Camberwell High School

Senior School Handbook

2014

Focusing on Your Future
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A Message from the Principal

Choice is a wonderful aspect of moving into the Senior School. Students who have developed a strong sense of direction and preferences in their learning areas will approach this aspect of their educational journey with enthusiasm and a sense that finally they can have control over what they are studying. For others the options can be bewildering or even limiting. Some students may be keen to keep their options open because they really are not too sure on a pathway.

This handbook is provided to assist with this often complex process of choice. It is not intended to stand alone. At school there are a number of people who can assist you. Our Careers Office as well as teachers who know you and your strengths and weaknesses will help to guide you. Of course the adults at home, your parents and those you know in areas of work in which you are interested will help. The important thing is to ask the questions and most importantly to do some careful reflection yourself. What are you passionate about? Your own interests will be the most compelling factor in your learning success.

I wish you well in making your choices and in your learning through the Senior years at Camberwell High School.

Jill Laughlin
Camberwell High School’s wide range of options in the Senior School highlight the school’s commitment to its students and their learning. Camberwell High School devotes significant resources to its senior school program to ensure that students have the best possible opportunity to maximise their learning potential. The school’s consistently excellent VCE results reinforce the success of this approach.

This handbook outlines the various programs on offer at Camberwell High School in the Senior School.

The Senior School years are pivotal in terms of determining your future career. When selecting subjects for Year 10, VCE and VCAL it is important to take into account the following:

1. Choose subjects that reflect your interests
2. Choose subjects in which you perform well
3. Use your MIPs plan and career planning work in ‘Connections’ to assist you in planning your course and consult the careers’ counsellors if you have any questions about your course or the pathways you wish to pursue
4. Where practicable, speak to staff and students about the content and demands of the subjects you are considering.

The Senior School Handbook is a resource for both parents and students. Importantly it provides a reference point for students as they move through the final years of their schooling in terms of planning their course. The handbook also has links to other institutions and programs, and outlines school policy on a range of processes.

The final years of school can be the most exciting and rewarding years of high school and a course that suits your learning needs adds to this experience significantly.

We encourage you to explore this handbook, and if you have any further questions, please contact your Mentor teacher or Student Learning Leader, the Senior School Leader or a Senior School subject adviser. We look forward to helping you achieve your goals in the Senior School.

The Senior School Team
The Senior School Team
Senior School Policies and Processes

To ensure all students are treated fairly and equally in the Senior School, Camberwell High School has implemented a series of policies and processes that reflect and implement VCAA (Victorian Curriculum and Assessment Authority) requirements. Students are required to conform to these policies as a condition of their enrolment in VCE/VCAL. Two important policies and processes address Work Submission and Acceleration.

Details of these follow, and are also published in the student diary as well as the school newsletter at the start of each semester. It is important that parents and students carefully read this information to ensure they understand the school’s requirements. Importantly, students need to be aware of their responsibilities in relation to their learning and attendance.

If you have a query regarding the school’s policies in relation to Acceleration or submission of work your child’s relevant House Leader or the Senior School Leader for further information.
Senior School Acceleration Policy and Process

Rationale:
Camberwell High School endeavours to provide all students with the opportunity to maximise their learning potential whilst at the school. All students, where it would improve their educational outcomes, may accelerate their VCE program by studying a Unit 1 and 2 subject in Year 10 and a Unit 3 and 4 sequence in Year 11. Students who have accelerated their learning in Years 10 and 11 may also include a University Enhancement Study in their Year 12 program. This acceleration allows for a more challenging and stimulating program for the students in their senior years. It also allows them to maximise their ATAR score by completing six Units 3 and 4 sequences instead of five.

Criteria for selection:
All students are encouraged to express their interest in accelerating their VCE at Camberwell High School. In deciding who is approved to accelerate their VCE program the only criterion to be used is: will accelerating this student improve their educational outcomes? In answering this question the following aspects may be considered:

• General academic performance in this academic year
• Academic performance in the relevant subject(s)
• Attendance
• Demonstration of sound organisational skills, such as completing set tasks and managing due dates
• Interest in the subject area

Note: for Units 3 and 4 approval consideration will be given to performance in the Units 1 and 2 accelerated subject.

Accelration Application Information:
• Acceleration is available in all subjects except for Physics, Chemistry, Maths Methods and Specialist Maths
• LOTE acceleration is only available for students with suitable backgrounds
• An acceleration subject should not be a student’s best subject, but one which will be useful to them
• All students considering an acceleration subject must discuss this with the relevant subject advisor prior to submitting an application (see list below)
• As preference into Year 11 subjects is given to current Year 10 students, it is essential that all students applying for acceleration have 2 preferences
• Students seeking acceleration will be evaluated on their overall academic performance, Year 9 Connections teachers will oversee this evaluation from a relevant subject teacher

Note: You should refer fully to other areas of the Senior School Handbook for more detailed information about Senior School Studies. If you would like more information, you can contact any of the following subject teachers:
Subject Advisors

English: Anne Morrison
English Language: Clare Hutton
Literature: Dora Kourambas
Art: Megan Watson
Drama: Helen Cull
Media: Karin Warne
Music: Jo Heaton
Visual Communication: Leanne Joyner
EAL: Julie Thomas
Accounting: Daryl Bennet
Economics: Daryl Bennet
Business Management: Eloise Haynes
Legal: Helen Koutsougeras
Geography: Peter Campbell
History: Patrick Rogers
Classics: Tricia Radford
Chinese: Hong Davies
French: Mamoun Scally
Maths: Ursula Parker
Health: Fiona Howson
PE: Chris Jung
Biology: Ben Kozel
Chemistry: Kaye Fletcher
Physics: Geoffrey Menon
Psychology: Sue Lee-Ack
Design Tech: David Pitt
Food Tech: Shelley Haughey
Information Technology: Darren Beaty
Product & Systems Engineering: David Pitt

Process for Acceleration application:
1. Application forms are available from the Senior School Office or can be downloaded from Moodle
2. Completed application forms must be returned to the Connections Teacher by Friday 23rd August
3. All parts of the application form must be completed for a student to be considered for Acceleration
   (a) Full student response, and
   (b) Parent endorsement
Tasks Submission Policy and Process

Camberwell High School encourages all students to achieve their personal best. An important part of this ethos is ensuring students complete all set work and that students also adhere to the School’s assessment procedures as outlined in the VCAA VCE and VCAL Handbook. Students in Years 11 and 12 undertaking VCE Units 1, 2, 3 or 4 are required to satisfactorily complete all assigned outcome tasks in order to gain a satisfactory level of achievement within the units of their chosen studies. If a student is unable to complete an outcome task in any specific unit, the student is assigned a provisional ‘N’. They then have the opportunity to redeem the ‘N’ and if they do so, they may satisfy the requirements of the outcome task. Students in Years 7-10 are assessed on the VELs continuum and must complete all learning tasks.

The primary objective of this process is to promote each student’s ability to manage their learning and to complete and submit learning tasks in a timely manner. This process also enables students who have not managed to meet the requirements initially to have the opportunity for redemption and resubmission. This document provides students, teachers and parents a clear process for:

(a) The setting and submission of set tasks within a reasonable timeframe
(b) The non-submission of set tasks by the due date
(c) The process for resubmitting tasks that do not meet the minimum standard required, as determined by the subject teacher.
(d) The expectations for communication between all involved.

This process applies to all tasks associated with VCE Outcomes, and major assessment tasks in subjects at Years 7 - 10

1. Setting tasks - teachers should advise students of the requirement of the learning tasks and notify students of the due date

2. Extensions - students request an extension, providing a satisfactory justification for the extension at least 24 hours prior to the due date

3. Submission by the due date - Teachers maintain a record of a student’s submission of set tasks

4. Non-submission of task by due date - teachers email parents via Compass using the following wording:
   
   Dear Parents/Guardians, {student name} has not submitted {task title} which was due on {due date}, the second submission date is {new date}, {teacher name} {subject}.

   The email should be copied to the relevant House Leader and Sub-school Administration Officer who will record each non-submission. If there is no parent email address available in Compass, teachers will notify the Sub-school Administration Officer and request that a letter be sent to the parent with the above information. The same process is applied for tasks submitted that do not meet the minimum standard required as determined by the subject teacher.

5. Non-submission on second due date - if students do not submit or resubmit the task a second time, Years 7-10 teachers will send a second email to parents, copied again to the Sub-school Administration Officer and House Leader. VCE teachers will notify the Senior School Administration Officer and a letter will be sent home informing parents that the student has failed to meet the requirements of the subject. In the VCE, the student is awarded an ‘N’ result after the first redemption offer, which they can convert into an ‘S’ if they submit/re-submit the task. In VCE students are permitted one Redemption per unit per semester. A second notification will result in an ‘N’ result for the unit.

6. 
7. In VCE, students who do not complete set tasks despite opportunities to re-submit will receive an ‘N’ grade for the outcome and will be deemed to have not satisfactorily completed the unit. In Years 7-10 if the task is still not submitted/resubmitted, students will be counselled about their learning and the consequences of their approach. Non-submission of assessment tasks may prevent an accurate assessment against the VELS standards.

8. Information on the non-submission of tasks will be recorded and included in consideration of student progress and achievement into future pathways.
# KEY CONTACTS

**Postal Address:** Prospect Hill Road  
Camberwell, VIC, 3126

**Telephone:** 03 9836 0555  
**Fax:** 03 9836 0194

**Principal:** Ms Jill Laughlin  
jl@camhigh.vic.edu.au

**Assistant Principal (Senior School):** Ms Maureen Salter  
sal@camhigh.vic.edu.au

**Assistant Principal (Junior School):** Ms Isabelle McKenzie  
mk@camhigh.vic.edu.au

**Senior Sub School Leader:** Mr David Busteed  
bs@camhigh.vic.edu.au

**Junior Sub School Leader:** Ms Elizabeth Foulds  
fo@camhigh.vic.edu.au

**VET/VCAL Coordinator:** Ms Elaine Hamilton  
hm@camhigh.vic.edu.au

**Careers Coordinator:** Ms Julie Glanvill  
zig@camhigh.vic.edu.au

**Careers Counsellor and Work Experience Coordinator:** Ms Emma Nelson  
zen@camhigh.vic.edu.au
# GLOSSARY OF ABBREVIATIONS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
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<tbody>
<tr>
<td>ATAR</td>
<td>Australia Tertiary Admission Rank</td>
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<tr>
<td>EAL</td>
<td>English as an Additional Language</td>
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<tr>
<td>DEECD</td>
<td>Department of Education and Early Childhood Development</td>
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<tr>
<td>DES</td>
<td>Derived Examination Score</td>
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<tr>
<td>GAT</td>
<td>General Achievement Test</td>
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<tr>
<td>LOTE</td>
<td>Language (s) Other Than English</td>
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<td>MIPS</td>
<td>Managed Individual Pathways</td>
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<tr>
<td>MUPHAS</td>
<td>Melbourne University Program for High Achieving Students</td>
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<td>SAC</td>
<td>School Assessed Coursework</td>
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<td>SBAT</td>
<td>School Based Apprenticeships and Traineeships</td>
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<tr>
<td>SAT</td>
<td>School Assessed Task</td>
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<td>TAFE</td>
<td>Technical and Further Education</td>
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<td>VCAA</td>
<td>Victorian Curriculum and Assessment Authority</td>
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<td>VCAL</td>
<td>Victorian Certificate of Applied Learning</td>
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<td>VCE</td>
<td>Victorian Certificate of Education</td>
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<td>VELS</td>
<td>Victorian Essential Learning Standards</td>
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<td>VET</td>
<td>Vocational Education and Training</td>
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<tr>
<td>VTAC</td>
<td>Victorian Tertiary Admissions Centre</td>
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<tr>
<td>VICTER</td>
<td>Victorian Tertiary Entrance Requirement</td>
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All hyperlinks are in red to go to the specific page
Careers Program

Camberwell High School’s careers program focuses intently on building students’ knowledge of their potential pathways through a staged series of courses, lessons, experiences and programs designed to help students make informed choices about their future.

Staff

Camberwell High School employs two part time careers staff, Julie Glanvill and Emma Nelson, both of whom have post-graduate qualifications in Careers Education. The Careers Office is located in the VCE Centre.

Role of Careers program

The careers staff provides career and pathways guidance, information and support to help students to make a successful transition from school to further education, training or employment and to give them the skills to manage their own careers throughout their lives. The careers team assists students to identify their interests, strengths, values and skills and help students to explore subject, course and career options which match these. Students undertake career exploration activities throughout senior school, using a variety of resources, to help them identify types of work which match their interests, skills, values and occupational preferences. Students also receive assistance with choosing school subjects based on their interests and strengths and that are prerequisites for tertiary courses they are considering. The careers staff also provides pathways guidance and counselling to students at risk of disengaging from school.
Summary of Key Careers Activities 2013

<table>
<thead>
<tr>
<th>Careers Education</th>
<th>Careers Activities</th>
<th>Careers Counselling</th>
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<tbody>
<tr>
<td>Career Exploration</td>
<td>Career Speakers Week</td>
<td>Year 10 MIPs (Managed Individual Pathways) plan</td>
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<tr>
<td>assessment activities</td>
<td>Work Experience</td>
<td>interviews</td>
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<tr>
<td>Networking</td>
<td>Course Counselling</td>
<td>Year 12 VTAC/Pathways planning interviews</td>
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<td>Subject selection</td>
<td>Tertiary Institution visits</td>
<td>Alternative education pathways</td>
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<tr>
<td>preparation</td>
<td>Tertiary Expo</td>
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<td>Employability skills</td>
<td>Guest speakers</td>
<td>Ongoing individual career counselling</td>
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<td>Interview skills</td>
<td>Assembly presentations</td>
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<td>Pathways planning</td>
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<tr>
<td>Tertiary study planning</td>
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On-going activities

- Fortnightly Careers newsletters
- Assembly presentations
- Individual student/parent counselling interviews
- Pathways planning for at risk students
- Development of careers material and resources for classroom teachers

Careers Programs

Managed Individual Pathways (MIPs) plans: All Year 10 students complete an online Managed Individual Pathways (MIPs) plan. It is a Victorian Government requirement that all students over 15 years of age complete a MIPs plan to ensure that they have an individual Career Action Plan to help them make a successful transition to further education, training or employment. MIPs plans also assist staff to identify and support students at risk of disengaging from school.

Work Experience: Work Experience is a compulsory component of the Year 10 curriculum and takes place during the last week of term 2. Students are expected to find their own placements in a career area of interest to them. The careers staff prepare students well in advance for their work experience week, and they are available to assist students who are having difficulty sourcing a placement. It is most important, however that students are proactive in finding their placement and commence the search early. Many organisations require students to arrange their placement up to 12 months in advance and there is also a lot of competition for placements from other schools and tertiary institutions who undertake their placements in the same week.
Career Speakers’ Week: People from a diverse range of occupations are invited to talk to the senior school students about their careers and to give them an insight into what is involved in, and what inspired them to enter those careers. Examples of careers which have been represented at this event include: sport, health, engineering, accounting, performing arts, design, medicine, psychology, science, architecture, the Australian Federal Police and the Australian Defence Force.

University Visits: Students in Years 9-12 all visit a university or TAFE campus during the year. Students are taken on a campus tour and attend a presentation about university life and the courses offered by that institution.

Tertiary Institution Expo: At the Senior School Information Evening in Term 3, tertiary institution representatives from both the university and TAFE sectors are present to talk to students and parents and provide information about tertiary courses, the tertiary application process, entrance requirements.

Course Counselling: During Term 3 the careers staff prepare Year 9 and 10 students for their subject selections for the following year and coordinate course counselling interviews with students and their parents. Students will work through their Course Counselling preparation materials with their Mentor teachers at the beginning of Term 3, prior to their interviews later in the term.

Victorian Tertiary Admissions Centre (VTAC): VTAC is the organisation which administers the tertiary application and offer process. Applications for 2014 open 5th August and timely applications close at 5pm on the 27th September. The careers staff hold a VTAC briefing session for year 12 students at the beginning of Term 3 to explain the tertiary application process in detail. All Year 12 students then attend an individual interview with a careers staff member during Term 3 to assist them with their VTAC application and to finalise their plans for the following year.

Change of Preference Counselling: Following the release of the VCE results in mid-December, the careers staff offer counselling and guidance to those students who require assistance to amend their VTAC application preferences.
## CHOOSING SENIOR SCHOOL STUDIES

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Activity</th>
<th>Date(s)</th>
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<tbody>
<tr>
<td><strong>Year 9</strong></td>
<td>Senior School Information Night and Tertiary Expo</td>
<td>Thursday 18\textsuperscript{th} July 7.00 – 8.30</td>
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<td></td>
<td>Connections – Course Counselling Preparation</td>
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<td></td>
<td>Subject Expo</td>
<td>Tuesday 29-Thursday 31\textsuperscript{st} July</td>
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<td></td>
<td>Course Counselling Interviews</td>
<td>Tuesday 20\textsuperscript{nd} August</td>
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<td></td>
<td>On Line subject selection must be using web preferences</td>
<td>Friday 23\textsuperscript{rd} August</td>
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<tr>
<td><strong>Year 10</strong></td>
<td>Acceleration applications to Connections teacher</td>
<td>Friday 23\textsuperscript{rd} August</td>
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<tr>
<td></td>
<td>Senior School Information Night and Tertiary Expo</td>
<td>Thursday 18\textsuperscript{th} July</td>
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<tr>
<td></td>
<td>Course Counselling preparation in Mentor groups</td>
<td>Tuesdays:23\textsuperscript{rd} &amp; 30\textsuperscript{th} July, 6\textsuperscript{th} &amp; 13\textsuperscript{rd} August</td>
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<tr>
<td></td>
<td>VCAL Information Evening</td>
<td>Tuesday 23\textsuperscript{rd} July 7.30-8.15</td>
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<td></td>
<td>Class Experience</td>
<td>Week Beginning Monday 29\textsuperscript{rd} July</td>
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<tr>
<td></td>
<td>Course Counselling Interviews</td>
<td>Friday 16\textsuperscript{th} August</td>
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<td></td>
<td>On Line subject selection must be completed using web preferences</td>
<td>Friday 23\textsuperscript{rd} August</td>
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NB: Tertiary Institution open days are held every weekend throughout August. All students in Years 9-12 are strongly encouraged to attend as many Tertiary Open Days as possible. Details for the 2013 Tertiary Open Days can be found elsewhere in the Senior School Handbook.

### Three key questions to ask when making subject selections:

1. **What studies do I like?**
2. **What studies can I do best in?**
3. **What studies do I need for tertiary courses I am considering?**
4. **What subjects will give me more career options if I am undecided?**
To help you answer these questions, use the following resources:

**Year 9 Students:** Think about your Connections Portfolio

**Year 10 Students:**
- Look through your MIPs plan. NB: If you have not completed your MIPs plan, please see the Careers staff ASAP
- Think about your work experience placement and whether you could see yourself working in that industry/occupation
- Refer to the publication ‘VTAC Choice: VCE Studies and the ATAR’
- Year 10 Herald Sun VCE Planner

**Year 9 and 10 Students**
- Read all of the CHS Senior School handbook carefully
- Read the subject descriptions, and consider what subjects look interesting, what subjects you think you would enjoy and subjects that suit your strength

**Refer to the Useful Resources document on the Careers page in Moodle.** This document contains a wide range of careers information set out by topic area to assist you with your course and career research. To access the Careers page in Moodle, click on: [http://intranet.camhigh.vic.edu/intranet/course/view.php?id=137](http://intranet.camhigh.vic.edu/intranet/course/view.php?id=137)

Go to: Departments/Careers/Topic 7 – Course Counselling


**If you would like to find out more about what careers may suit you:**
- Complete the WIRL (What’s it Really Like) Career Exploration Activity on the Careers page on Moodle. The job suggestions generated by WIRL may help you to decide what subjects would be helpful. (There might be more than one, so keep as many options as possible).

