items, Calculator, Well stocked pencil case, including – ruler, pens, pencils, eraser and sharpener

**STAFF CONTACT:** Mrs Julie Huggins, Ms Voula Jakubicki, Mr Christopher Tipping.

## **VCAL PERSONAL DEVELOPMENT SKILLS**

**Level: Year 11 & 12**

### **WHY CHOOSE IT?**

This is one of four strands in the VCAL program. It is an alternative to undertaking VCE with a more practical “hands-on” approach. Personal Development is designed to improve student’s knowledge of practical organisation, problem solving and to develop interpersonal skills in various areas. Hopefully encouraging the student to make independent and positive choices in their future endeavours.

### **COURSE DESCRIPTION:**

The Personal Development Units have been designed to recognise learning within other qualifications that leads to the development of: individual and group responsibility, self-confidence and resilience, values of integrity, enterprise and excellence and empowerment for active citizenship.

The themes of study aim to develop:

- Environmental awareness
- Commitment to and achievement of personal goals
- Civil and civic responsibility
- Improved health and physical wellbeing

### **WHERE DOES IT LEAD?**

- Further TAFE study at certificate 2 (Unit 3 & 4 –year 12), certificate 3 & 4 and Diploma level
- Apprenticeship / Traineeship
- Full time work

### **ASSESSMENT:**

- Portfolio of tasks and projects
- Oral and written reports
- Self-assessment inventories
- Awards from recognised programmes
- Discussion
- Debates
- Role plays

### **EXPECTED SKILLS:**

- Students must be able to:
- Work independently or co-operatively in group settings
- Complete assigned tasks by set deadlines

### **TEXTBOOK/MATERIALS:**

- Plastic Pocket folder
- Loose leaf paper, well-stocked pencil case

**STAFF CONTACT:** Mrs Julie Huggins, Mrs Voula Jakubicki

## **VCAL WORK RELATED SKILLS**

**Level: Year 11 & 12**

### **WHY CHOOSE IT?**

VCAL Work Related Skills aims to develop skills, knowledge and attitudes to provide you with pathways to work and further education. You will work on a variety of projects within the school and in the surrounding communities and you will have the opportunity to negotiate aspects of your study to link in with your personal interests. Due to the applied nature of VCAL a large proportion of your work will be linked to projects of a hands on nature.

### **COURSE DESCRIPTION:**

Students cover a wide variety of issues that relate directly to the workplace. Aspects covered include: Occupational Health and Safety, Working Conditions and Career Planning, Communication and Teamwork in the Workplace, incorporating Leadership. It is important that students relate their experiences in the workplace to the content covered in this class. This makes the class work more relevant and rewarding.

### **WHERE DOES IT LEAD?**

This is dependent upon the particular area of TAFE study you have chosen to pursue. The range of VET studies are numerous and include: Traditional Lab Skills, Aviation, Engineering, Justice, Allied Health, Building Trades, Community Services, IT, Business, Fashion, Hospitality, Fitness And Music. However, VCAL, including its four strands (Literacy, Numeracy, Work Related Skills and Personal Development) and the VET component (Unit 1 & 2 – year 11, Unit 3 & 4 – year 12) will lead to:

- Further TAFE study at certificate 2 (Unit 3 & 4 year 12), certificate 3 & 4 and Diploma level
- Apprenticeship/Traineeship
- Full time work

### **ASSESSMENT:**

- Assignments
- Presentations
- Practical activities
- Mapping exercises
- Photographs of the workplace
- Projects

### **EXPECTED SKILLS:**

Students must be able to:

- Work independently
- Communicate workplace experiences
- Observe workplace activities and roles
- Learn from experience
- Record observations

**ADDITIONAL REQUIREMENTS:** A work placement is mandatory

**STAFF CONTACT:** Mrs Julie Huggins, Mrs Voula Jakubicki, Ms Catherine Preston.

## **VET AVIATION**

### **Level: Year 11 & 12**

#### **WHY CHOOSE IT?**

This program provides opportunities to students who wish to develop their skills and knowledge in the aviation industry. This course provides opportunities for students to work towards or complete a Private Pilot Licence (PPL). The Recreational Pilot Licence Test is the first stage in pilot training that ultimately leads to gaining a Commercial Pilot Licence. The students will receive an approximate of 30 hours flying time for the 1st year (Units 1 & 2) and 20 hours of flight time for the 2nd year (Units 3 & 4).

Students who complete this program may be eligible for recognition of two or more units at units 1 & 2 level and units 3 & 4 sequences. This program may also contribute to the students' VCE studies and ATAR score.