These posters give you lots of ideas about the sorts of occupations your school subjects can lead to and what level of post school training you need to enter those occupations.

**Research and list courses that could lead to careers that you are interested in using the following resources:**
- VTAC Courselink: Complete the VTAC Courselink Activity on the Careers page on Moodle. Follow the instructions on Moodle for completing this activity
Consider what subjects are prerequisites, relevant or useful for tertiary courses you are considering. Use the following resources to assist you:

- ‘Important Subjects for Tertiary Study in Victoria’ table on page 22-24
- VICER 2016 (Victoria Tertiary Entrance Requirements) Guide, accessible on the VTAC website at: http://www.vtac.edu.au/publications.html. Find out if courses you are considering have VCE subject prerequisites
- Year 10 Herald Sun VCE Planner
- Relevant subject advisors, listed on page 7

NB: VCE subject prerequisites can vary from year to year so it is important to ensure you have the most up to date information.

Visit Tertiary Institution Open Days (see page 20 for details)

Language other than English (LOTE)

If you are interested in doing an external LOTE subject you must collect an enrolment form from the Senior School office and return and completed form to your House Leader by Friday 16th August.

Prior to your Course Counselling Interview

Once you have completed your research using the resources in this booklet including the appendices, complete the following documents on the Careers page in Moodle or by printing them off from the appendices in the Senior School Handbook.

- Planning Worksheet (Year 10)
- Checklist of Tasks (Year 10)
- Preliminary Subject Selection Form USING PENCIL (Years 9 & 10)

Discuss any changes with your parents during the consultation period and prior to submission of your 2014 subject choices on Friday 23rd August.

Attend the counselling interview with your parent(s). Interview dates are as follows:

Year 9: Tuesday 20th August
Year 10: Friday 16th August

The following documents must be completed PRIOR TO YOUR INTERVIEW and brought with you to your interview:

**YEAR 9 Students**

- Netbook already set up
- Connections Portfolio
- Preliminary Record Subject Selection Form 2014
- Printed copy of most recent report
- Acceleration application (if applying)
- Checklist of tasks must be completed
YEAR 10 Students

- Netbook to access MIPs plan (Active Pathways Icon on desktop)
- Planning worksheet
- Preliminary Record of Subject Selection Form 2014
- Printed copy of most recent report
- Checklist of tasks must be completed

Process for booking Course Counselling interviews

**Year 9 students:** Interviews scheduled in Connections for **Tuesday 20th August Enterprise Centre**

**Year 10 students:** Interviews scheduled for **Friday 16th August, the Undercroft.**

Parents are required to book an interview time on Compass. **These will be available from Monday 5th August.** Parents unable to access Compass should contact the relevant sub school office, or email camberwell.hs@edumail.vic.gov.au on 9836 0555 to arrange an interview time.

Process for submitting subject preferences

Students will receive an email advising them to submit their subject preferences for 2014 online using **Web Preferences.** The email will contain details instructions for accessing Web Preferences, and how to add their subject preferences.

Tertiary Open Days

Most tertiary institutions hold their open days throughout weekends in August. Open days are a great opportunity to speak to academic staff, current students and selection officers about tertiary courses and prerequisite or desirable VCE subjects needed for these courses. Students can also check out the campus and its facilities, get a feel for the environment and collect information resources. Students also have the opportunity to attend workshops, presentations and demonstrations in key area(s) of interest. Students generally need to book into these sessions in advance. Most institutions have an online planner on their Open Day page to assist students to organise their visits and book into events of interest. Below is a list of the open day dates for most institutions in Victoria.
VTAC Application Process

Students must register on the VTAC (Victorian Tertiary Admissions Centre) website before they start the application process. As current Year 12 students, they will be asked to nominate their own PIN. Each student’s VTAC number will be the same as their VCAA or student number. Once registration is successfully completed applicants can then access MyInfo from the VTAC home page to start and update their application. Students must enter a minimum of one course preference, but may enter up to 12 course preferences. Students are able to add, delete or change the order of their preferences during specified periods, up until a week after the VCE results are released. These dates are available from the VTAC website.

Special Entry Access Scheme (SEAS): SEAS allows selection officers to grant extra consideration for course entry to applicants who have experienced educational disadvantage, based on 5 categories: Personal information and location, Non-English speaking background, Difficult circumstances, Disadvantaged financial background and Disability or medical condition. Students should note that some categories require supporting evidence and their SEAS applications will not be considered without this. Students who think they may be eligible for SEAS should see one of the careers staff.

Scholarships: Scholarships are available for many reasons, not just for high academic performance. To be eligible for scholarships at Victorian institutions, students should apply through the VTAC Scholarships process. Scholarship applications take approximately 15 minutes to complete and there is no application fee, so everyone should apply for a scholarship!
Most tertiary institutions hold their open days throughout weekends in August. Open days are a great opportunity to speak to academic staff, current students and selection officers about tertiary courses and prerequisite or desirable VCE subjects needed for these courses. Students can also check out the campus and its facilities, get a feel for the environment and collect information resources. Students also have the opportunity to attend workshops, presentations and demonstrations in key area(s) of interest. Students generally need to book into these sessions in advance. Most institutions have an online planner on their Open Day page to assist students to organise their visits and book into events of interest. Below is a list of the open day dates for most institutions in Victoria.

<table>
<thead>
<tr>
<th>INSTITUTION</th>
<th>DATE</th>
<th>TIME</th>
<th>CONTACT DETAILS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Australian Catholic University</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Melbourne Campus</td>
<td>Sun 11 August</td>
<td>10am – 4pm</td>
<td>1300 ASK ACU <a href="http://www.acu.edu.au/openday">www.acu.edu.au/openday</a></td>
</tr>
<tr>
<td>Ballarat Campus</td>
<td>Sun 25 August</td>
<td>10am – 3pm</td>
<td></td>
</tr>
<tr>
<td><strong>Australian National University</strong></td>
<td>Sat 31 August</td>
<td>9am – 4pm</td>
<td>1800 074 074 <a href="http://www.bond.edu.au/about-bond/news-and-events/events/BD3_015891">http://www.bond.edu.au/about-bond/news-and-events/events/BD3_015891</a></td>
</tr>
<tr>
<td>**Bond University *****</td>
<td>Sun 14 July</td>
<td>10am – 3pm</td>
<td></td>
</tr>
<tr>
<td><strong>Box Hill Institute of TAFE</strong></td>
<td>Sun 25 August</td>
<td>10am – 3pm</td>
<td>1300 269 445 <a href="http://www.boxhillinstitute.edu.au">www.boxhillinstitute.edu.au</a></td>
</tr>
<tr>
<td><strong>Deakin University &amp; MIBT</strong></td>
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</tr>
<tr>
<td>Warrnambool Campus</td>
<td>Sun 4 August</td>
<td>9am – 2pm</td>
<td>1800 334 733 <a href="http://www.deakin.edu.au/openday/">http://www.deakin.edu.au/openday/</a></td>
</tr>
<tr>
<td>Geelong Campus (Waurn Ponds &amp; Waterfront)</td>
<td>Sun 11 August</td>
<td>9am – 3pm</td>
<td></td>
</tr>
<tr>
<td>Melbourne (Burwood) Campus</td>
<td>Sun 25 August</td>
<td>9am – 4pm</td>
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<tr>
<td><strong>Holmesglen Institute</strong></td>
<td></td>
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</tr>
<tr>
<td>Open Wednesdays – all campuses</td>
<td>Wed 21 August</td>
<td>10am – 2pm</td>
<td>1300 MY FUTURE <a href="http://www.holmesglen.edu.au/openwednesday">www.holmesglen.edu.au/openwednesday</a></td>
</tr>
<tr>
<td></td>
<td>Wed 18 September</td>
<td>10am – 2pm</td>
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<tr>
<td></td>
<td>Wed 16 October</td>
<td>10am – 2pm</td>
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<tr>
<td></td>
<td>Wed 20 November</td>
<td>10am – 2pm</td>
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<tr>
<td><strong>La Trobe University &amp; La Trobe Melbourne</strong></td>
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</tr>
<tr>
<td>Albury-Wodonga Campus</td>
<td>Sun 1 September</td>
<td>10am – 2pm</td>
<td>1300 135 045 <a href="http://www.latrobe.edu.au/openday">www.latrobe.edu.au/openday</a></td>
</tr>
<tr>
<td>Shepparton Campus</td>
<td>Fri 9 August</td>
<td>3pm – 7pm</td>
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<tr>
<td>Mildura Campus</td>
<td>Wed 14 August</td>
<td>3pm – 7pm</td>
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<tr>
<td>Bendigo Campus</td>
<td>Sun 18 August</td>
<td>10am – 4pm</td>
<td></td>
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<tr>
<td>Melbourne (Bundoora) Campus</td>
<td>Sun 25 August</td>
<td>10am – 4pm</td>
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<tr>
<td><strong>Monash University</strong></td>
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<tr>
<td>Berwick, Peninsula Campuses</td>
<td>Sat 3 August</td>
<td>10am – 4pm</td>
<td>1800 666 274 <a href="http://www.monash.edu.au/openday">www.monash.edu.au/openday</a></td>
</tr>
<tr>
<td>Parkville, Clayton &amp; Caulfield Campuses</td>
<td>Sun 4 August</td>
<td>10am – 4pm</td>
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<tr>
<td>Gippsland</td>
<td>Sun 25 August</td>
<td>10am – 4pm</td>
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<tr>
<td><strong>Navitas College of Public Safety</strong></td>
<td></td>
<td></td>
<td>1800 783 661 <a href="http://www.ncps.edu.au">www.ncps.edu.au</a></td>
</tr>
<tr>
<td>123 Lonsdale Street, Melbourne CBD</td>
<td>Sun 11 August</td>
<td>10am – 3pm</td>
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</tr>
<tr>
<td><strong>RMIT</strong></td>
<td></td>
<td></td>
<td>9925 2260 <a href="http://www.rmit.edu.au/openday">www.rmit.edu.au/openday</a></td>
</tr>
<tr>
<td>City, Bundoora &amp; Brunswick Campuses</td>
<td>Sun 11 August</td>
<td>10am – 4pm</td>
<td></td>
</tr>
<tr>
<td><strong>Swinburne University</strong></td>
<td></td>
<td></td>
<td>1300 275 794 <a href="http://www.swinburne.edu.au/openday">www.swinburne.edu.au/openday</a></td>
</tr>
<tr>
<td>Hawthorn</td>
<td>Sun 4 August</td>
<td>10am – 4pm</td>
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</tr>
<tr>
<td><strong>University of Ballarat</strong></td>
<td></td>
<td></td>
<td>1800 811 711 <a href="http://www.ballarat.edu.au/future-students/open-day">http://www.ballarat.edu.au/future-students/open-day</a></td>
</tr>
<tr>
<td>Mount Helen Campus; SMB</td>
<td>Sun 25 August</td>
<td>10am – 3pm</td>
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<tr>
<td><strong>University of Melbourne</strong></td>
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<tr>
<td>Parkville &amp; Southbank Campuses</td>
<td>Sun 18 August</td>
<td>10am – 4pm</td>
<td>1800 801 662 <a href="http://openday.unimelb.edu.au/">http://openday.unimelb.edu.au/</a></td>
</tr>
<tr>
<td><strong>Institute of Land and Environment – University of Melbourne</strong></td>
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<td>As above</td>
</tr>
<tr>
<td>Burnley Open Day &amp; Pruning Day</td>
<td>Sun 14 July</td>
<td>11am – 3pm</td>
<td></td>
</tr>
<tr>
<td>VET Open Day, University of Melbourne Veterinary Hospital 250 Princes Hwy, Werribee</td>
<td>Sun 17 March</td>
<td>10am – 3pm</td>
<td></td>
</tr>
<tr>
<td><strong>Victoria University</strong></td>
<td></td>
<td></td>
<td>1300 VIC UNI <a href="http://www.vu.edu.au/open-day">www.vu.edu.au/open-day</a></td>
</tr>
<tr>
<td>Footscray Park only</td>
<td>Sun 25 August</td>
<td>10am – 4pm</td>
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</tr>
</tbody>
</table>
Getting the Most out of an Open Day

Most institutional Open Days are held in late July and August (see previous page for Open Day dates). However, you are more than welcome to contact an institution to arrange a visit any time.

What happens on an Open Day?

On Open Day you can visit an institution when it’s at its best. Everyone is there – academics, lecturers, current students and information officers. More importantly, you can talk with academics, lecturers and current students about what certain courses are actually like, and what is required to get into them.

Who should attend an Open Day?

Anyone who is considering studying at a tertiary level in the next few years should attend.

Why should you attend an Open Day?

Apart from the opportunity to obtain course information there are many other reasons why attending an Open Day is a good idea:

• You are going to feel more comfortable arriving at a university or TAFE institute on the first day of classes if you have been there before.
• What is really involved in the course or courses you are interested in?
• If you have to move away from home, where are you going to live?
• Will you be happier studying in a large metropolitan institution or a smaller, perhaps rural institution?
• What does the place ‘feel’ like? Is it a bustling environment with lots of activity or a quieter, more relaxed campus set in landscaped grounds?
• How are you going to get there? Is it close to public transport or should you start saving now for a car?

If you don't know the answers to any of these questions, then you should attend an Open Day!

How to make the best of Open Days

To make your Open Day visits fun and informative, here are some pointers:

• Write down a list of questions you would like to ask about particular courses
• Be there early. Crowds tend to develop as the day progresses
• On arrival, get a map from a central point and ask for directions to the relevant faculties or schools
• Ask questions!
• Don’t spend the day collecting printed information only. Use the opportunity to speak directly with academics before applications close
• Introduce yourself to selection officers if you feel it is appropriate, but don’t be pushy
• Check out the residential colleges, if available. After all, it is you that will be living there.
• Walk around the campus. Have a good look! See what sporting facilities and other services are available.

Enjoy the visit!
**Important subjects for Tertiary Study in Victoria**

The list below is by no means complete but is certainly a useful guide to the majority of courses/institutions. It is recommended students seek individual guidance specific to their interests. Visit [http://www.vtac.edu.au/pdf/publications/victer2016.pdf](http://www.vtac.edu.au/pdf/publications/victer2016.pdf)

<table>
<thead>
<tr>
<th>COURSES</th>
<th>PRE-REQUISITE VCE SUBJECTS</th>
<th>INSTITUTIONS</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTS &amp; HUMANITIES / PSYCHOLOGY / LAW / COMMERCIAL LAW</td>
<td>English/English Language / Literature/ EAL</td>
<td>ACU, Ballarat, Deakin, La Trobe, Melbourne, MIBT, Monash, RMIT, Swinburne, Victoria</td>
</tr>
<tr>
<td>AVIATION</td>
<td>English/English Language / Literature/ EAL, Maths, preferably Maths Methods</td>
<td>RMIT, Swinburne</td>
</tr>
<tr>
<td>BIOMEDICINE / BIOMEDICAL SCIENCE / APPLIED CHEMISTRY / BIOLOGICAL SCIENCES / LABORATORY MEDICINE</td>
<td>English/English Language / Literature/ EAL, Chemistry, One of Maths Methods, Biology, Physics or Specialist Maths</td>
<td>Ballarat, Deakin, La Trobe, Melbourne, Monash, RMIT, Swinburne, Victoria</td>
</tr>
<tr>
<td>BIOTECHNOLOGY / BIOSCIENCE</td>
<td>English/English Language / Literature/ EAL, Maths or Maths Methods, Chemistry, One of Biology, Physics, Geography, Psychology, Health &amp; Human, Information Technology, Physical Education or Specialist Maths</td>
<td>Box Hill Institute, La Trobe, Monash, RMIT, Swinburne</td>
</tr>
<tr>
<td>BUILDING &amp; CONSTRUCTION / ARCHITECTURE / INDUSTRIAL DESIGN / PLANNING / PROPERTY / SURVEYING / GEOSPATIAL SCIENCE</td>
<td>English/English Language / Literature/ EAL, Maths or Maths Methods, One of Visual Communication &amp; Design, Studio Arts</td>
<td>Deakin, La Trobe, Monash, RMIT, Swinburne</td>
</tr>
<tr>
<td>BUSINESS / ACCOUNTING / FINANCE / MARKETING</td>
<td>English/English Language / Literature/ EAL, Maths (Further or Maths Methods)</td>
<td>ACU, Ballarat, Box Hill Institute, La Trobe, MC, Monash, RMIT, Swinburne, Victoria</td>
</tr>
<tr>
<td>COMMERCE / ECONOMICS / PROJECT MANAGEMENT</td>
<td>English/English Language / Literature/ EAL, Maths Methods or Specialist Maths</td>
<td>ACU, Ballarat, Deakin, La Trobe, Melbourne, MIBT, MC, Monash, RMIT, Swinburne</td>
</tr>
<tr>
<td>DANCE / DRAMA / PERFORMING ARTS / MUSIC</td>
<td>English/English Language / Literature/ EAL, Specialisation* e.g. Grade 7 in Music</td>
<td>ACU, Ballarat, Deakin, Melbourne, Monash</td>
</tr>
<tr>
<td>DENTISTRY / ORAL HEALTH / MEDICINE / OPTOMETRY</td>
<td>English/English Language / Literature/ EAL, One or two of Biology, Chemistry, Health &amp; Human,</td>
<td>ACU, CQU, CSU, Deakin, La Trobe, Melbourne, Monash, RMIT, Victoria</td>
</tr>
<tr>
<td>COURSES</td>
<td>PRE-REQUISITE VCE SUBJECTS</td>
<td>INSTITUTIONS</td>
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<tr>
<td>PHYSIOTHERAPY / PHARMACY / PARAMEDIC / ORTHOPTICS / PROSTHETICS / ORTHOTICS / OCCUPATIONAL THERAPY / PODIATRY / CHIROPRACTIC / MEDICAL RADIATIONS / SPEECH / OSTEOPATHY / BEHAVIOURAL NEUROSCIENCE</td>
<td>Psychology, Physics, Physical Education, Maths Methods or Specialist Maths</td>
<td>AMC, Ballarat, Deakin, La Trobe, Melbourne (through another degree), MIBT, MC, Monash, RMIT, Swinburne, Victoria</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>English/English Language / Literature/ EAL</td>
<td>ACU, Ballarat, Deakin, La Trobe, RMIT, Victoria</td>
</tr>
<tr>
<td>EXERCISE SCIENCE / SPORT SCIENCE / HUMAN MOVEMENT</td>
<td>One or two of Maths (any), Physics, Chemistry, Biology, Physical Education, Outdoor Education, Health &amp; Human or Psychology</td>
<td>Ballarat, CSU, Deakin, La Trobe, MIBT, Monash, Swinburne</td>
</tr>
<tr>
<td>HEALTH SCIENCES / HEALTH INFORMATION MANAGEMENT</td>
<td>English/English Language / Literature/ EAL</td>
<td>Ballarat, Box Hill Institute, Deakin, La Trobe, MIBT, Monash, RMIT, Swinburne, Victoria</td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY / COMPUTER SCIENCE BUSINESS INFORMATION SYSTEMS</td>
<td>English/English Language / Literature/ EAL</td>
<td>ACU, Ballarat, CSU, Deakin, Holmesglen Institute, La Trobe, Monash, RMIT, Victoria</td>
</tr>
<tr>
<td>NURSING / MIDWIFERY</td>
<td>English/English Language / Literature/ EAL</td>
<td>Ballarat, Deakin, La Trobe, Monash, RMIT, Victoria, William Angliss Institute</td>
</tr>
<tr>
<td>NUTRITION / FOOD SCIENCES / FOOD SCIENCE &amp; TECHNOLOGY</td>
<td>English/English Language / Literature/ EAL</td>
<td>Ballarat, Deakin, La Trobe, Monash, RMIT, Victoria, William Angliss Institute</td>
</tr>
<tr>
<td>SCIENCE / APPLIED SCIENCE / NANOTECHNOLOGY / FORENSIC SCIENCE / MEDICAL BIOSCIENCE / ENVIRONMENTAL SCIENCE</td>
<td>English/English Language / Literature/ EAL</td>
<td>Ballarat, Deakin, La Trobe, Melbourne, MIBT, Monash, RMIT, Swinburne, Victoria</td>
</tr>
<tr>
<td>TEACHING / PHYSICAL</td>
<td>English/English Language /</td>
<td>ACU, Ballarat, CSU,</td>
</tr>
<tr>
<td>EDUCATION / SPORT &amp; OUTDOOR RECREATION / EARLY CHILDHOOD EDUCATION</td>
<td>Literature/ EAL Units 1 &amp; 2 in General Maths or Maths Methods Units 3 &amp; 4 Maths Methods IF planning to teach Maths one day One or two of Biology, Chemistry, Physical Education, Outdoor &amp; Environmental Studies or Health &amp; Human Development</td>
<td>Deakin, Holmesglen Institute, La Trobe, Monash, RMIT, Victoria</td>
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</tr>
<tr>
<td>SOCIAL SCIENCES / SOCIAL WORK / HUMAN SERVICES / YOUTH WORK / COUNSELLING</td>
<td>English/English Language / Literature/ EAL</td>
<td>ACU, Ballarat, Deakin, La Trobe, Monash, RMIT, Swinburne, Victoria</td>
</tr>
<tr>
<td>VETERINARY SCIENCE / ANIMAL &amp; VETERINARY BIOSCIENCE / WILDLIFE &amp; CONSERVATION / ZOOLOGY</td>
<td>English/English Language / Literature Chemistry One of Maths Methods, Physics, Biology, Geography, Psychology</td>
<td>Deakin, La Trobe, Melbourne (through another degree), Monash</td>
</tr>
<tr>
<td>VISUAL ARTS / GRAPHIC DESIGN / ILLUSTRATION / FASHION TECHNOLOGY / DESIGN / MULTIMEDIA</td>
<td>English/English Language / Literature/ EAL One of Art, Studio Arts or Visual Communication &amp; Design</td>
<td>ACU, Ballarat, Deakin, La Trobe, Melbourne, Monash, MC, RMIT, Swinburne</td>
</tr>
</tbody>
</table>

**Key:** ACU (Australian Catholic University); AMC (Australian Maritime College); CQU (Central Queensland University – Melbourne Campus); CSU (Charles Sturt University); MIBT (Melbourne Institute of Business & Technology); MC (Monash College)
Your Course Options in Years 11 and 12

Students at Camberwell High School can select either the VCAL or VCE pathway in VCE. In either case students may also elect to undertake a VET study. Each of these options is illustrated below and are a detailed explanation of each option in the following pages.
Camberwell High School understands and values differentiating and personalising learning for its students. Part of this philosophy is the provision of VCAL within the Senior School.

The Victorian Certificate of Applied Learning (VCAL) is an integral part of Camberwell's Senior School Program. It has run for many years, supported by expert staff and training networks including the Inner Melbourne VET Cluster and Smart Connections. The success of the program is reflected in the opportunities it creates for students to develop work related skills and pursue further pathways beyond school including TAFE, traineeships and apprenticeships. Our VCAL students are regular recipients of Industry awards as a result of their efforts in this program. We are proud of our VCAL students' achievements.

VCAL is underpinned by the following curriculum principles:
• Student-centred approaches and decision-making regarding program design, delivery and evaluation
• Opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes
• Programs that are relevant to personal strengths and experiences, and that are responsive to the diverse needs of students
• Programs that build resilience, confidence and a sense of self-worth
• Learning environments that strengthen connections with the community
• Programs that allow students to enter and exit at each level to pursue a range of pathway options.

VCAL is a two year program and includes the following units at this school:

<table>
<thead>
<tr>
<th>Intermediate (Year 11)</th>
<th>Senior (Year 12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foundation English - Units 1 and 2</td>
<td>Literacy Senior</td>
</tr>
<tr>
<td>Numeracy Skills - Units 1 and 2</td>
<td>Work Related Skills - Units 3 and 4</td>
</tr>
<tr>
<td>Work Related Skills - Units 1 and 2</td>
<td>Personal Development Skills - Units 1 and 2</td>
</tr>
<tr>
<td>Personal Development Skills - Unit 1</td>
<td>VCE subject</td>
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<tr>
<td>VET subject</td>
<td>VET subject or school-based apprenticeship (SBAT)</td>
</tr>
<tr>
<td>VET subject or school-based apprenticeship (SBAT)</td>
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</tr>
</tbody>
</table>

VCAL is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). VET and Further Education (FE) form an integral part of VCAL. VET training is a compulsory requirement for completion of VCAL certificates at Intermediate and Senior level.

The qualification aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education. Personal development, the utilisation of a student's particular interests, and pathways for senior secondary students, in the context of applied learning, are underpinning principles of the VCAL.

VCAL is designed to develop and extend pathways for young people. On completion of VCAL, students will be able to make informed choices about employment or education pathways.
School Based Apprenticeships & Traineeships

School Based Apprenticeship and Traineeships (SBAT) offer students enrolled in the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL) the option of combining part-time employment, school and training. The program is undertaken under a training contract with an employer, has a training plan signed by the school and formally registered with Skills Victoria and leads to a nationally-recognised qualification at Certificate II, III or IV level. It also includes paid work under some form of industrial agreement that endorses part-time apprenticeships, such as a Federal Industrial Award, Australian Workplace Agreement (AWA) or Collective Agreement.

Like other VET offerings, the vocational training components of SBATs also contribute credit towards a senior secondary certificate. Many school-based apprentices and trainees move on to a fulltime contract with their employer after leaving school, while others choose to continue their education and training at a Registered Training Organisation or university.

For more information on VCAL and School Based Apprenticeships and Traineeships please contact the VCAL Coordinator on 9836 0555.

Please refer to the following for more information:
Victorian Certificate of Education

The VCE is governed by the Victorian Curriculum and Assessment Authority (VCAA) which is responsible for the curriculum, assessment and reporting.

Curriculum

VCE studies are made up of semester length units, representing approximately 100 hours of learning of which 50 to 60 hours are class time. Studies offer a sequence of four units, with one unit designed to be studied in each of four semesters over two years. Students at Camberwell High School usually study twelve units in Year 11 (Units 1 and 2) and ten units (Units 3 and 4) in Year 12. Over the two VCE years, students **will aim** to complete a total of 22 units from a range of learning areas.

Units 3 and 4 must be studied as a sequence and have external assessments, while Units 1 and 2 are assessed by the school.

To be awarded the VCE Certificate

The minimum requirement for a student's program for the award of the VCE is satisfactory completion of 16 units which include:

- three units from the English group (see below)
- three sequences of Units 3 and 4 studies other than English, this can include VET Unit 3 and 4 sequences.

English Requirements

Three units of English may be selected from English/EAL Units 1 to 4, English Language Units 1 to 4 and Literature Units 1 to 4.

No more than two units at Units 1 and 2 levels selected from English Units 1 and 2, English Language Units 1 and 2, and Literature Units 1 and 2 may count towards the English requirement.

An English sequence will count as a sequence other than English when:

(a) it is additional to a student satisfying three units from the English group, or

(b) the student has satisfied more than one sequence from the English group.

Students may not obtain credit for both English Units 3 and 4 and EAL Units 3 and 4.

Unit Outcomes

Each VCE unit includes a set of two to four outcomes. These outcomes must be achieved for satisfactory completion of the unit. This assessment will be based on the teacher's assessment of the student's performance on a set of designated assessment tasks for each unit.

Outcomes are based on the key knowledge and key skills required to satisfactorily complete the designated tasks for each unit. An outcome can include ongoing class work, attendance, class test or assignments and any other teaching and learning activity.

Outcomes are marked **satisfactory (S)** or **unsatisfactory (N)**. There are no grades associated with an outcome. The S/N grade is reported to the VCAA. The school, in accordance with the VCAA requirements, determines satisfactory completion of units.
School Assessed Coursework (SACs)
School assessed coursework (SAC) is made up of a number of assessment tasks that are specified in the study design. These assessment tasks are used to assess the unit learning outcomes:

- Assessment tasks are part of the regular teaching and learning program
- They must be completed mainly in class time
- They are to be completed in a limited timeframe.

School Assessed Tasks (SATs)
A small number of studies have school assessed tasks, currently this includes Art, Design and Technology (Wood), Food Technology, Media, Systems Engineering and Visual Communication and Design.

Determining and Reporting Grades
Students’ scores will be determined from the rankings given by their teacher on a set of assessment criteria specified by the VCAA.

To ensure that schools’ assessments are comparable throughout the State, schools’ scores for school assessed tasks are monitored using the General Achievement Test (GAT), and if necessary their assessments will be reviewed by the VCAA.

Examinations
All studies offered at Camberwell High School have examinations in November. Performance and oral examinations are held in October. Grades for all examinations are determined by the VCAA. Final grades for Units 3 and 4 are issued in December.

Study Scores
In order to qualify for a Study Score, a student must have satisfactorily completed Units 3 and 4 in that study. Students’ overall achievements for each study will be calculated by the VCAA and reported as a Study Score (Relative Position) on a scale of 0 to 50.

VET and VCE
VET programs are fully integrated into the VCE. This means that they are independent studies at Units 1, 2, 3 and 4 levels. Students are able to include a VET Unit 3 and 4 sequence as one or more of the three studies other than English needed to gain their VCE.

VET programs have full VCE study status. VET provides additional breadth to the VCE and gives students a nationally recognised training credential endorsed by industry.

Full VCE study scores are available for VCE VET Units 3 and 4. VCE VET results contribute directly into the calculation of the ATAR. Scored VCE VET studies have two graded assessments for each Unit 3 and 4 sequence.

The ATAR is calculated by adding together the study score in English/EAL plus the three next best study scores (the ‘primary four’) and then adding 10% of the score for a maximum of two other studies in Units 3 and 4. Completion of a High Education Study can count as an increment only.

Students who do a first year university study at Year 12 will have demonstrated their ability to cope with university standard work, and this may influence selection officers when they are considering a student's application to do a tertiary course. If passed, such studies gain credit towards a degree upon entry to university. ATAR scores may be drawn from studies taken
over more than one year. Individual universities may impose a penalty for repeating a subject. You are advised to check with each university.

**Victorian Certificate of Education** (continued)

**Maximising the Equivalent Australian Tertiary Admission Rank (ATAR)**

**VCAA and Scaling**

In calculating VCE study scores, the Victorian Curriculum and Assessment Authority (VCAA) does not determine any measure of overall performance in the VCE, but rather the performance of each student in each individual study. In order to facilitate selection, institutions require an overall measure of the performance of students undertaking the VCE.

Before the scores of different VCE studies can be added together for the ATAR, they need to be scaled to take into account the different ability levels of the students taking different studies. This ensures that the ATAR provides a fair comparison for all students regardless of the combination of studies they take. The scaled score is called the ATAR subject score.

**Scaling** is the process which adjusts VCE study scores to enable:

- you to take the studies that you enjoy and are good at
- all studies to be treated equally in the ATAR
- tertiary institutions to fairly compare students who have taken different combinations of studies.

VTAC adjusts study scores for each study to take account of the strength of competition in each study. The strength of competition is measured by how well the students performed in their other studies.

- **If competition is high**—study scores are scaled up.
- **If competition is low**—study scores are scaled down.

For example, Economics students in 2011 were of above average strength in their other studies. Therefore the **scaling** process adjusted the study scores upwards so that the average ATAR subject score for Economics was set at 32.

The 2011 Psychology students averaged around 28 in their other studies, therefore the **scaling** process adjusted the study scores downwards.

VCE studies are always scaled in the year in which they were undertaken (this may not necessarily be in the year in which you receive your ATAR). If you do a Unit 3 and 4 in Year 11, the study will be scaled that year.

This **scaling** process is carried out each year for each VCE study and VCE VET program for which there is a study score. There are no pre-determined outcomes - the adjustments are based on the performance of students each year. Nevertheless, the process is very stable and there is very little difference from year to year in terms of the scaled ATAR subject score.


Selecting Your VCE Program

This material should be studied carefully so that students are fully aware of the studies, prerequisites and possibilities provided in terms of vocation or future study. Students must be very careful when making choices to ensure they are appropriate.

Students and their parents should discuss possible choices together to ensure they are appropriate before making a final selection.

Teachers should also be consulted, especially if there is doubt about the student's abilities, relevance of a course to career goals, content or assessment and general advice on what a student's likes, interests and strongest areas are.
VCE English at Camberwell High School

In order to attain a VCE certificate and an ATAR you will need to successfully complete 3 units of English in Year 11 and 12 including satisfactory results in Units 3 and 4. You only need one English subject to achieve this, but you can include two subjects in your course. The only combination prohibited by the VCAA is English and EAL.

When considering which English you wish to pursue in Years 11 and 12, consult English staff about the subject that is most suitable for you. The English subjects you select will form the backbone of your ATAR, and therefore it is important to choose carefully.

<table>
<thead>
<tr>
<th>YEAR 11</th>
<th>YEAR 12</th>
<th>YEAR 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English or English as a Second Language Units 1 &amp; 2</td>
<td>English or English as a Second Language Units 3 &amp; 4</td>
<td>In English, students study a range of texts and respond to them. Writing styles include creative, imaginative, expository, persuasive and analytical. Students are also required to develop and deliver oral presentations.</td>
</tr>
<tr>
<td>English Language Units 1 &amp; 2</td>
<td>English Language Units 3 &amp; 4</td>
<td>In English language students study the nature and function of human language, language variation according to user and context and texts in their Australian contexts. Across all units, students learn how to analyse language using metalanguage and the subsystems of linguistics.</td>
</tr>
<tr>
<td>Literature Units 1 &amp; 2</td>
<td>Literature Units 3 &amp; 4</td>
<td>In Literature students inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts. Students focus on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text.</td>
</tr>
</tbody>
</table>
The following table is a guide to the various mathematical streams offered at VCE. When selecting Mathematics subjects it is important to consult prerequisites for university courses as some courses require a minimum score of between 20 and 30 in either Mathematical Methods or Further Mathematics. The arrows chart shows the increasing complexity in each mathematical subject beginning with Further Mathematics and concluding with Specialist Mathematics.

<table>
<thead>
<tr>
<th>Pathway</th>
<th>Year 10 Semester 1</th>
<th>Year 10 Semester 2</th>
<th>Year 11</th>
<th>Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approx 60% of Year 10 Students</td>
<td>Year 10 Core</td>
<td>Maths Methods</td>
<td>Mathematical Methods 1 &amp; 2 General Math- Specialist</td>
<td>Mathematical Methods 3 &amp; 5 (with or without Specialist Maths)</td>
</tr>
<tr>
<td>Approx 30% of Year 10 Students</td>
<td>Year 10 Core</td>
<td>General Maths</td>
<td>General Maths 1 &amp; 2</td>
<td>Further Mathematics 3 &amp; 4</td>
</tr>
<tr>
<td>Approx 8-10% of Year 10 Students</td>
<td>Year 10 Foundation Maths</td>
<td>Year 10 Foundation Maths</td>
<td>No Maths or VCAL Numercy</td>
<td>No Maths</td>
</tr>
</tbody>
</table>

**Further Maths**  **Maths Methods**  **Specialist Maths**

### Ability level at Year 10

- **Students with a strong interest in mathematics and an excellent knowledge of algebra should consider these mathematics.**
  - YEAR 11: General Mathematics Specialist and Mathematical Methods (CAS)
  - YEAR 12: Specialist Mathematics and Mathematical Methods (CAS)

- **Students with a strong interest in mathematics and an excellent knowledge of algebra should consider these mathematics.**
  - YEAR 11: General Mathematics Specialist and Mathematical Methods
  - YEAR 12: Mathematical Methods (CAS)

- **Students with a strong interest in mathematics and an excellent knowledge of algebra should consider these.**
  - YEAR 11: Mathematical Methods (CAS)
  - YEAR 12: Mathematical Methods (CAS)

- **Students who find Year 11 Mathematical Methods challenging can consider Further Mathematics in Year 12**
  - YEAR 11: Mathematical Methods (CAS)
  - YEAR 12: Further Mathematics

- **Year 10 students with a good understanding of general mathematics principals should consider this course**
  - YEAR 11: General Mathematics Further
  - YEAR 12: Further Mathematics
Vocational Education Training (VET)

Costs of VET subjects are paid directly by parents and vary depending on the subject. Vocational Education and Training refers to enhanced senior school studies, which enable a secondary student to combine their Senior School studies with vocational training.

Features of VET

- It is a two year program combining senior school studies and accredited vocational education and training.
- Enables students to complete a nationally-recognised vocational qualification. (e.g. Certificate II in Hospitality) and a senior school certificate (VCE/VCAL) at the same time.
- Allows a student to go directly into employment or receive credit towards further TAFE study.
- Focuses on developing industry-specific and workplace skills.
- It is a vocationally-oriented school program designed to meet the needs of industry.

How does VET work?

VET in Schools program is usually made of:

- VET units: Delivered by a registered training organisation (e.g. TAFE), student's school or another school close by.
- Structured Workplace Learning: This involves an employer accepting a student on a one-day-a-week basis (VCAL students only) or for a one week block. Structured workplace learning enables the student to demonstrate acquired skills and knowledge in an industry setting. During the work placement, a student will have specific tasks to undertake in order to demonstrate competence. They will be regularly monitored and assessed on the job.

Contribution to the VCE

VET is fully incorporated into the VCE. Key features include:

- VET programs have a Unit 1 to 4 structure.
- Of the 16 units that make up the VCE, an unlimited number can be VET units.
- All three sequences other than English, can be approved VCE VET Units 3 and 4 sequences, with study scores.
- VET programs contribute directly to the ATAR score or as a fifth or sixth subject.

VET Increases Student’s Learning Potential

- Broadens VCE/VCAL options.
- Develops student's capacity to make decisions and solve problems.
- Helps students to gain confidence and improve communication and interpersonal skills through learning in an adult environment.
- Matches student interests and career directions through the provision of strong pathways.

VET gives National Qualifications and Skills

- Upon successful completion of the program, students are awarded a nationally-accredited vocational training certificate.
- VET qualification leads directly into further education and training at TAFE through documented pathway agreements.
- VET provides access to a range of different technologies related to the type and place of work.
Vocational Education Training (continued)

VET prepares students for the workplace by:
• Multiplies post-school opportunities
• Provides the opportunity to trial a career. Helps students explore possible areas of interest which promote further study and work choices
• Allows a student to develop strong links with industry and local community employers, i.e. Students may be offered part time/casual work
• Improves employment prospects
• Helps students gain knowledge of employer’s expectations and real working conditions
• Develops their capacity for co-operation, teamwork and leadership skill development
• Assists in transition from school to work.