#### **COURSE DESCRIPTION:**

1st Year Unit of Competency:

- Maintain aircraft radio communications
- Manage pre & post-flight actions
- Control aero-plane on the ground
- Control aircraft in normal flight
- Manage aircraft passengers and cargo
- Manage human factors in aircraft flight
- Take-off aeroplane
- Land aeroplane
- Manage aircraft fuel

2<sup>nd</sup> Year Unit of Competency:

- Execute advanced aircraft manoeuvres and procedures
- Cross country navigation

#### **WHERE DOES IT LEAD?**

Possible future employment outcomes may include Emergency Services Pilot, Air Force Pilot, Airline Pilot, Flying Instructor, Licenced Aeronautical Engineer, Airline Program Manager, Agricultural Pilot (Crop Duster), Helicopter Pilot.

#### **ASSESSMENT:**

Assessment involves collecting evidence about your skills and knowledge, comparing it to a set of competency standards and judging whether you are competent. Your training provider, flight instructor, or other qualified person will carry out your assessment. This will mean judging whether you are 'competent' or 'not yet competent'.

#### **Assessment Undertaken:**

- Observation
- Practical
- Written tests
- Pre License Flight Test
- Flight Test

#### **PREREQUISITES FOR THE PROGRAM:**

In order to gain entry into the program, students will need to have successfully completed Year 10. CASA sets a minimum standard of general English language proficiency for student pilot. Please speak to your Vet Coordinator for more information.

**STAFF CONTACT:** Mrs Voula Jakubicki or Mrs Debra Gibson.

## **VET FITNESS III**

### **Level: Year 11 & 12**

#### **WHY CHOOSE IT?**

Want to work in the ever expanding fitness industry? Then this may be the course for you! Ashwood Secondary College runs this course on a Wednesday afternoon. You will study all aspects involved with working in the fitness industry and with particular emphasis on setting you up to become a personal trainer.

#### **COURSE DESCRIPTION:**

The course runs for 18 months but can be completed sooner. Participants must complete ten compulsory assessment units and five elective units. The course also comprises a work placement in a commercial fitness centre or working with a personal trainer. Units of work cover such topics as: anatomy, OHS, devising training programs, dealing with clients, health screening, nutrition, maintaining sports equipment and assessing personal fitness.

#### **WHERE DOES IT LEAD?**

Vet Fitness III leads onto further study as a personal trainer at a fitness centre or community centre or working in your own business as a personal trainer. It is an excellent precursor to many tertiary courses, and a great way to add another dimension to your academic studies.

#### **ASSESSMENT:**

Students must satisfactorily complete the theory component consisting of ten compulsory units and five elective units. In order to gain competency students complete 120 hours of work placement where they work under the guidance of a personal trainer.

#### **EXPECTED SKILLS:**

Punctuality and commitment.  
An interest in health and fitness.

**ADDITIONAL REQUIREMENTS:** A work placement is mandatory.

**STAFF CONTACT:** Ms Allison Phillips or Mrs Voula Jakubicki



## **VET MUSIC**

### **Level: Year 11 & 12**

#### **WHY CHOOSE IT?**

This program enables students to apply a broad range of knowledge and skills in varied work contexts in the music industry. VET Music prepares students for work in the music industry in areas such as performance, critical listening, music management and music promotions.

In the second year the program offers scored assessment and includes units such as developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist. Students look at trends in the music industry and develop and update their industry knowledge; compose simple songs and look into the process of writing song lyrics, gaining copyright knowledge; record their own pieces and assist in others' recordings; prepare and present performances.

VET Music can contribute to the Industry Specific Skills Strand and may also contribute to the Work Related Skills Strand for VCAL. This program can also contribute to students' VCE studies and ATAR score.

#### **COURSE DESCRIPTION:**

Units 1 & 2:

- Develop and apply creative arts industry knowledge
- Participate in OHS processes
- Develop ensemble skills for playing or singing music
- Develop and apply musical ideas and listening skills

Units 3 & 4:

- Implement copyright arrangements
- Perform basic sound editing
- Incorporate music technology into performance
- Assist with sound recordings

#### **WHERE DOES IT LEAD?**

With additional training and expertise, future employment outcomes may include musician, sound or studio engineer, writer/arranger, sales and merchandise, stage producer, director, band member, stage manager, studio teacher, promoter.

#### **ASSESSMENT:**

Each unit requires nominal hours of student attendance according to specific units enrolled in. Quizzes and activities are provided for revision and formative assessment for each topic. Students are required to competently complete a minimum of 1 major assessment for the unit.

#### **EXPECTED SKILLS:**

It is expected that students who select VET Music have some experience in music studies in the areas of: musician, singer, DJ, songwriter and/or programmer. Students must have a good work ethic to succeed in this course.

#### **ADDITIONAL REQUIREMENTS:**

A work placement is recommended. There may also be additional training days outside of school, during school hours, and there will be studio visits. You will need: Laptop/iPad, A4 workbook, A4 display folder

**STAFF CONTACT:** Mr Rod Pilois or Mrs Voula Jakubicki

## GLOSSARY OF TERMS

**ATAR:** - **Australian Tertiary Admissions Rank** - Derived from SAC/SAT scores in Units 3 and 4 to rank students in order of merit for tertiary selection. Students need to apply for tertiary selection to be ranked.