VET Courses Available next year

Full course details are available at:


Acting - Screen Certificate II
Allied Health Assistance Certificate III
Animal Studies Certificate II
Applied Fashion Design and Technology Certificate II
Automotive Studies – (General) – Prevocational Certificate II
Automotive Studies – (Paint and Panel) Prevocational
Building and Construction – (Carpentry) Certificate II - PreApprenticeship
Building and Construction – (Bricklaying) PC Certificate II PC - PreApprenticeship
Business* Certificate II
Community Services - Children’s Services or Community Services Work* Certificate II
Conservation and Land Management Certificate II
Creative Industries – Media (Broadcasting) Certificate II
Creative Industries - Media (Media Focus) Certificate III
Dance* Certificate II
Electrotechnology Studies Certificate II
Engineering Studies* Certificate II
Equine Industry * Certificate II
Events Certificate III
Floristry (Assistant) Certificate II
Furniture Making* Certificate II
Hairdressing OYP Certificate II
Horticulture Certificate II
 Hospitality* - Certificate II (Kitchen Operations)
Information Technology* PC Certificate III
Integrated Technologies* Certificate II
Interior Decoration PC Certificate IV
Justice PC Certificate IV
VET Courses Available next year (continued)

Laboratory Skills* Certificate II
Media* Certificate III
Music* Certificate III
Outdoor Recreation OYP Certificate II
Plumbing (pre-app) OYP Certificate II
Retail Makeup and Skincare OYP Cert II
Sport and Recreation* Certificate III
Textiles Design and Development – PC Certificate IV
Technical Production (Music)* Cert III
Tourism Certificate III
Plumbing (pre-app) OYP Certificate II
Retail Makeup and Skincare OYP Certificate II
Retail Services - one semester program only Certificate II
Sport and Recreation (Community Recreation)* Certificate III
Telecommunications (Open Cabling) OYP Certificate
II Textiles Design and Development - PC Certificate
IV Tourism Certificate III

*These VET subjects do have a study score. The other subjects do not have a study score, so cannot contribute towards a VCE primary four. They can be counted as a 5th or 6th subject and contribute to the ATAR as a 10% increment, derived from the average of the primary four.

PC - partial completion of certificate
OYP - one year program only
Year 10 Course

Students going into Year 10 undertake compulsory core subjects in English and Mathematics and Physical Education and also make choices from subjects offered across a wide range of electives. Students at this level should choose a Pathways that will prepare them for VCAL or VCE. Many students in Year 10 undertake accelerated courses where they enrol in a VCE study (Units 1 and 2) in a learning area where they have shown interest and aptitude. The learning program at Year 10 is designed to enable students to have a greater say in the subjects they study.

What choices do students need to make as they plan a course for Year 10?

• All students are required to study English or English as an Additional Language, Mathematics and Physical Education.

• Students can also choose eight semester long units from the electives offered. Students should select subjects which interest them or that they know will lead them to a future pathway. They can choose electives from the Arts, Sciences, Languages, Health and Physical Education, Economics, History, Geography and English learning areas. These eight units will form the balance of the course with four electives studied each semester. Students will also need to select a number of reserve subjects in case their first choices are unavailable.

• Students who have shown ability or interest in a particular area of learning in Year 9 may wish to undertake an accelerated study by nominating to do a VCE Units 1 and 2 study. This will enable students to then complete the VCE study (Units 3 and 4) in Year 11 and possibly go on to a university enhancement study in Year 12.
# Subject Listing

<table>
<thead>
<tr>
<th>Subject</th>
<th>Year 10</th>
<th>Years 11 and 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts</td>
<td>• Art</td>
<td>• Art (Units 1 &amp; 2; 3 &amp; 4)</td>
</tr>
<tr>
<td></td>
<td>• Ceramics</td>
<td>• Drama (Units 1 &amp; 2; 3 &amp; 4)</td>
</tr>
<tr>
<td></td>
<td>• Drama</td>
<td>• Media Studies (Units 1 &amp; 2; 3 &amp; 4)</td>
</tr>
<tr>
<td></td>
<td>• Media Studies</td>
<td>• Music Performance (Units 1 &amp; 2; 3 &amp; 4)</td>
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<tr>
<td></td>
<td>• Music Performance</td>
<td>• Music Investigation (Units 3 &amp; 4)</td>
</tr>
<tr>
<td></td>
<td>• Photography</td>
<td>• Visual Communication &amp; Design (Units 1 &amp; 2; 3 &amp; 4)</td>
</tr>
<tr>
<td></td>
<td>• Visual Communication</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>• English</td>
<td>• English (Units 1 &amp; 2; 3 &amp; 4)</td>
</tr>
<tr>
<td></td>
<td>• English as an Additional Language</td>
<td>• English as an Additional Language (Units 1 &amp; 2; 3 &amp; 4)</td>
</tr>
<tr>
<td></td>
<td>• Literature</td>
<td>• English Language (Units 1 &amp; 2; 3 &amp; 4)</td>
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<tr>
<td></td>
<td>• Writer's Workshop</td>
<td>• Literature (Units 1 &amp; 2)</td>
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<tr>
<td></td>
<td></td>
<td>• Foundation English (Units 1 &amp; 2)</td>
</tr>
<tr>
<td>Humanities</td>
<td>Economics</td>
<td>Economies</td>
</tr>
<tr>
<td></td>
<td>• Accounting for Small Business</td>
<td>• Accounting (Units 1 &amp; 2; 3 &amp; 4)</td>
</tr>
<tr>
<td>Geography</td>
<td>• Global Economy</td>
<td>• Business Management (Units 1 &amp; 2; 3 &amp; 4)</td>
</tr>
<tr>
<td></td>
<td>• Law</td>
<td>• Economics (Units 1 &amp; 2; 3 &amp; 4)</td>
</tr>
<tr>
<td></td>
<td>• Business Management</td>
<td>• Legal Studies (Units 1 &amp; 2; 3 &amp; 4)</td>
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<td></td>
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<tr>
<td></td>
<td>Geography</td>
<td>Geography</td>
</tr>
<tr>
<td></td>
<td>• Globalise Me!</td>
<td>• Geography (Units 1 &amp; 2; 3 &amp; 4)</td>
</tr>
<tr>
<td></td>
<td>• Spaced out – Geography for the 21st Century</td>
<td>(no Units 3 &amp; 4 in 2014)</td>
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<tr>
<td></td>
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<tr>
<td>History</td>
<td>• World At War</td>
<td>History</td>
</tr>
<tr>
<td></td>
<td>• Popular Culture Post 1945</td>
<td>• Classical Studies (Units 1 &amp; 2)</td>
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<tr>
<td></td>
<td></td>
<td>• Classical Societies &amp; Cultures (Units 3 and 4)</td>
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<tr>
<td></td>
<td></td>
<td>• 20th Century History (Units 1 &amp; 2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Revolutions (Units 3 &amp; 4)</td>
</tr>
<tr>
<td>Language</td>
<td>• French</td>
<td>Languages</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Chinese (First Language) (Units 1 &amp; 2; 3 &amp; 4)</td>
</tr>
<tr>
<td></td>
<td>NB: Language must be selected for two semesters</td>
<td>• French (Units 1 &amp; 2; 3 &amp; 4)</td>
</tr>
</tbody>
</table>

As Year 11 Geography and Systems Engineering did not run in 2013, Units 3 and 4 in these subjects will not be offered in 2014.
## Subject Listing

### year 10

<table>
<thead>
<tr>
<th>Mathematics</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Semester 1</td>
<td></td>
</tr>
<tr>
<td>• Mathematics</td>
<td></td>
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<tr>
<td>Semester 2</td>
<td></td>
</tr>
<tr>
<td>• General Mathematics</td>
<td></td>
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<tr>
<td>• Mathematical Methods</td>
<td></td>
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<tr>
<td>Whole Year</td>
<td></td>
</tr>
<tr>
<td>• Foundation Mathematics</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PE / Health</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Health Education – Challenges &amp; Change</td>
<td></td>
</tr>
<tr>
<td>• Physical Education</td>
<td></td>
</tr>
<tr>
<td>• Sports Performance/Coaching</td>
<td></td>
</tr>
<tr>
<td>• Sport &amp; Recreation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• DNA to Darwin – Genetics &amp; Evolution</td>
<td></td>
</tr>
<tr>
<td>• Environmental Science</td>
<td></td>
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<tr>
<td>• Mind &amp; Body</td>
<td></td>
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<tr>
<td>• Physics &amp; Chemistry</td>
<td></td>
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<tr>
<td>• Space Science</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>• Food Technology</td>
<td></td>
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<tr>
<td>• International Cuisine</td>
<td></td>
</tr>
<tr>
<td>• Information Technology</td>
<td></td>
</tr>
<tr>
<td>• Information Technology – Multi Media Information</td>
<td></td>
</tr>
<tr>
<td>• Materials Technology</td>
<td></td>
</tr>
<tr>
<td>• Product System &amp; Engineering</td>
<td></td>
</tr>
</tbody>
</table>

### years 11 and 12

<table>
<thead>
<tr>
<th>Mathematics</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Further Maths (Units 3 &amp; 4)</td>
<td></td>
</tr>
<tr>
<td>• General Maths Further (Units 1 &amp; 2)</td>
<td></td>
</tr>
<tr>
<td>• General Maths Specialist (Units 1 &amp; 2)</td>
<td></td>
</tr>
<tr>
<td>• Math Methods CAS (Units 1 &amp; 2; 3 &amp; 4)</td>
<td></td>
</tr>
<tr>
<td>• Specialist Mathematics (Units 3 &amp; 4)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>PE / Health</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Health &amp; Human Development (Units 1 &amp; 2; 3 &amp; 4)</td>
<td></td>
</tr>
<tr>
<td>• Physical Education (Units 1 &amp; 2; 3 &amp; 4)</td>
<td></td>
</tr>
<tr>
<td>• VET Sport &amp; Recreation (Units 1 &amp; 2)</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Science</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Biology (Units 1 &amp; 2; 3 &amp; 4)</td>
<td></td>
</tr>
<tr>
<td>• Chemistry (Units 1 &amp; 2; 3 &amp; 4)</td>
<td></td>
</tr>
<tr>
<td>• Physics (Units 1 &amp; 2; 3 &amp; 4)</td>
<td></td>
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<tr>
<td>• Psychology (Units 1 &amp; 2; 3 &amp; 4)</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Technology</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Food Technology (Units 1 &amp; 2) – no units 3 &amp; 4 in 2014</td>
<td></td>
</tr>
<tr>
<td>• Information Technology (Units 1 &amp; 2)</td>
<td></td>
</tr>
<tr>
<td>• Information Technology – IT Apps - no units 3 &amp; 4 in 2014</td>
<td></td>
</tr>
<tr>
<td>• Product Design &amp; Technology (Units 1 &amp; 2; 3 &amp; 4)</td>
<td></td>
</tr>
</tbody>
</table>
YEAR 10

SUBJECT DESCRIPTIONS IN LEARNING AREAS
Learning Area Overview

Arts
Camberwell High School has an active and innovative Arts program and our talented students are proud of the diversity of creative work they produce. Study of the Arts allows students to express and explore creative concepts, develop communication skills for the modern age, and build confidence in themselves and their ideas. At Camberwell High School the wide array of electives gives students opportunity to develop skills and interests found in early years, or to try a new focus. Electives include Visual Communications, Art, Photography, Music, Media and many more.

English
The study of English involves students reading, viewing, creating, researching and talking about different text types, from those dealing with straight forward information to increasingly complex ideas. English in Year 10 is considered the first of the senior years and as such is structured similarly to courses at Years 11 and 12. Students in Year 10 study English or EAL and may elect to study Literature or Writing Workshop as electives. Study of English or EAL is a requirement in VCE. Literature and Writing Workshop expand student understanding of English language and its uses in more creative ways.

Humanities
The Humanities involve the study of human societies and environments, people and their cultures in the past and the present. Students learn to plan an investigation and ask key questions, analysing a range of data and sources including artefacts, photographs, maps, stories, interviews and electronic media. All Humanities subjects at this level are part of the Year 10 elective program, where students can choose from nine Humanities areas. Each of these subjects introduces specific knowledge in the area of Commerce, Geography and History and act as a short introduction to VCE subjects in the same fields.

Languages
The teaching of Languages at Camberwell High School is seen as a vital skill in the context of rapid globalisation and Australia's increasing involvement with Asia. It provides students with greater understanding of other cultures and opens opportunities for overseas study tours. French is offered as an elective in Year 10 and may be continued in VCE. Study of Languages is encouraged as an empowering communicative skill for the future.

Mathematics
It is essential that all students leave school enthused by, and confident in, the use of mathematics. All students undertake mathematics study in Year 10, and there are multiple pathways for divergent student interests and abilities. Students all complete Semester 1 of Core Mathematics and then can choose to complete Semester 2 in either Mathematical Methods or General Mathematics, depending on their interest and skills.
Learning Area Overview (continued)

Physical Education, Health & Sport
Health and Physical Education aims to help young people take an active role in improving, maintaining and protecting their health and making informed life choices. Students are encouraged to adopt healthy practices through understanding their physical, mental, emotional and social dimensions. Physical Education is a core unit of study in Year 10 to promote personal health and wellbeing and an active lifestyle. There are three electives available for students who choose to pursue Health or Sports which expand on the concepts covered in Junior School.

Science
Science is a dynamic, collaborative and creative human endeavour arising from our desire to make sense of the world around us. The study of science aims to encourage observation, exploration and investigation leading to greater understanding. Science at Year 10 is an elective and students may select from a broad range of subjects based on their interests and potential pathways. Experimental work is used to support and highlight the basic concepts studied and the application of research methods allows students to develop useful analytical and critical skills.

Technology
Technology subjects provide students with opportunities for learning, understanding, creation and expansion within several fields that teach important life skills. Subjects include Food Technology, Materials Technology, Information Technology and Systems Engineering. There is a great range of electives in Year 10 offering many subjects within these areas.
Art - Year 10

Contact Teacher: Ms Megan Watson

Prerequisites: None.

Description:
This unit focuses on the exploration of materials and techniques, and the development of personal art ideas to given tasks. Students explore the structure of artworks, and research artists, and the meanings and messages of their work.

Areas of Study
Creating and Making
This is the folio component of the course and will take at least three of the four periods per week. There are four main folio assessment tasks which will be supported with the development and exploration of ideas in the workbook/visual diary. These are as follows:
- Abstract art: mixed media
- Ceramic: based on an artist’s work
- Surrealism: painting
- Social realism: lithograph print
Each of the folio pieces will be further explored through researching the style and various artists who worked in the same way. The folio will be further enhanced through the exploration of the other media and compositional arrangements. All folio pieces are to be supported through development, exploration and annotation.

Responding to the Arts
Students will analyse and interpret a variety of artworks using the formal framework considering the following:
- Visual analysis of how the elements and principles contribute to the meaning of an artwork
- Style
- Technique
- Symbols and metaphors used by the artist
Students will undertake discussion, research and present their own points of view in a variety of ways including a formal SAC response which is an in-class written response to a given task, and an examination.

Assessment
Creating and Making
The developmental folio and the final works are assessed as individual pieces against the set rubric.
Responding to the Arts
This outcome consists of a number of in-class written responses and one exam. The research/homework will be part of the assessment.

Associated Areas of Study/Careers
This unit can lead into Units 1 and 2 Art and onto further study at tertiary level.
Ceramics
Year 10

Contact Teacher: Ms Megan Watson

Prerequisites: None.

Description:
In this semester subject, students explore a range of ceramic techniques including hand – building, as well as using a pottery wheel. Students will also look at contemporary and past practices in ceramics, with a focus on building a wide understanding of the history and current applications of ceramics.

Areas of Study

Creating & Making
The majority of studio time will be spent on building a practical understanding of the different construction techniques available to you as a ceramic artist. You will be exploring several methods of construction, including mechanical, such as using a pottery wheel to create ceramic forms. During this course, students will also be encouraged to experiment with a wide range of glazing techniques as well as gain a working knowledge of firing ceramic ware in a kiln. Students doing ceramics are expected to use a visual diary which reflects their exploration and progress. The intent of this course of study is to develop in student the ability to realize ideas into practical, workable solutions in three-dimensional form.

Responding to the Arts
Most of the exploration in ceramics will be looking at cultural influences on the craft. Much of what we know about beliefs, habits and lifestyles of civilizations has been gathered from looking at their pottery. Students are given the opportunity to compare and evaluate the significant differences between ancient and contemporary ceramic practices. As part of the coursework, students undertake and present research in both written and visual format. The theoretical component culminates in a written exam at the end of the unit.

Assessment
The folio component will be assessed as three individual finished artworks. The visual diary will also form part of the folio as developmental work which supports final pieces. The theoretical component will be assessed through SAC’s and a final exam at the end of the course.

Associated Area of Study/Careers
VCE Art Units 1 – 4; VCE Visual Communications Units 1 – 4; VCE Product Design & Technology 1 – 4  Tertiary design courses, Fine Art courses, Arts degree courses  Arts industry positions.
Drama (Non Naturalism)
Year 10

Contact Teacher: Ms Helen Cull

Prerequisites: No prerequisites although students would benefit from studying Drama in Year 9.

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

Areas of Study
Creating and Making
This is the devised performance component of the course. There are two main performance projects (non-naturalism and comedy). Students document their creative processes in a learning journal and workbook. (Outcome 1)
Responding to the Arts:
Students explore the theoretical component and conventions of drama and how these are used in the creation of ensemble and/or solo performances. Research is also conducted into non-naturalistic theatre practitioners and directors (Brecht, Grotowski, Botal, Brook, Artaud, Ionescu and Craig). Research will be used to influence practical work and inform short answer response tasks in class. There will be two written responses and one examination for this outcome.

Assessment
Outcome 1: Creating & Making
Students are assessed on their workshop contribution to the creation and development of ensemble performances. Two performances are assessed against set criteria.

Outcome 2: Responding to the Arts
Workbook and journal. There are two written responses for this outcome (one in class and one as a research task). The end of semester examination is based on this section of the course.

Associated Areas of Study/Careers
Unit 1, 2, 3 and 4 Drama and Media. Visual Arts, Law
Contact Teacher: Ms Karin Warne

Prerequisites: Year 9 English.

Description:
This unit focuses on the horror genre and combines both analytical and practical work. Students study films such as Psycho, The Shining and Scream and complete a number of analytical exercises including an extended response. They learn how directors use production and story elements to create meaning in film. Practical exercises include storyboarding, video camera operation and editing. The unit culminates in students planning, producing, presenting and evaluating their own group Horror films.

Areas of Study
• Narrative
• Media production skills
• Media production design
• Media processes
• Social values in the media
• Influence of the media

Assessment
Creating & Making
• Two technical tasks exploring the production design plan specification of video
• A media production design plan incorporating the specifications appropriate for a short film
• Production of a 3-7 minute video/film

Responding to the Arts
• Narrative analysis of production and story elements in a feature film text
• An analysis of social values represented by television shows of the 1950s and 1960s
• An analysis of the theories of media influence and debates about the nature and extent of media influence
• End of semester examination

Associated Areas of Study/Careers
Visual Communication, Drama, Information Technology, Psychology, English Literature.
 Careers: Journalism, Film, TV, Radio Production, Games Design, Marketing, Administration, Public Relations.
Music Performance
Year 10

Contact Teacher: Ms Jo Heaton

Prerequisites: Must be currently having lessons on their chosen instrument.

Description:
Year 10 Music Performance caters to music program students who want to continue into VCE music and possibly through to university. Students will perform either as a solo or ensemble musician at a formal recital, undertake musicianship classes and develop performance skills.

Areas of Study
There are three major components to the Year 10 Music Performance course:

• The solo/ensemble performance component of the course takes up two periods per week. The students will perform on a regular basis in class to receive performance feedback and advice on their playing ability. Students will be required to have an instrumental/vocal teacher to aid their development in this area.

• Students will undertake two periods per week of musicianship training. This time will be dedicated to developing each student’s theory and aural skills

• The final component is a performance analysis essay. In this essay students will research and develop their understanding of effective practice technique to help them better develop their performance skills.

Assessment
• Performance Recital – evening recital in front of class and family
• Performance Analysis Essay
• Musicianship Exam – aural and theory test

Associated Areas of Study/Careers
Music Performance. (Contemporary/Orchestral/Jazz/Shows/Theatre)
Music Education (Primary/Secondary)
Music Therapy - Melbourne University
- Victorian College of the Arts
- Monash University
Description: Ms Sarah Narkiewicz

Prerequisites: Year 9 Photography would be an advantage but not essential.

Description:
Development of technical skills with 35mm black and white film using SLR camera and darkroom equipment with an emphasis on creative composition. Introduction to digital editing and colour prints with the digital camera. Written work covers the elements and principles of art, composition in portraiture and a comparison of Australian photographers.

Areas of Study
Creating and Making
Students develop skills in the use of photographs to apply the principles and elements of art. They develop skills in the use of 35mm SLR cameras to express their creativity in response to certain design and skill requirements. Students learn the skills of photograph composition and manipulation using Photoshop.

Responding to the Arts
Students undertake research into photographers and the composition of portrait photographs. Students develop the skills to express analytical ideas about artworks in writing.

Assessment
Creating and Making
• Photographs (taken at the school) on an abstract, semi-abstract, or architectural subject demonstrating use of the elements and principles of art
• Portrait or still-life photographs where students are expected to arrange the composition themselves and manipulate lighting to enhance the work (photographed at school or at home)
• Creation of a digital print where the emphasis is placed on editing the image in Photoshop for a specific purpose or intent (usually photographed at home).

Responding to the Arts
• A written analysis and comparison of composition in two portrait photographs
• A written report comparing two specific Australian photographers
• End of semester examination

Associated Areas of Study/Careers
Photography Studies College, TAFE, others. Future employment in retail, government, medical, science, travel, photojournalism, freelance, studio, laboratory, education, commercial, promotional, etc.
Visual Communication
Year 10

Contact Teacher: Ms Leanne Joyner

Prerequisites: No prerequisites are required, although students would benefit from having undertaken an arts subject in Year 9.

Description:
Students develop skills and knowledge in a range of practical and theoretical design areas that relate directly to environmental, communication and product design. They develop an understanding of the way in which visual communication dominates their environment and is an integral part of their life. Students complete the following presentations:

- Journal
- Family crest and application
- Apartment interior design
- Package design
- Analysis of communication and architectural presentations

Areas of Study
- Visual Communication Journal
- Information Design
- Architectural Design
- Product Design

Assessment
Students will be assessed on all work completed in and out of class against set criteria. This consists of developmental folios, homework, preliminary exercises and final presentations for all areas of study.

Associated Areas of Study/Careers
Students who have had experience in this subject are encouraged to undertake further visual arts subjects including Visual Communication and Design in Years 11 and 12. They are then able to select from a wide range of study pathways in both University and TAFE including Communication Design, Visual Communication, Industrial Design, Architecture, Interior Design, Urban Design, Landscape Design, Advertising, Fashion Design, Visual Arts, Multimedia Design, Automotive Design, Graphic Design and ultimately work within these industries.
English
Year 10

Contact Teacher: Ms Anne Morrison

Prerequisites: Year 9 English.

Description:
In this course, students are introduced to the examination of different texts as the vehicle for developing skills in communicating in English. Students learn to concentrate on analysing the way writers and film makers use language and images to develop character, plot and themes; and the way these areas are constructed to influence the audience. Students also develop skills in analysing media texts to develop an ability to convince the reader of their point of view.

Areas of Study
In Semester 1, students examine the text ‘I'm Not Scared’ (Ammaniti) and a Shakespearian play, ‘Romeo & Juliet’ as a means of looking at the development of English as well as means used to develop character, plot, themes and intent. Students develop skills in different forms and styles of writing, including personal, imaginative, persuasive and expository.

In Semester 2, students concentrate on film language, plot and character development and themes of the non written text ‘Gattaca’, as well as provision of extension through the study of context. Students continue to consolidate their language analysis techniques in preparation for VCE English.

Assessment Tasks
Students undertaking Year 10 English will undertake the following assessment tasks:
• Preparation and development of writing folio pieces for a given audience
• Text responses essays on ‘I'm Not Scared’ and ‘The Merchant of Venice’ and ‘Romeo & Juliet’
• Context response on ‘Gattaca’
• Oral presentations of ideas related to the texts studied and media texts
• End of semester examinations that test students' knowledge of the texts and how to write in examination conditions.

Associated Areas of Study/Careers
At school
VCE Units 1-4

Post School
Study at university level in English is often literature based and is often done within an Arts degree. Careers that use effective writing and analysis skills includes advertising, policy writing, editing and teaching.
EAL - English as an Additional Language
Year 10

Contact Teacher: Ms Angela Velos

Prerequisites: Students of non-English background who have been in Australia for less than seven years are eligible to study this subject.

Description:
This course covers and aims to build confidence and competence in the communication skills of listening, speaking, reading and writing. Students are introduced to issues, persuasive techniques and the ways in which writers and film makers construct meaning and influence the audience. Various forms of writing for various audiences will be introduced. Use of technology, films and other media will be used in the course. An emphasis on language will be maintained throughout the year. EAL closely follows the mainstream English course where appropriate.

Areas of Study
• Texts
• Current issues in the media
• Using language to persuade
• Revision of grammar

Assessment
• Written text/play responses
• Writing folio
• Oral
• Exam

Associated Areas of Study/Careers
At school
VCE Units 1-4
Post School
English /EAL is a prerequisite to all TAFE and University courses
Literature
Year 10

Contact Teacher: Ms Clare Hutton

Prerequisites: Year 9 English

Description:
In this unit students are introduced to the study of Literature as opposed to English. They learn to concentrate on analysing the way writers use language to create meaning for readers as well as placing writers’ works in an historical and societal context.

Areas of Study
Students undertaking this unit will study:
• A classic novel
• A 30th Century play
• Poetry
• A range of short stories

Assessment
Students will be assessed on:
• Creative response to a text
• Passage analysis from the text
• Exam passage analysis
• Presentation on a poem and poet using multi media
• Character map or plot time line in Inspiration or Word □ ICT usage in PowerPoint, Inspiration, Word and email
• Thinking strategies used in analysis of texts

Associated Areas of Study/Careers
At school
VCE Units 1-4
Post School
Study at university level in English is often literature-based and is often done within an Arts degree. Careers that include the use of advanced writing skills include advertising, policy writing, editing and teaching.
Writers’ Workshop
Year 10

Contact Teacher: Ms. Tricia Radford

Prerequisites: Year 9 English.

Description:
In this unit, students will focus on the craft of writing. A variety of genres will be covered such as personal writing, descriptive writing, script writing and poetry.

In first semester, the course emphasises story writing skills. Students write a long story or short novel for Year 6 students at Canterbury Primary School. In second semester, the course emphasises script writing skills. Students work with local elderly volunteers to produce a digital story. Both semesters thus offer significant community outreach programmes alongside explicit teaching of writing skills. Writers’ Workshop is not a remedial English subject. It is a subject for students who wish to develop their writing and interpersonal skills by producing authentic texts for real-world audiences.

Areas of Study
• Narrative and descriptive writing (focus in Semester One). Students will undertake tasks aimed at improving their writing in a variety of styles and genres. This includes how writers use imagery, the senses and dialogue to engage the reader and the role of the storyteller in creating meaning. They will also write a significant text for a younger audience.
• Script writing and production (focus in Semester Two). Students will develop a script in collaboration with an elderly partner, produce their script and present their digital story at the end of the course.

Assessment
• Writing folio
• Story for younger readers (Semester One)
• Digital storytelling project (Semester Two)

Associated Areas of Study/Careers
At school
VCE English, VCE Literature
Post School
Journalism, Bachelor of Arts, publishing, public relations, advertising, media, professional writing and law
Accounting for Small Business
Year 10

Contact Teacher: Mr Daryl Bennet

Prerequisites: None

Description:
This unit focuses on basic financial recording and reporting for sole proprietor, service based business using cash accounting as a basis for recording and reporting. It also introduces the stock market and its operation. Students will be required to play the ASX stock market game. Students will learn how to record basic business transactions and then prepare basic accounting reports. Some analysis will then be undertaken.

Areas of Study
Financial Recording
Recording basic cash transactions into cash receipts and cash payments journals

Financial Reporting
Preparation of the three basic accounting reports based on cash recording
  • Statement of receipts and payments
  • Profit and loss
  • Balance sheet

The Australian Securities Exchange (Stock Market)

Assessment
Folio of Accounting Exercises
A collection of class room exercises to consolidate the learning covered in class. These may be completed in class or at home. They may also be conducted under test conditions

Tests
Class tests based on each major area of study

ASX Assignment
An assignment on one aspect of the ASX chosen by the student

Exam
End of semester exam

Associated Areas of Study/Careers
At school
Units 1 and 2 Accounting and Units 3 and 4 Accounting

Post School
Tertiary study in accounting, commerce or business studies at TAFE or university.
Careers in commerce, accounting, small business, economics, marketing, finance, or business.
Global Economy
Year 10

Contact Teacher: Mr Daryl Bennet

Prerequisites: None

Description:
Students will be introduced to the basics of economics. We will cover the problem of scarcity including the questions of what to produce, how to produce it and who gets the product. We then study the different economic systems that answer these questions. The last two areas of study include Sustainability and Economics and Economic Issues. A challenging unit that prepares students for VCE Economics.

Areas of Study
• Nature of Economics
  Needs/wants and resources
  Opportunity cost
  Economic systems
• The Marketplace
  Demand and supply
  Elasticity
  Specific markets
• Economic issues
  Employment
  Inflation
  Trade
  The Environment
  Globalisation

Assessment
• Webquests
• Case profiles
• Tests
• Simulated exercises
• Research investigations
• Exam

Associated areas of study/careers
At school
Units 1 and 2 Economics and Accounting; Units 3 and 4 Economics and Accounting
Post School
Tertiary study in accounting, commerce or business studies at TAFE or University.
Careers in commerce, accounting, small business, economics, marketing, finance or business.
Law
Year 10

Contact Teacher: Mr Graham Timms

Prerequisites: None

Description:
Elements of law pervade our daily lives. While some of these laws may pass us by, this course aims to outline and discuss key areas of law that are particularly relevant to the younger generations. Law in Our Lives aims to recognise the variety of laws we deal with in society, the people who enforce/create laws and the impacts upon the individual and society.

Areas of Study
Students undertaking this course will study a number of issues related to the law including:
• The need for laws and the nature of laws
• Individual rights and police powers
• People in the legal system
• The court system
• Criminal and civil law
• Human Rights Law
• Motor Vehicle Law
• Juvenile Crime

Assessment
Assessment is based upon work completed during class and set assignments and can include (but is not limited to):
• Topic tests
• Case studies
• Newspaper folio
• Research and extended response questions
• Class exercises
• Exam

Associated Areas of Study
For more information regarding law-related further education courses, visit:
http://www.monash.edu.au/
http://www.unimelb.edu.au/
http://www.rmit.edu.au/
Contact Teacher: Mr Daryl Bennet

Prerequisites: None

Description:
In this unit students are introduced to how small businesses are established and run. Key issues such as why small business begin, reasons for their existence and the types of business are covered. Students also explore the topics of planning for a small business and how a small business undertakes the marketing function required by a small business.

Areas of Study
Introduction to Business
• The nature of business
• Land
• Objectives and contributions of business
• Business Environment
Innovation and Leadership
• What it takes to be a leader - attributes, styles and skills
• What is innovation
• Becoming an entrepreneur
• Protecting your idea
Managing Workers under the Law
• Responsibilities and rights of owners and employees
• Essential workplace laws
• The role of unions
• Safety in the workplace
Current Issues in the Business World
• Globalisation
• Going Green
• Ethics and Social Responsibility

Assessment
• Class exercises and worksheets
• Case studies
• Tests
• Webquests
• Inquiry-based projects
• Presentations

Associated Areas of Study/Careers
Students who study Modern Business Management can easily continue into VCE Business Management. After completing Business Management at VCE level students can take numerous commerce courses such as accounting, economics, marketing, finance and banking. Careers are in the commercial world.
Globalise Me
Year 10

Contact Teacher: Mr Peter Campbell

Prerequisites: None.

Description:
Globalise Me! introduces the big geographic question facing the world today - how to create a liveable world for our future? Through the underlying theme of sustainability, the unit explores topics at three scales: local, regional and global. It expands and develops student's practical geographic skills, focuses their research skills on locating and processing information, and broadens their fieldwork experience and skills, with an emphasis on independence and cooperative learning.

Areas of Study
Law of the Sea
• UNCLOS Students explore the ‘Law of the Sea’, undertake a ‘Sea of Plenty’ simulation and examine a ‘Fish Piracy’ case study.

Tourism & Recreation
Introduction to the geography of recreation and a practical skills-based investigation of recreational resources in Melbourne.
• Wallhala
Two day/two night field study camp exploring the sustainable recreation and tourism opportunities of this historic Gippsland gold mining town.

Sustainable development
• Students research and evaluate a policy for the sustainable use of a global resource of their choice.

Assessment
• Field study camp (Wallhalla field study manual – completed on the camp)
• Practical geographic exercises (exploring the Asia/Pacific region)
• Research report (global resource of your choice)
• Recreational resource report: analysis of a Melbourne recreational resource
• Examination

Associated Areas of Study/Careers
GeoCareers is a resource especially designed to provide students with information about careers based on the study of Geography at secondary school or a tertiary institution such as a university or college (http://www.geocareers.net.au/index.htm).
Job opportunities in the environment, water and natural resource management field in Australia. (http://www.nrmjobs.com.au/)
EARTHWORKS is a worldwide database of geography career opportunities for geographers. (http://www.earthworks-jobs.com/).
Spaced Out: Geography for the 21st Century
Year 10

Contact Teacher: Mr Peter Campbell

Prerequisites: Year 9 Geography establishes the basic skills and understandings from which Year 10 Geography builds the strong foundations for students to succeed in further studies in geography at VCE.

Description:
The geography of the 21st Century will be based around digital technology. This unit will introduce you to how geographers use satellite imagery, global positioning systems (GPS) and geographic information systems (GIS), to study the world around us. These technologies are introduced through a number of practical activities. Following this, students work in a small group on a major study using these technologies. Choice of topic and area of study is negotiated, however it includes designing and planning the fieldwork, data gathering (GPS), processing (GIS), generating of a report and presentation to an appropriate audience.

Areas of Study

• Introduction to the skills, application and use of spatial digital technologies: satellite imagery; global positioning systems (GPS) and geographic information systems (GIS).
• Practical activities carried out in class, CHS grounds and local environs.
• Group/Community Project

Application of spatial digital technologies to solve a geographic problem – extended group project in Boroondara/Melbourne. Project teams working with a community group, use spatial technologies to solve and report on a geographic problem.

Assessment

• Practical geography exercises (satellite images and GPS)
• Analysis of geographic data (GIS)
• Geographic investigation (major report of student’s group/community project)
• Exam (practical exercise using the technology - GIS)

Associated Areas of Study/Careers
GISjobs Australia: are spatial industry professionals and recruitment specialists.
(http://www.gisjobs.com.au/)
GeoCareers is a resource especially designed to provide students with information about careers based on the study of geography at secondary school or a tertiary institution such as a university or college.
(http://www.geocareers.net.au/index.htm)
Job opportunities in the environment, water and natural resource management field in Australia.
(http://www.nrmjobs.com.au/)
Earthworks is a worldwide database of geography career opportunities for geographers.
(http://www.earthworks-jobs.com/)
World At War
Year 10

Contact Teacher:  Mr Patrick Rogers

Prerequisites: History units in Year 9 Humanities

Description:
This subject looks at the two great fascist dictatorships that lead to World War Two – Hitler’s Germany and Hirohito’s Japan. It examines the causes, course and consequences of the most destructive war in history and its impact on Australia.

Areas of Study
The aim of the course is to provide Year 10 students with the skills necessary for analytical and interpretative writing and an understanding of the key events of the twentieth century. The following topics will be studied:

• Post-World War One and Great Depression conditions for rise of fascism
• The rise to power of Hitler and Japan’s military
• How the ‘West’ responded to these challenges: war on all fronts
• Australia’s involvement in the war
• The nature of totalitarian dictatorships
• Key controversies: the Holocaust, war crimes, the atom bomb

Assessment
Students will be assessed on their ability to:
• Analyse historical sources
• Understand the context of historical events
• Conduct negotiated in-depth study
• Understand and construct their own historical argument

Associated Areas of Study/Careers
At school
Year 10: Popular Culture Post-World War Two, Literature
Years 11 (Units 1 and 2): Classical Studies, History, Literature
Year 12 (Units 3 and 4): History (Revolutions), Classical Studies, Literature

Post School
Any course requiring analytical thinking: Law, Archaeology, public service, economics, publishing, journalism, teaching, editing, marketing, public administration
Popular Culture Post 1945: From the A Bomb to the iPad
Year 10

Contact Teacher: Ms Tricia Radford

Prerequisites: Year 9 Humanities (History units)

Description:
This course explores the connection between the growth in popular culture following World War Two and the events that shaped that culture. As Europe and Asia lay devastated, America and Australia entered a new era of affluence that saw a change to culture in music, film, sport, television and art, and the influence of youth in this cultural shift.

Areas of Study
The aim of the course is to provide Year 10 students with the skills necessary for analytical and interpretative writing and an understanding of how aspects of their lives (popular culture) both reflect and effect historical change. The following subjects will be studied:
• The role of music: jazz, rock’n’ roll, rock, punk, rap
• How films changed: Hollywood, the movie star, the sex symbol
• Social changes: the ‘teenager’, the ‘suburb’, the ‘car’, consumerism
• Protest movement, Vietnam, the Sixties
• American influence on Australian culture
• Does popular culture influence historical events?

Assessment
Students will be assessed on their ability to:
• Analyse historical documents
• Understand the context of historical events
• Conduct negotiated in-depth study
• Understand and construct their own historical argument

Associated Areas of Study/Careers
At school
Year 10: Popular Culture Post-World War Two, Literature
Years 11 (Units 1 and 2): Classical Studies, History, Literature
Year 12 (Units 3 and 4): History (Revolutions), Classical Studies, Literature

Post School
Any course requiring analytical thinking: Law, Archaeology, public service, economics, publishing, journalism, teaching, editing, marketing, public administration
French
Year 10

Contact Teacher: Mr Mamoun Scally

Prerequisites: Students should have successfully completed Year 9 French.