**COURSEWORK ASSESSMENT:** The assessment of work, done mainly in class time, to establish how students are performing in Units 3 and 4. It must conform to the study design.

**GRADED ACTIVITIES:** School Assessment Coursework and School Assessed Tasks.

**OUTCOMES:** What a student is expected to know and be able to do (the key knowledge and skills) in order to satisfactorily complete a unit as specified in the VCE study design.

**SATISFACTORY COMPLETION OF UNIT:** Satisfactory completion of all units of study will be based on completion of all the outcomes prescribed for the unit of study. Where illness or other factors affect performance, students may seek Special Provision.

**SAC - SCHOOL ASSESSED COURSEWORK:** A task done in school to assess how students are performing in Units 3 and 4, set and marked by teachers according to Victorian Curriculum and Assessment Authority specifications.

**SAT - SCHOOL ASSESSED TASK:** A model done in school to assess how students are performing in Units 3 and 4, set and marked by teachers according to Victorian Curriculum and Assessment Authority specifications. Applies only to Art, Studio Arts, Visual Communication and Design, Design and Technology: Wood and Food Technology.

**SEMESTER:** Equivalent to half a school year or two terms.

**STUDY:** A sequence of half year units in a particular area, for example; English, Mathematics, Spanish. Over 40 studies have been developed for the VCE.

**STUDY SCORE:** The aggregate score given out of 50 for the school assessments and examinations in Unit 3/4 sequences. They are used to derive the ATAR.

**STUDY DESIGN:** Describes the units available within the study and prescribes the objectives, areas of study, work requirements and assessment tasks.

**UNIT:** A semester length component of a study

**VET: Vocational Education and Training** - A program in which students complete TAFE subjects (modules) as part of their VCE.

**VCAA: Victorian Curriculum and Assessment Authority** - responsible for curriculum, assessment and certification Years 11 and 12.

**VTAC: Victorian Tertiary Admissions Centre** - administers a joint selection system on behalf of tertiary institutions.

**VCAL:** Victorian Certificate Applied Learning

## INDEX

<b>PRINCIPAL'S FORWARD</b> .....	<b>3</b>
<b>INTRODUCTION</b> .....	<b>5</b>
<b>VICTORIAN CERTIFICATE OF EDUCATION (VCE)</b> .....	<b>6</b>
VCE ASSESSMENT .....	7
<b>VICTORIAN CERTIFICATE APPLIED LEARNING (VCAL)</b> .....	<b>8</b>
<b>VOCATIONAL EDUCATION &amp; TRAINING (VET) COURSES</b> .....	<b>8</b>
<b>VCE / VCAL COURSE PROGRAM PLANNING –</b> .....	<b>10</b>
<b>SUBJECT SELECTION</b> .....	<b>10</b>
<b>SUBJECT SELECTION CHECKLIST</b> .....	<b>11</b>
<b>ASHWOOD SECONDARY COLLEGE VCE UNIT 1- 4 PROPOSED SUBJECTS FOR 2016</b> .....	<b>12</b>
<b>APPLYING TO STUDY UNITS 1 &amp; 2 SUBJECTS IN YEAR 10</b> .....	<b>13</b>
<b>STUDYING A 3 &amp; 4 SUBJECT IN YEAR 11</b> .....	<b>13</b>
ART .....	14
MEDIA STUDIES .....	15
VISUAL COMMUNICATION DESIGN .....	17
ENGLISH / EAL .....	18
LITERATURE .....	20
BRIDGING EAL (ENGLISH AS AN ADDITIONAL LANGUAGE) .....	22
ACCOUNTING .....	23
BUSINESS MANAGEMENT .....	24
HISTORY—TWENTIETH CENTURY .....	25
HISTORY— REVOLUTIONS .....	26
LEGAL STUDIES .....	27
GENERAL MATHEMATICS .....	28
FURTHER MATHEMATICS .....	29
MATHEMATICAL METHODS .....	30
SPECIALIST MATHEMATICS .....	32
FOOD AND TECHNOLOGY .....	34
HEALTH AND HUMAN DEVELOPMENT .....	35
PHYSICAL EDUCATION .....	36
BIOLOGY .....	37
CHEMISTRY .....	38
PHYSICS .....	40
PSYCHOLOGY .....	41
<b>THE VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)</b> .....	<b>42</b>
VCAL LITERACY SKILLS .....	42
VCAL NUMERACY SKILLS .....	44

VCAL PERSONAL DEVELOPMENT SKILLS .....	45
VCAL WORK RELATED SKILLS .....	46
VET AVIATION.....	47
VET FITNESS III .....	48
VET MUSIC.....	49
<b>GLOSSARY OF TERMS .....</b>	<b>50</b>
<b>INDEX.....</b>	<b>51</b>