Description:
In Year 10 French, students are encouraged to immerse themselves in the language through the use of different tools such as movies, music and internet resources. They start to use spoken French for all communication within the classroom and record or film conversations and role-plays. Students use net-books extensively to create children's stories, teenage magazines and travel brochures, as well as undertaking research and using language tools such as podcasts and grammar sites. Students also use their imagination to embark on trips to the French-speaking areas of the world, recording their experiences in different forms, such as letters and journal entries. Excursions to Melbourne's French attractions, as well as an optional trip (run every second year) to France, also form part of the course.

Areas of Study
Students undertaking this course will study the following topics related to France and to French language. They will also learn aspects of grammar by undertaking listening, writing and speaking tasks:
- French Revolution
  - Health
  - Travel

Assessment
- Topic tests
- Listening tasks
- Speaking tasks
- Reading tasks
- Writing tasks
- Exam

Associated Areas of Study/Careers
At school
Units 1 and 2 French/Units 3 and 4 French

Tertiary courses
Further language study can be undertaken as part of many University degrees such as a Bachelor of Arts, Business or International Studies by taking a language major. Languages can also be combined with many vocational areas of study.

Careers
In response to a rapidly changing global marketplace, students with good language skills enhance their future career prospects and opportunities in a wide range of fields such as aid agency work, business services, engineering, finance services, government and public administration, health, hospitality, law, marketing, media and journalism, teaching, travel and tourism.
Mathematics Semester 1
Year 10

Contact Teacher: Ms Rowena McCoy

Prerequisites: Year 9 Mathematics.

Description:
The first semester of mathematics at Year 10 is designed to promote students' awareness of the importance of mathematics in everyday life and to increase students' confidence in making effective use of mathematical ideas, techniques and processes. It focuses on developing the skills required for all VCE mathematics subjects.

Students are required to apply mathematical knowledge and skills creatively to:
- Solve problems in unfamiliar situations, including real-life situations, learn and practise mathematical algorithms, routines and techniques, and use them to find solutions to standard problems.
- The appropriate use of technology (in particular, CAS graphics calculators) to support and develop the teaching and learning of mathematics is incorporated throughout each unit.

Areas of Study
- Algebra review
- Trigonometry
- Probability
- Solving linear equations
- Linear graphs
- Indices

Assessment
- Topic tests
- Analysis tasks
- End of semester examination

Associated Areas of Study/Careers
Towards the end of Semester One of Year 10, students are given the opportunity to select between Year 10 Mathematical Methods or Year 10 General Mathematics to study in Semester Two. Each student's Year 10 Mathematics teacher will make a recommendation about the course that they believe would most suit each student. This recommendation is based on the student's performance on assessment tasks.
General Mathematics Semester 2
Year 10

Contact Teacher: Mr Tom Whiting

Prerequisites: Year 10 Mathematics Semester 1

Description:
Year 10 Semester 2 General Mathematics has a statistical and numerical focus and helps prepare students for VCE General Mathematics Further. It is designed to promote students' awareness of the importance of mathematics in everyday life and increase students' confidence in making effective use of mathematical ideas, techniques and processes. Students are required to: apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real-life situations and learn and practise mathematical algorithms, routines and techniques and use them to find solutions to standard problems. The appropriate use of technology (in particular, CAS graphics calculators) to support and develop the teaching and learning of mathematics is incorporated throughout each unit.

Areas of Study
•Statistics
•Geometry
•More linear functions
•Simple simultaneous equations
•Financial mathematics
•Number patterns
•More trigonometry
•Matrices (if time permits)

Assessment
•Topic tests
•Statistics project
•Analysis and application tasks
•End of semester exam

Associated Areas of Study/Careers
General Mathematics (Semester 2) can be taken as a stand-alone subject or as a stepping stone to General Mathematics Further Units 1 and 2 or VCAL Numeracy.
Mathematical Methods Semester 2
Year 10

Contact Teacher: Ms Rowena McCoy

Prerequisites: Year 10 Mathematics Semester 1

Description:
Year 10 Mathematical Methods (Semester 2) focuses on further developing students numerical, algebraic and graphical skills. It is intended particularly as preparation for Mathematical Methods (CAS) Units 1 and 2. Students are expected to be able to apply techniques, routines and processes, involving rational and real arithmetic, algebraic manipulation, equation solving and graph sketching with and without the use of technology, as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases. The appropriate use of technology (in particular, CAS graphics calculators) to support and develop the teaching and learning of mathematics is incorporated throughout each topic.

Areas of Study
• Solving simultaneous equations
• Matrices
• Surds
• Quadratic equations and graphs
• Permutations and combinations

Assessment
• Topic tests
• “Why wipe off 5?” quadratic project
• Analysis and application tasks
• End of semester technology free exam
• End of semester technology active exam

Associated Areas of Study/Careers
Year 10 Mathematical Methods is a prerequisite for entry into Mathematical Method Units 1 and 2. Students must have gained an average of 70% on all assessment items to receive automatic entry. A grade average of less than 70% will require students to do a bridging course in December of at least six hours, culminating in a competency test on which they must achieve a minimum of 70%. The bridging course would cover fundamental numeric and algebraic skills required for Units 1 and 2 Mathematical Methods.

If the student scores below 70% on the competency test and still, with their parents support, insists on attempting Units 1 and 2 Mathematical Methods, then a review meeting involving parents, students and school representatives will be organised to discuss the issue.
Foundation Mathematics
Year 10

Contact Teacher: Ms Meryll Evans

Prerequisites: Students cannot select this course, it is by invitation only

Description:
Foundation Maths is designed for students who have had difficulty with Mathematics in earlier years of their schooling. There is a strong emphasis on using Mathematics in practical contexts relating to life, recreation, work and study. It will run for the WHOLE YEAR and aims to prepare students for VCE General Further Mathematics and VCAL Numeracy. The appropriate use of technology to support and develop the teaching and learning of mathematics is incorporated throughout each unit.

Areas of Study
• Personal finance
• Mapping
• Probability
• Measurement
• Statistics
• Geometry
• Algebra

Assessment
• Topic tests
• Projects
• Analysis and application tasks

Associated Areas of Study/Careers
Year 10 Foundation Mathematics can be taken as a stand-alone subject or as a stepping stone to General Mathematics Further Units 1 and 2 or VCAL Numeracy.
Health Education - Challenges & Change
Year 10

Contact Teacher: Ms Fiona Howson

Prerequisites: None

Description:
This course examines current health issues such as blood born viruses, suicide, sexuality, body image, eating disorders, asthma and diabetes. It explores causes, concerns, cures, costs and incidence. Students will investigate and evaluate medical or scientific intervention programs (for example IVF, immunization) and consider costs to individuals and society, access, success and rights of people involved. The elective will also focus on relationships, identity and independence, planning for the future and the impact of food supply on health and development.

Areas of Study
• Relationships and sexuality
• Global health
• Social and cultural influences on health
• Indigenous health issues.
• Youth issues and obesity
• Health status
• Health versus development
• Youth and health
• Decision-making
• Lifestyle choices

Assessment
• Essay investigation
• Oral presentation
• End of semester examination

Associated Areas of Study/Careers
Health sciences, public health, nutrition/dietetics, nursing, teaching, social work, paramedic
Physical Education
Year 10

Contact Teacher: Mr Drew Smith

Prerequisites: None

Description:
The Year 10 Physical Education course aims at introducing students to some of the theoretical knowledge needed to complete VCE PE as well as giving students the opportunity to demonstrate leadership skills. Students will develop an understanding of how the body changes during, and as a result of exercise, Students will also develop an understanding of the different components of fitness that are required for different sports at different levels of competition. Students will be required to participate in practical activities within the class and this will form the basis of laboratory reports that students will complete and submit for assessment.

Areas of Study
• Components of fitness
• Skeletal system
• Muscular system
• Cardio-vascular system
• Respiratory system

Assessment
• Participation in class practical lessons
• Completion of Laboratory Activities
• Completion of three practical reports for the semester
• Workbook
• End of semester exam.

Associated Areas of Study/Careers
Exercise science, human movement, exercise rehabilitation, teaching, sports management, sports coaching, recreation, health science, physiotherapist/osteopath/myotherapy, nutrition/dietetics paramedic.
Sports Performance/Coaching
Year 10

Contact Teacher: Mr Justin Sharp

Prerequisites: None

Description:
This unit is an introduction for students who are serious about improving performance in their sport of choice. Students analyse personal fitness and specific game information to improve performance in any sport. Students improve personal fitness through physiological analysis and application of training principles and methods. Students will investigate practices and substances that can improve performance. This course is designed to provide serious athletes with the tools to improve their own performance. They will learn coaching skills and strategies, effective communication and peer coaching. All students will be involved in coaching junior teams and looking into coaching in specific sports and study characteristics of respected coaches. Practical coaching and game play is included in this unit.

Areas of Study
• Skill acquisition
• Characteristics of a learner
• Coaching characteristics
• Coaching skills
• Styles of coaching
• Components of fitness
• Energy systems
• Games analysis
• Training program report
• Training principles and methods
• Pre-Post testing
• First Aid

Assessment Tasks
• Peer coaching tests
• Training program report
• End of semester examination

Associated Areas of Study/Careers
Exercise science, human movement, exercise rehabilitation, teaching, sports management, sports coaching, recreation
Sport and Recreation
Year 10

Contact Teacher: Mr Chris Jung

Prerequisites: None.

Description:
An introduction for students who are conscientious about developing a life-long approach towards physical activity and recreational involvement. Students will analyse the National Physical Activity Guidelines for different population groups and look at a variety of campaigns aimed at promoting physical activity. The practical component aims to deliver extensive opportunities to students to experience traditional sports such as football, hockey and netball as well as recreational activities such as go-karting, lawn bowls, indoor rock climbing and squash.

Areas of Study
Students participate in a range of sporting and leisure pursuits including:
- Football codes
- Netball
- Hockey
- Tennis
- Snow skiing
- Ultimate frisbee
- Surf day trip Semester 1
- Snow trip in Semester 2

Assessment Tasks
- Written assignment on personal physical activity levels
- Practical participation
- Recreational activity group presentation
- End of semester examination

Associated Areas of Study/Careers
Exercise science, human movement, teaching, sports management, sports coaching, sport and outdoor recreation
DNA to Darwin: Genetics and Evolution
Year 10

Contact Teacher: Mr Ben Kozel

Prerequisites: Satisfactory completion of Year 9 Science.

Description:
Students will explore reproduction and the mechanisms of inheritance. The structure and function of genes and DNA as well as the genetic and environmental causes of variation will be studied through a combination of theory, assignment and practical work. Recent advances in gene/DNA technology, including biotechnology, will be considered. Students will also examine some of the major stages in the evolution of life on earth and will be introduced to Darwin's theory of evolution and the evidence that supports this theory, such as the fossil record. The diversity of life on earth and methods of classification will also be considered.

Areas of Study
• Inheritance
• Pedigrees
• Biotechnology
• Evidence for evolution
• Natural selection

Assessment
• Topic tests
• Assignments
• Practical work
• End of semester exam

Associated Areas of Study/Careers
At school
Units 1 to 4 Biology
Post School
Tertiary study in science, forestry, agriculture, botany, zoology at university. Careers in medicine, genetics, DNA technologies, botany, zoology
Environmental Science
Year 10

Contact Teacher: Mr Richard Arnold

Prerequisites: Satisfactory completion of Year 9 Science.

Description:
Environmental Science provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on earth and evaluate the impact of human activities on them. Students examine strategies to maintain and protect the ecological health of the environment while meeting the needs and desires of human populations. Environmental Science investigates the interactions between natural and human systems. This study examines the application of environmental science to ecologically sustainable development and environmental management. Students should understand the values and attitudes that underpin environmental decisions and reflect on effective ways for modifying behaviour of individuals and groups for positive environmental outcomes.

Areas of Study
- Water chemistry and water for life
- Aquatic and terrestrial ecology
- Climate science
- Human impacts on ecosystems

Assessment
- Topic tests
- Assignments
- Practical work
- End of semester examination

Associated Areas of Study/Careers
At school
Units 1 and 2 Biology; Units 1 and 2 Chemistry
Post School
Tertiary study in environmental science, forestry, botany, zoology at University. Careers in land management, conservation, environmental science.
Mind and Body
Year 10

Contact Teacher: Ms Elizabeth Foulds

Prerequisites: Satisfactory completion of Year 9 Science.

Description:
Mind and body is an introduction to both units one and two psychology and biology, with the main emphasis being placed on psychology. Psychology is the systematic study of mind and behaviour. It is one of the newer sciences, but one of the oldest fields of disciplinary inquiry. As a science, psychology aims to describe, explain and predict human behaviour; in doing so, it relies on scientific procedures rather than intuition. The application of research methods in psychology allows students to develop useful skills in analytical and critical thinking and in making inferences. The mind and body course will also introduce students to studying and understanding infectious diseases and the microorganisms that cause them.

Areas of Study
• Psychology as a science and scientific method
• Occupational fields of psychology (sports, clinical, counselling)
• The brain and nervous system
• Forensic psychology
• Infectious diseases and their transmission

Assessment
• Written or oral assignments
• Class tests
• Exams

Associated Areas of Study/Careers
At school
Units 1 to 4 Psychology; Units 1 and 4 Biology
Post School
Tertiary study in Psychology, careers in psychology.
Physics and Chemistry
Year 10

Contact Teacher: Mr Gregory O’Neill

Prerequisites: Satisfactory completion of Year 9 Science.

Description:
Physics is the theoretical and experimental investigation into the laws that govern everything from the tiniest particles of matter to the structure the universe. The Physics unit covers the physics of motion. Chemistry is the theoretical and experimental investigation of the composition, structure, and properties of matter, and the way different forms of matter interact during chemical reactions. Plastics, petroleum and other materials may also be investigated. Students will also be guided through the use of general logical application and thinking skills.

Areas of Study
- Movement
- Forces
- Energy
- The atom, including electronic configuration
- The periodic table
- Chemical reactions, balancing equations
- Materials, bonding

Assessment
Students will be assessed on the satisfactory completion of at least 3 of the following assessment types:
- Tests,
- Data analysis,
- Assignments
- Homework assessment tasks
- End of semester exam

Associated Areas of Study/Careers
At school
Units 1 to 4 Chemistry; Units 1 to 4 Physics

Post School
Tertiary study in engineering, chemistry, medicine, science, pharmacology at university. Careers in engineering, chemistry, medicine, pharmacology, radiography, sports science.
Space Science
Year 10

Contact Teacher: Mr Ben Kozel

Prerequisites: Satisfactory completion of Year 9 Science.

Description:
A detailed study of various astronomical phenomena involving fundamental knowledge of the solar system, galaxies, nebulae, black holes, rocket testing, current and historical space technology and research, telescope use, constellations and alien phenomena.

Areas of Study
• Enhanced aspects of the solar system (e.g. Kuiper Belt and Oort cloud)
• Astronomical mathematics
• Moon (physical and historical components)
• Life of stars (nebula through to black holes)
• Rockets (building and launching)
• Origins of the universe
• Telescopes
• Constellations and star charts
• Search for extra terrestrial intelligence (S.E.T.I.)

Assessment
• Problem Solving / data analysis tasks
• Assignments and projects
• Tests
• Exam

Associated Areas of Study/Careers
VCE Unit 1-4 Physics or Unit 1-4 Chemistry. At tertiary level, a science degree may include physics, astronomy, mathematics, chemistry or other aspects of science. Engineering can also be studied.
Food Technology
Year 10

Contact Teacher: Ms Charmaine MacDonald

Prerequisites: No prerequisites required although students would benefit from prior learning in Food Technology.

Description:
This unit explores a range of food production methods to enable students to gain greater expertise in food preparation, production, design, and presentation. A variety of food preparation methods are used in combination with new ingredients and trends in food. Analytical skills are developed by investigation work, discussions and projects resulting in students selecting what they produce, analysing and evaluating their results.

Areas of Study
- Design processes: Students will learn how to use the design process to develop a solution to a design brief they will be provided with.
- Sensory analysis: Students learn how to evaluate food by using sensory descriptors and tests.
- Food styling: Students learn the techniques available to help make food look enticing. Class work explores the processes to design and create a photo-shoot for food.
- Cake decorating: Students learn different butter icing techniques.
- Healthy Lifestyle: Students learn the importance of healthy eating and living. They develop an understanding of how food contributes to their lifestyles and how they can make choices and changes.
- Functional properties of food: Students learn what happens to food when it is being prepared and cooked. Students explore the effects on different properties of food.
- Labelling: Students design their own food label and learn to include all relevant information.

Assessment
- Classwork: A series of class activities completed in class time.
- Assignments: Students complete assignments on a design brief and food labelling
- Food Production examination
- End of semester written examination

Associated Areas of Study Careers
Unit 1-4 Food Technology, Food Design and Development, Nutrition, Dietetics, Exercise science, Chef, Hospitality
International Cuisine
Year 10

Contact Teacher: Ms Charmaine MacDonald

Prerequisites: No prerequisites required although students would benefit from prior learning in Food Technology

Description:
This course explores the preparation of dishes with an international flavour. The subject aims to improve skills in planning, preparation and presentation. Students will become familiar with ingredients and methods of food preparation unique to different countries of the world. Students choose a country and devise a recipe to share with the class (e.g. chocolate pizza). Students will be a Master Chef for the day and demonstrate their chosen recipe to their peers. As Master Chef, you prepare and provide information about your chosen recipe. There will be two food productions each week.

Areas of Study
- Design processes: students will learn how to use the design process to develop a solution to a design brief
- Food styling: students learn the techniques available to make food presentation most creative
- Healthy lifestyle: students learn the importance of healthy eating. They develop an understanding of how food contributes to their lifestyles.
- Students learn the nutritional function of foods from different cultures: Australian traditions, Italian, American, Japanese, Chinese, German, French, Thai, Greek and east meets west.

Assessment
- Design Briefs
- Workbook Assignments
- Food Productions
- End of semester examination

Associated areas of Study/Careers
Year 11 and 12 Food Technology, careers in the food industry.
- Nutrition
- Dietetics
- Chef
- Hospitality
Information Technology
Year 10

Contact Teacher: Mr Darren Beaty

Prerequisites: Students would benefit from studying a Year 9 IT subject

Description:
• Students learn how to design and create a relational data base (using Microsoft Access) for a DVD rental company
• Students produce a user guide for the data base for a specific audience (Year 7 students)
• All work is stored in a Google digital portfolio. Students produce a blog explaining step-by-step set up at the data base
• Students use the internet to research the topic.

Areas of Study
• Understanding the theory behind a relational data base (primary keys, data types, forms, tables, reports, macro's, switchboards, relationships)
• Produce a relational data base for a DVD rental company containing live data
• Research the content using the internet
• Store content in a Google digital portfolio
• Produce a user guide (in PowerPoint for a target audience

Assessment
• Rubric for Data base, planning, creation and implementation (DVD rental company)
• Internet research
• Produce a fully functioning relational data base
• Produce a user guide for a defined user (Year 7 students)
• Show evidence of work in a blog
• End of semester examination

Associated Areas of Study/Careers
Programming, web development, data base design and implementation.
Information Technology Multi Media

Year 10

Contact Teacher: Ms Robyn Dunn

Prerequisites: Students would benefit from studying a Year 9 IT subject.

Description:
Students use a range of software including Photoshop, Flash, Moviemaker and Audacity to design graphics, short animations, movies and podcasts.

Areas of Study
• Flash: Students will learn to create frame by frame animation, creating layers, creating shape and motion as well as ‘tweening’.
• Moviemaker: students will learn how to add effects and transitions as well as adding credits and splitting footage.
• Audacity: Students will record, adjust sound levels and add sounds and music to their recorded tracks.
• Photoshop: Students will learn how to use the tools and layers of Photoshop as well as how to select parts of an image, resize and modifying images, use shapes and add text.

Assessment
• Photoshop exercises and project
• Flash exercises and project
• Audacity exercises and project
• Moviemaker exercises and project
• End of semester examination

Associated Areas of Study/Careers
At school
Year 11 Information Technology
Post School
Please check your relevant VICTER guide for information - (http://www.vtac.edu.au/publications.htm#year10and11), tertiary courses in information systems, careers in information technology.
Materials Technology
Year 10

Contact Teacher: Mr David Pitt

Prerequisites: None.

Description:
Students use tools, equipment and machines for processing materials into products for specific purposes. Students apply the processes of investigation, design, production and evaluation to complete their products while gaining an understanding of the correct and safe use of all tools and equipment.

Areas of Study
Production implementation
Students create a design folio consisting of a client's brief, product constraints, product considerations, a work plan, evaluation criteria and justification, and a final evaluation.

Production
Students construct their production by implementing their work plan as per the design brief. Correct Occupational Health & Safety procedures will be adhered to during the production.

Investigation
Students investigate the source and use of natural and synthetic materials in production, and present a written report.

Assessment
• Written investigation
• Product Design Folio
• Production: Wood Folder
• Production: Cantilever Box
• End of semester examination

Associated Areas of Study/Careers
At school
Year 11 Design and Technology

Post School
Please check your relevant VICTER guide for information
Product & Systems Engineering
Year 10

Contact Teacher: Mr David Pitt

Prerequisites: Prior learning in Technology.

Description:
Students build electronic/mechanical models that provide them with knowledge about ‘how things work’. They use workshop tools and equipment and specialist techniques to produce/modify/construct the models.

Areas of Study
• Electrical/electronic fundamentals
• Mechanical principles
• Safety
• Component information
• Effective tool use
• Model Construction

Assessment
• Demonstrated understanding of electrical and mechanical principles.
• Construct models and use classroom equipment safely and effectively.

Associated Areas of Study/Careers
At school
Year 11 Systems Engineering
Post School
Careers in electronics/electrical/mechanical apprenticeships, electrical/electronic technicians, automotive electrical
VCE

SUBJECT DESCRIPTIONS

IN

LEARNING AREAS
VCE Art
Units 1 & 2

Contact Teacher: Ms Megan Watson

Prerequisites: A Visual Arts subject at Year 9 and/or Year 10.

Description:
This subject encourages the imaginative exploration of materials, techniques and a demonstration of
effective working methods in response to set tasks. Art of the past and present and how it relates to
the society for which it was made, as well as the artist's personal involvement in their art and the
techniques they used, are researched and explored.

Areas of Study
• **Outcome 1: Discussing and analysing art**
  Students analyse and interpret a variety of artworks using the formal framework - visual
  analysis, style, technique, symbols and metaphors; the personal framework - how the art may
  reflect the artists interests, experiences and thinking; and the cultural framework - the
  influences of time, place, purpose, cultural and political settings in which it was made. Students
  will undertake discussion, research and present their own points of view in a number of formal
  SAC responses which is an in-class written response to a given task and an examination at the
  end of each unit.

• **Outcome 2: Folio**
  Students will explore and develop an understanding of the following media:
  - **Drawing** from observations exploring a variety of media, techniques and approaches.
  - **Photomontage** explores a range of mediums including the use of computer programs for art.
  - **Printing** (dry point etching) that explores portraiture through line, texture and tone.
  - **Painting** which is inspired by an artist of their own choice.
  - **Sculpture** which is assembled using found objects and makes a comment on society. All folio
    pieces are to be supported through development, exploration and annotation.

Assessment
• **Outcome 1: Discussing and Analysing Art**
  Coursework preparation must be completed to achieve an ‘S’ grade and the SACs are assessed against
  a given rubric. The end of year exam is assessed against marks allocated to each question.

• **Outcome 2: Folio**
  The developmental folio which includes all ideas, exploration and annotation and the final     works
  for each task are assessed against given rubric.

Associated Areas of Study/Careers
This unit can lead into Unit 2 art and/or Unit 2 studio art. This unit can lead into Units 3 and 4 Art
and/or Studio Art.
Contact Teacher: Ms Megan Watson

Prerequisites: Units 1 and 2 Art.

Description:
This subject focuses on the personal exploration of themes and concepts through inter media and cross medium investigation to produce a body of work and at least two final folio pieces. The interpretation of the formal qualities of art works together with the personal, cultural and contemporary frameworks are used to help understand the meanings and messages which art works convey.

Areas of Study

• Outcome 1: Interpreting, discussing and debating art
  Students will research and write about artists and their works using the analytical frameworks: formal, personal, cultural and contemporary to assist them in making judgements about the meanings and messages in the works they have chosen to study. They will compare works made in different times and will support their own points of view through the use of commentaries on art.

• Outcome 2: Folio
  Students will explore personal ideas and experiment with materials, techniques and composition to produce a body of work which will be clearly annotated to explain the student's thinking and working practices. At the end of Unit 3 a final piece which has been resolved from the body of work must be presented. The folio continues on to Unit 4 where at least two resolutions must be presented with the body of work for assessment.

Assessment

• Outcome 1: Interpreting, discussing and debating art
  The coursework preparation and research must be completed to achieve an ‘S’ in both units. A SAC written response in each unit is assessed against the given criteria.

• Outcome 2: Folio
  The developmental folio, which includes all ideas, exploration, and annotation and at least one final work in Unit 3 is awarded an ‘S’ or an ‘N’. At the end of Unit 4, the Unit 3 and 4 folios, plus at least two finished pieces of work are assessed against the given criteria.

Associated Areas of Study/Careers
Visual arts/design courses. Fine arts courses, history of art and related courses
VCE Drama
Unit 1: Dramatic Storytelling and
Unit 2: Creating Australian Drama

Contact Teacher: Ms Helen Cull

Prerequisites: Years 9 or 10 Drama.

Description:

Unit 1
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. Students examine storytelling through the creation of solo and/or ensemble devised performance and manipulate expressive skills in the creation and presentation of characters.

Unit 2
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, an art work, a text and/or an icon from a contemporary or historical Australian context.

Areas of Study

• Outcome 1 Creating a devised performance – This area of study focuses on using play-making techniques to devise and develop solo and/or ensemble performance(s) based on a range of stimulus material relevant to the student's personal, cultural and/or community experiences and stories. The unit also focuses on recording and documenting the play-making techniques used in the development of this performance work.

• Outcome 2 Presenting a devised performance – This area of study focuses on presenting a devised solo and/or ensemble performance(s) based on a range of stimulus material relevant to the student's personal, cultural and/or community experiences and stories to a live audience.

• Outcome 3 Analysing a devised performance – This area of study focuses on observation and analysis of the student's own performance work. It involves reflection and articulation of work processes and product(s).

• Outcome 4 Analysing drama performances by other practitioners – This area of study focuses on observation and analysis of a performance by drama practitioners.

Assessment

• Outcome 1: Demonstrate the use of play-making techniques to devise and rehearse devised solo and ensemble drama works perspective. Document use of process to create and develop stories and characters

• Outcome 2: Performances

• Outcome 3: An analysis of the devised works created for Outcome 1 in the form or a written report – SAC

• Outcome 4: A written analysis.

Associated Areas of Study/Careers
Unit 3 & 4 Drama and Media Studies. Theatre and performance studies.
VCE Drama
Unit 3 Ensemble Performance and
Unit 4 Solo Performance

Contact Teacher: Ms Helen Cull

Prerequisites: Unit 1 or 2 Drama.

Description:
Unit 3 - This unit focuses on non-naturalistic drama from a diverse range of contemporary and cultural performance traditions. Non-naturalistic performance styles and associated theatrical conventions are explored in the creation, development and presentation of ensemble performance. Unit 4 - This unit focuses on the use of stimulus material and resources from a variety sources to create and develop character(s) within a solo performance. Students complete two solo performances. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of the second solo performance, they devise, rehearse and perform an extended solo performance in response to a prescribed structure published by the Victorian Curriculum and Assessment Authority.

Assessment
Unit 3
• Outcome 1: Develop and present character within a non-naturalistic ensemble performance with a given or negotiated stimulus
• Outcome 2: Analyse play-making techniques used to construct and present ensemble works including the work created for Outcome 1 – Workbook SAC
• Outcome 3: Analyse and evaluate a non-naturalistic performance selected from the prescribed playlist – Written report SAC

Unit 4
• Devise and present a two minute mini-solo
• Maintain a workbook
• Make and develop a solo performance
• Describe, analyse and evaluate the creation, development and presentation of a solo performance
• End-of year performance examination
• A solo performance based on the prescribed structure to a panel of three assessors.
• End-of year written examination

Associated Areas of Study /Careers
Performance Arts – radio, TV, theatre, musical theatre, visual arts, law.
See www.Myfuture.edu.au
VCE Media Studies
Units 1 & 2

Contact Teacher: Ms Karin Warne

Prerequisites: Year 9 and/or Year 10 Media Studies.

Description:
Unit 1
Enables students to develop an understanding of the relationships between the media, technology and the representations present in media forms. The unit involves the study of the implication of new media technologies for the individual and society. Students also develop practical skills and technical competencies through constructing their own media products.

Unit 2
In Unit 2 students develop their understanding of specialist production stages and roles within any media production. They participate in specific stages of a media production developing practical skills in their designated roles. They also develop an understanding of media industry issues and developments within Australia.

Areas of Study
Unit 1
• Representation
• Technologies of representation
• New media

Unit 2
• Media production
• Media industry production
• Australian media organisations

Assessment
Unit 1
• Assessment 1 - Analysis of how teenagers are represented in two different mediums, one of these being film
• Assessment 2 - Students construct their own teen representations using digital video and one other media form, for example, radio
• Assessment 3 - A report on a chosen new media, for example, Facebook

Unit 2
• Participation in a class news production
• Research and report on an Australian film identity
• Production of a documentary segment on an Australian media organisation

Associated Areas of Study/Careers
Visual communication, drama, information technology, psychology, English literature.
Careers: Journalism, film, TV, radio production, games design.
VCE Media Studies
Units 3 & 4

Contact Teacher: Ms Karin Warne

Prerequisites: Units 1 or 2 Media Studies.

Description:
Unit 3
This unit will enable students to examine how production elements contribute to cinematic narratives and construct meaning through a detailed study of two feature film texts. Students also develop practical skills and technical competencies through the completion of technical exercises which explore two design plan specifications of video. Organisational and creative skills are developed and refined through the creation of a production design plan.

Unit 4 - (Media Process)
Students shoot and edit a 3-7 minute short film. Students also analyse the way in which media texts are shaped by social values, and the influence of social values in the representations and structure of a media text. The role and influence of the media is also critically analysed in this unit.

Areas of Study
Narrative: A detailed study of two fictional feature films and how production and story elements work together to engage audiences.
Media Production Skills: The development of media production skills and technical competencies in digital stills camera and video production.
Media Production Design: A detailed production design folio that is the visual representation and blueprint of the SAT (School Assessed Task) 3-7 minute film.
Media Process: Shoot, Direct and Edit the SAT (School Assessed Task) 3-7 minute film.
Social Values: An analysis of social values represented in media texts and the relationships between social values, media texts and society.
Media Influence: An analysis of media influence and debates surrounding the negative and positive influences in the media.

Assessment
Unit 3
• Task 1 Narrative analysis of production and story elements in a feature film text (SAC)
• Task 2 Two technical tasks exploring the production design plan specifications of video
• Task 3 A media production design plan incorporating the specifications appropriate for a short film

Unit 4
• Task 1 Production of 4-10 minute video/film (media process)
• Task 2 An analysis of social values represented media texts of the 1960s (SAC)
• Task 3 An analysis of the theories of media influence and debates about the nature and extent of Media influence.

Associated Areas of Study /Careers
Visual Communication, Drama, Information Technology, Psychology, English Literature
Careers: Journalism, Film, TV, Radio Production, Games Design, Marketing, Administration, Public Relations.
VCE Music Performance
Units 1 & 2

Contact Teacher: Ms Joanne Heaton

Prerequisites: Must be currently having lessons on their chosen instrument.

Description:
This subject caters for students who want to continue studying solo or group performance on their chosen instruments. This includes flute, oboe, clarinet, saxophone, bassoon, trumpet, French horn, violin, viola, cello, double bass, trombone, euphonium, tuba, percussion, drum kit, guitar, voice, bass guitar and piano. This subject gives students the chance to study some of the advanced repertoire for their instrument, study a wide range of music and use their skills to work in groups. Students will develop their music literary skills, compose music and perform in a wide variety of styles.

Areas of Study
Performance: In this area of study students develop knowledge and skills required to present musically engaging performances of music works. Students select a program of contrasting group and solo works that demonstrate a range of music styles, diversity of character and a range of technical, stylistic and interpretative demands.

Performance Technique: In this area of study students develop the skills to achieve consistency and control of instrumental and performance techniques in group and solo performances. Students practise a range of technical work and exercises. They develop an understanding of the relevance of technique to their performance.

Musicianship: In this area of study students develop music theory knowledge and skills in aural comprehension and analysis. They also develop an understanding of ways expressive elements of music can be interpreted in the performance of music works.

Organisation of Sound: This area of study focuses on devising original work as a composition or an improvisation, inspired by analysis of music in selected works being prepared for performance.

Assessment Tasks
• Solo performance – two recitals, one each semester.
• Ensemble performance – group concert recital.
• Technical exam – 2 x 15 minutes
• Technical assessment aural skills and theory
• End of semester exams analysis and listening
• End of semester exams and assignment.
• Composition – perform and record own composition

Associated Areas of Study /Careers
Music Performance. (Contemporary/Orchestral/Jazz/Shows/Theatre)
Melbourne University, Victorian College of the Arts, Monash University, La Trobe University, music education (primary/secondary), music therapy.
VCE Music Performance
Units 3 & 4

Contact Teacher: Ms Joanne Heaton

Prerequisites: Must be currently having lessons on their chosen instrument

Description:
This subject caters for those students who want to continue studying solo or group performance on their chosen instruments. This includes flute, oboe, clarinet, saxophone, bassoon, trumpet, French horn, trombone, euphonium, tuba, percussion, drum kit, guitar, voice, bass guitar, piano, violin, viola, cello, and double bass. This subject gives students the chance to study some of the advanced repertoire for their instrument, study a wide range of music and use their skills to work in groups. Students will develop their music literacy skills, compose music and perform in a wide variety of styles.

Areas of Study
Performance: In this area of study students develop knowledge and skills required to present musically engaging performances of music works. Students select a program of contrasting group and solo works that demonstrate a range of music styles, diversity of character and a range of technical, stylistic and interpretative demands.
Performance Technique: In this area of study students develop the skills to achieve consistency and control of instrumental and performance techniques in group and solo performances. Students practise a range of technical work and exercises. They develop an understanding of the relevance of technique to their performance.
Musicianship: In this area of study students develop music theory knowledge and skills in aural comprehension and analysis. They also develop an understanding of ways expressive elements of music can be interpreted in the performance of music works.

Assessment Tasks
• Solo performance – end of year 25 minute recital  50%
• Technical exam – 2 x15 minutes  20%
• Aural skills and theory – mid year SAC  10%
• Aural skills and theory, analysis and listening – end of year exam 20%

Associated Areas of Study /Careers
Music Performance. (Contemporary/Orchestral/Jazz/Shows/Theatre)
Melbourne University, Victorian College of the Arts, Monash University, La Trobe University, music education (primary/secondary), music therapy.
VCE Music Investigation
Units 3 & 4

Contact Teacher: Ms Joanne Heaton

Prerequisites: Students must be currently having lessons on their chosen instrument at Camberwell High School. This subject is highly specialized and involves independent research. Only students of the highest level of musicianship will be eligible for this subject. Eligibility will be determined by the Director of Music.

Description:
Music Investigation Units 3 and 4 involves both performance research in a focus area selected by the student and performance of works that are representative of that focus area. Students’ research of music characteristics and performance practices representative of the Focus Area underpins the investigation, composition/arrangement/improvisation and performance areas of study. Aural and theoretical musicianship skills are developed across all areas of study.

Areas of Study
• Investigation: In this area of study, students select and describe a focus area and research issues relevant to performance practice in that Focus Area. They develop knowledge of performance practices used by leading practitioners associated with the focus area. Students use appropriate music terminology and language to describe and discuss characteristics of selected works.
• Composition/Improvisation/Arrangement: In this area of study students apply research findings from Outcome 1. They create a folio of composition or arrangement exercises, sketches, or recorded improvisations that demonstrate understanding of the Focus Area.
• Performance: In this area of study students plan, rehearse and perform a program of works representative of the selected focus area. They develop relevant instrumental and performance techniques and apply performance practices to build their expertise as performers.

Assessment Tasks
Research report on performance practices of a focus area 20%
Technical performance exam 10%
Composition/improvisation/arrangement (including written explanation) 20% Group or solo performance end of year recital 50%

Associated Areas of Study/Careers
Music performance (contemporary/orchestra/jazz/shows/theatre)
Music education (primary/secondary)
Music therapy at Melbourne University, Victorian College of the Arts or Monash University
VCE Visual Communication Design  
Units 1 & 2

**Contact Teacher:** Ms Leanne Joyner

**Prerequisites:** A Visual Arts subject.

**Description:**
Throughout these units, students develop an awareness of the application of design elements, principles and the design process to produce designs. They develop skills in using freehand, instrumental and computer drawing methods to generate images. Students develop their analytical skills through the analysis of visual communication from past and present contexts.

**Areas of Study**

**Unit 1 Introduction to Visual Communication Design**
- Drawing as a means of communication: students create drawings of using a range of drawing methods, media and materials
- Design elements and design principles: students select and apply design elements and principles to create a set of postcards
- Visual communication design in context: students produce a written report that describes how visual communications have been influenced by past and contemporary practices and by social and cultural factors

**Unit 2 Application of Visual Communication Design**
- Technical drawing in context: students produce a folio of technical two and three dimensional drawings
- Type and imagery: students redesign an advertisement from the past for a contemporary audience
- Applying the design process: students design an object and produce a concept presentation.

**Assessment**
Students will be assessed on the satisfactory completion of the outcomes in each unit of work. There will be an examination at the end of each unit of work.

**Associated Areas of Study /Careers**
Students who have had experience in this subject are able to select from a wide range of study pathways in both university and TAFE including communication design, visual communication, industrial design, architecture, interior design, urban design, landscape design, advertising, fashion design, visual arts, multimedia design, automotive design, graphic design and ultimately work within these industries.
VCE Visual Communication Design
Units 3 & 4

Contact Teacher: Ms Leanne Joyner

Prerequisites: Visual arts Units 1 and 2.

Description:
Students gain an understanding of the process designer's use to structure their thinking and communicate ideas. Through practical investigation and analysis of visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications. They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions for the development of their own design ideas.

Areas of Study
Unit 3: Design Thinking and Practice
- Analysis and practice in context (SAC): students create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications
- Design industry practice (SAC): students describe how visual communications are designed and produced in the design industry and explain factors that influence these practices
- Developing a brief and generating ideas (SAT): students prepare a brief and then undertake research and generate a range of ideas relevant to the brief.

Unit 4: Design Development and Presentation
- Development of design concepts (SAT): students develop and refine design concepts for each need identified in the brief written in Unit 3
- Final presentations (SAT): students produce final presentations that satisfy the requirements of their brief
- Evaluation and explanation (SAC): students devise a pitch to present and explain their final presentations

Assessment
All SACs and SATs are assessed against set criteria. Percentage contributions to the study score are:
- Unit 3 SAC: 20%
- Unit 4 SAC: 5%
- SAT: 40%
- Examination: 35%

Associated Areas of Study /Careers
Students who have had experience in this subject are able to select from a wide range of study pathways in both university and TAFE including communication design, visual communication, industrial design, architecture, interior design, urban design, landscape design, advertising, fashion design, visual arts, multimedia design, automotive design, graphic design and ultimately work within these industries.
VCE English
Units 1 & 2

Contact Teacher: Ms Anne Morrison

Prerequisites: Year 10 English.

Description:
Unit 1: The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend the ways in which texts are constructed and interpreted. Students will develop confidence in creating written, oral and multimodal texts.
Unit 2: The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.

Areas of Study
Reading and Responding to Texts
Unit 1 - The Kite Runner
Unit 2 – Shakespeare’s ‘Macbeth’
Creating and Presenting:
Unit 1 - Context: Whose Reality?, ‘The Great Gatsby’
Unit 2 - Context: Whose Reality?, ‘The Shark Net’, ‘Hotel Sorrento’ Using Language to Persuade:
Units 1 and 2: Analysis of Language in Media articles

Assessment
Unit 1
• Extended written analytical essay (SAC) on the novel
• Several pieces of writing based on language analysis
• Persuasive oral presentation SAC based on language and analysis
• Language analysis SAC
• Exam: Essay on the context

Unit 2
• Oral presentation on ‘Othello’ (SAC)
• Extended written analytical essay on ‘Othello’ (SAC)
• Writing based on the context (SAC) Whose reality?
• Exam: Essay on the context and written analysis of two media articles (in written and visual forms).

Associated Areas of Study/Careers:
This subject can lead on to English Units 3 and 4, Literature Units 3 and 4 and English Language Units 3 and 4. The skills students develop in English enhance writing tasks in all other subjects, not only in VCE but in post school environments as well. Not only do students enrol in University or TAFE courses, but many become authors and scriptwriters as well.
VCE English
Units 3 & 4

Contact Teacher: Ms Anne Morrison

Prerequisites: Units 1 and 2 English, Literature or English Language.

Description:
The focus is on reading and responding both orally and in writing to a range of texts. Students analyse how authors of texts create meaning and the different ways in which texts can be interpreted. Competence in creating written texts by exploring reading within the contexts is also developed.

Areas of Study
• Response to two texts studied from the VCE list.
• Two sustained written texts created for a specific audience or three to five shorter texts.
• Language analysis of three pieces of persuasive texts on a current issue in the Australian media.
• A persuasive oral on a current issue.

Assessment
The assessment for Units 3 and 4 is determined by school-assessed coursework and an end-of-year examination. Each assessment component will be graded from A+ to E or UG (ungraded). Percentage contributions to the study score are as follows:
• Unit 3 school-assessed coursework 25%
• Unit 4 school assessed coursework 25%
• End-of-year examination 50%

Associated areas of study/careers:
The skills students develop in English enhance writing tasks in all other subjects, not only in VCE but in post school environments as well. Not only do students enrol in University or TAFE courses, but many become authors, journalists and scriptwriters as well.
VCE English Language
Units 1 & 2

Contact Teacher: Ms Clare Hutton

Prerequisites: Year 10 English.

Description:
Informed by the discipline of linguistics, VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. The subject provides students with the metalinguistic skills to describe and analyse language. Unit 1 focuses on the developmental stages of child language acquisition. Students are introduced to different theories that attempt to explain how children acquire language. Students also examine the similarities and differences that exist between first and additional language acquisition. Unit 2 focuses on the history of English and how language changes over time, reflecting historical events, changes in political power, and changes in views and values.

Areas of Study
• The sub-systems of language and parts of speech
• The functions of language
• Child language acquisition
• History of English
• Language change

Assessment
• Field work: students transcribe and analyse the speech of a child or EAL speaker
• Research and essay writing: students research the history of English and changes to the English language and write an essay based on a contention about language change
• SACs and exams include short-answer questions, analysis writing and essay writing

Associated areas of Study/Careers
A knowledge of how language functions helps develop skills in any field in which attention is paid explicitly to language, such as journalism and writing, speech and reading therapy, foreign language and English teaching. These skills are also central to areas such as psychology, cognitive science and philosophy.
VCE English Language
Units 3 & 4

Contact Teacher: Ms Clare Hutton

Prerequisites: Units 1 and 2 English Language

Description:
Informed by the discipline of linguistics, VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. The subject provides students with the metalinguistic skills to describe and analyse language. Unit 3 focuses on how we vary our language depending on the context, function and mode of communication. Unit 4 focuses on the features of Australian English and what makes it distinct from other varieties of English. Students also examine how language reflects and constructs our identities, views and values.

Areas of Study
- The sub-systems of language and parts of speech
- The functions of language
- Language variation
- Features of spoken conversations and dialogues and of written texts
- Features of formal and informal texts
- Australian English
- Language and identity

Assessment
- Transcription and analysis of contemporary Australian texts, such as advertisements, political speeches, television shows, and extracts from plays, novels and films
- Field work: students analyse the use of language in the media and world around us
- Research and essay writing
- SACs and exams include short-answer questions, analysis writing and essay writing

Associated areas of Study/Careers
A knowledge of how language functions helps develop skills in any field in which attention is paid explicitly to language, such as journalism and writing, speech and reading therapy, foreign language and English teaching. These skills are also central to areas such as psychology, cognitive science and philosophy.
VCE EAL (English as an Additional Language) Units 1 & 2

Contact Teacher: Ms Julie Thomas

Prerequisites: Students must have been a resident in Australia or other predominantly English speaking country for no more than seven years as of 1 January in the year they will undertake Units 3 and 4 to be eligible for ESL.

Description:
Unit 1: The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.
Unit 2: The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence in creating written, oral or multimodal texts.

Areas of Study
- Reading and Responding: This area of study includes an analysis of the ways in which structures and features are used by the authors of narrative texts to construct meaning.
- Creating and Presenting: Students explore the ways in which particular themes or ideas are presented in texts. Students draw on this exploration to create and present their own written texts on the same theme or idea for a specific audience, purpose and context.
- Using Language to Persuade: The focus of this area is on the use of language in the presentation of a point of view. Students read persuasive texts and identify and discuss how language is used in the chosen texts to position readers and viewers in particular ways.

Assessment
Unit 1
- Outcome 1: construct a text response that identifies key aspects of the set text (SAC)
- Outcome 2: students create and present their own texts taking account of audience purpose and context (SAC)
- Outcome 3: students identify and discuss how language can be used to persuade readers and/or viewers (SAC)
- Mid year examination

Unit 2
- Outcome 1: Construct a text response that discusses and analyses how the set text conveys ways of thinking about the characters, ideas and themes
- Outcome 2: Outcome 2: students create and present their own texts taking account of audience purpose and context (SAC)
- Outcome 3: students identify and analyse how language is used in a persuasive text and present a reasoned point of view in an oral or a written form.
- End of year examination

Associated Areas of Study/Careers
Units 3 and 4 EAL/English is a prerequisite to all TAFE and university courses. Students undertaking EAL could pursue any tertiary course requiring a level of English language competency.
VCE EAL (English as an Additional Language) Units 3 & 4

Contact Teacher: Ms Julie Thomas

Prerequisites: Units 1 and 2 ESL.

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 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 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.

Areas of Study
• Reading and Responding: This area of study includes an analysis of the ways in which structures and features are used by the authors of narrative texts to construct meaning.
• Creating and Presenting: In this area of study students draw on the ideas present in their set text to construct their own texts for a specific audience and purpose.
• Using Language to Persuade: The focus of this area of study is on the use of language to present a point of view. Students read and analyse the use of language and images in texts which aim to persuade readers and viewers to share a particular point of view.

Assessment
Unit 3:
• Outcome 1 (35 marks): Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.
• Outcome 2 (30 marks): Draw on ideas and arguments suggested by a chosen context to create written texts for a specified audience and purpose; discuss and analyse in writing their decisions about form, purpose, language, audience and context.
• Outcome 3 (35 marks): Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and present a sustained and reasoned point of view on the selected issue. Unit 4:
• Outcome 1 (50 marks): Analyse, either orally or in writing, how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.
• Outcome 2 (50 marks): Draw on ideas and/or arguments suggested by a chosen context to create written texts for a specified audience and purpose; and discuss and analyse in writing their decisions about form, purpose, language, audience and context.
• End of year exam: 50% of grade for Units 3 and 4

Associated Areas of Study/Careers
English/EAL is a prerequisite to all TAFE and university courses.
VCE Literature
Units 1 & 2

Contact Teacher: Mr Patrick Rogers

Prerequisites: Any Year 10 English unit.

Description:
These units focus on developing reading strategies and personal responses to literature, and on understanding how themes and ideas in texts relate to personal and social experiences. It covers a variety of literature with an emphasis on works from periods prior to 1950. Students will develop effective reading strategies, to examine the ideas and views of life which are presented in the literature studied, and relate what they read to their own lives.

Areas of Study
Unit 1: Reading Strategies
This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students' close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and non-print texts.

Unit 2: Themes and Ideas in Texts
The focus of this unit is on students' critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.

Assessment
Students are expected to keep an ongoing reading journal. The following tasks will be done under test conditions:

- A creative response which emulates the style of a writer
- An extended response which explores both areas of study in depth
- A detailed analysis of passages from a selected text
- An analysis of passages from a studied text
- An analysis comparing poems by the same poet or different poets
- A presentation of a review of texts selected from personal reading
- An essay which explores a theme in film texts

Associated Areas of Study/Careers
Study at university level in English is often Literature based and is often done within an Arts degree. Careers include the use of advanced writing skills such as advertising, policy writing, journalism, editing and teaching look favourable at this subject.
VCE Literature
Units 3 & 4

Contact Teacher: Ms Dora Kourambas

Prerequisites: Units 1 and 2 Literature or any other English Units 1 and 2.

Description:
The study of literature is a means of exploring human experience. It involves asking questions such as: whose experiences and what experiences are given voice in the text? How are they created through the text's language and literary devices. What does the text's representation of characters and events suggest about the values and views of the text? These units examine such questions and involve students in analysing a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.

Areas of Study
- Students are required to analyse the ways that writers develop meaning through their use of language in short stories, poetry, novels, plays and film.
- Students analyse, interpret and evaluate the views and values of a text in terms of the ideas, social conventions and beliefs that the text appears to endorse, challenge or leave unquestioned.
- Students evaluate views of a text and make comparisons with their own interpretation.
- Students respond imaginatively to a text, and comment on the connections between the text and the response.
- Students analyse critically features of a text, relating them to an interpretation of the text as a whole.

Assessment
Students are expected to keep an ongoing reading journal. The following tasks will be done under test conditions:
- A creative response which emulates the style of a writer
- An extended response which explores both areas of study in depth
- A detailed analysis of passages from a selected text
- An analysis of passages from a studied text
- An analysis comparing poems by the same poet or different poets
- A presentation of a review of texts selected from personal reading
- An essay which explores a theme in film texts

Associated Areas of Study/Careers
Students considering careers requiring advanced writing skills such as advertising, policy writing, journalism, editing and teaching would benefit from this course.
VCE Accounting
Units 1 & 2

Contact Teacher: Mr Daryl Bennet

Prerequisites: Year 10 Accounting.

Description:
VCE Accounting focuses on the financial events and decision-making for a small business. Students will study theoretical and practical aspects of accounting and develop skills in calculating, recording and reporting financial events to support more effective decision-making. All units focus on accounting and financial operations for sole-proprietor small business. Each unit of VCE accounting includes an outcome that requires the use of information technology in accounting procedures.

Areas of Study
Unit 1: Service Firms
- Financial Recording: recording basic cash transactions into cash receipts and cash payments journals
- Financial Reporting: preparation of the three basic accounting reports based on cash recording
- Statement of receipts and payments: profit and loss, balance sheet.

Unit 2: Trading Firms
- Recording basic cash and credit transactions into specialised journals
- Financial Reporting: preparation of the three basic accounting reports based on cash
- Recording, statement of receipts and payments, profit and loss, balance sheet records for debtors and creditors
- Recording and reporting for stock; price setting strategies; break-even analysis
- Financial Recording: recording basic cash and credit transactions into specialised journals
- Recording and reporting for balance day adjustments for accrual accounting

Assessment
Students will be assessed on:
- Folio of exercises (manual and ICT based)
- Case studies (manual and ICT based)
- Examinations

Associated Areas of Study/Careers:
Units 3 and 4 Accounting. Further study in accounting, commerce or business studies at TAFE or University. Careers in commerce, accounting, economics, marketing, finance or business.
VCE Accounting
Units 3 & 4

Contact Teacher: Mr Daryl Bennet

Prerequisites: Units 1 and 2 Accounting.

Description:
VCE Accounting focuses on the financial events and decisions making for a small business. Students will study theoretical and practical aspects of accounting and develop skills in calculating, recording and reporting financial events to support more effective decision making. All units focus on accounting and financial operations for sole-proprietor small business. Each unit of VCE accounting includes an outcome that requires the use of information technology in accounting procedures.

Areas of Study
• Unit 3:
  Recording Financial Transactions: accrual accounting for trading businesses. It applies the FIFO method when recording and reporting stock movements. It introduces balance day adjustments for expenses.
• Unit 4:
  Reporting Financial Transactions: Unit 4 introduces the returns of stock (purchase and sales) and introduces analysis and interpretation of accounting reports. It also introduces balance day adjustments for revenue.

Copies of the full study design can be found at www.vcaa.vic.edu.au

Assessment
• Unit 3 Coursework  25%
• Unit 3 Coursework  25%
• Examination (November) 50%

Associated Areas of Study/Careers
Further study in Accounting, Commerce or Business Studies at TAFE or University. Careers in Commerce, Accounting, Economics, Marketing, Finance, or Business.
VCE Business Management
Units 1 & 2

Contact Teacher: Mr Darren Beaty

Prerequisites: Year 10 Business Management.

Description:
Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. The study recognises that there is a range of management theories rather than a single theory of management. Each unit examines some of these theories and, through exposure to real business scenarios, tests them against management in practice.

Areas of Study
Unit 1
• Generic business concepts which apply to the management of organisations.
• Decisions and planning undertaken prior to the commencement of a business.
• Day to day operations of a business, including legal responsibilities.

Unit 2
• Importance of effective communication in achieving business objectives.
• Evaluating the marketing function, examining the planning used by management to position products.
• Public relations and the importance of maintaining the image of the business.

Assessment
Units 1 and 2
Assessment takes the form of case studies, business analysis exercises and examinations. A digital portfolio using Google as the platform is used to store the work during the course.

Associated Areas of Study/Careers
• Business manager
• Marketing
• Small business owner
VCE Business Management
Units 3 & 4

Contact Teacher: Mr Daryl Bennet

Prerequisites: Business Management Units 1 and 2.

Description:
Business Management examines the ways in which large-scale organisations manage resources to achieve corporate objectives. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in large-scale organisations.

Areas of Study

• **Unit 3: Corporate Management:** students investigate how large-scale organisations operate. Students examine the context in which they conduct their businesses, focus on aspects of their internal environment and then look at the operations management function. Students develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications
  - Area of Study 1 - large scale organisations in context
  - Area of Study 2 - internal environment of large-scale organisations
  - Area of Study 3 - the operations management function

• **Unit 4: Managing People and Change:** this unit continues the examination of corporate management. It commences with a focus on human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.
  - Area of Study 1 - the human resource management function
  - Area of Study 2 - the management of change

Assessment

• Unit 3 Case studies with structured questions and an essay  25%
• Unit 4 Case studies with structured questions and an essay  25%
• End-of-year examination  50%

Associated Areas of Study/Careers
Further study in accounting, commerce or business studies at TAFE or University. Careers in commerce, accounting, economics, marketing, human resource management and finance.
VCE Economics
Units 1 & 2

Contact Teacher: Mr Daryl Bennet

Prerequisites: Year 10 Commerce Electives.

Description:
• Unit 1: this unit introduces students to the Australian economy through the study of the market system. With case studies of particular markets, they develop knowledge and understanding of the nature, operation and role of markets. The unit also deals with contemporary issues facing the Australian economy.
• Unit 2: this unit explores Australia's overseas economic relations. After studying the size and direction of these connections, we look at the issue of globalisation and the impact that trade, investment and migration have on other economies, particularly those of our major trading partners.

Areas of Study
Students undertaking this study will examine the following topics and issues:
Unit 1:
• A market system
• Economic issues and the Australian economy
• Creation and distribution of wealth and income
• The economy, the environment and ecological sustainability
• Population, employment and change
• Growing the economy
• Finance and investment

Unit 2:
• Australia's external relationships
• Economic globalisation

Assessment Tasks
Students will be assessed on:
• An analysis of written, visual and statistical evidence
• A folio of applied economic exercises
• A folio of media articles (print, internet, visual)
• A report of an investigation
• Case studies
• An essay
• Tests and an end of semester examination

Associated Areas of Study/Careers
Commerce, accounting, banking and finance.
VCE Economics
Units 3 & 4

Contact Teacher: Mr Daryl Bennet

Prerequisites: Units 1 and 2 Economics.

Description:
Economic decisions are about resource use in producing goods and services, and about the distribution of the proceeds of production. To understand the basis for these decisions, and their impact, requires an understanding of basic economic principles and concepts. It also requires an understanding of the influence of political, ethical, environmental and social forces on economic decision-making.

• Unit 3: Economic Activity and Objectives This unit focuses on the operation of the market mechanism and the extent to which it operates freely in Australia. It also analyses the factors which affect the nature and level of economic activity in Australia and measures the performance of the economy in terms of the economic objectives. It closely examines economic activity in Australia as well as the economic objectives and performance in Australia.

• Unit 4: Managing People and Change This unit focuses on the nature and operation of government macroeconomic policy, that is budgetary and monetary policy, and also microeconomic policy in managing the Australian economy. It also evaluates the effectiveness of these economic policies in relation to the nation's economic objectives. The course also analyses the current policy mix and its effectiveness. This unit closely examines the nature, operation and evaluation of macro-economic policies and the nature, operation and evaluation of microeconomic reform policies.

Areas of Study
• Unit 1: Economic activity in Australia
  Economic objectives and performance in Australia
• Unit 2: The nature, operation and evaluation of macro-economic policies
  The nature, operation and evaluation of micro-economic reform policies

Assessment
Students are required to demonstrate achievement of two outcomes in both Units 3 and 4. As a set these outcomes encompass both areas of study.

• An analysis of written, visual and statistical evidence
• A folio of applied economic exercises
• A folio of media articles (print, internet, visual)
• A report of an investigation
• Case study
• Tests and an end of year examination

Associated Areas of Study/Careers
Economics, accounting, commerce, banking and finance
VCE Legal Studies
Units 1 & 2

Contact Teacher: Ms Helen Koutougeras

Prerequisites: Year 10 Law and Year 9 Humanities.

Description:
This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia, and examines the processes of law-making, dispute resolution and the administration of justice in Australia.

Areas of Study

• **Unit 1: Law in Society:** students investigate the key features of criminal law how it is enforced and adjudicated, and the possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law. Students also consider the role of parliament and subordinate authorities in law making, as well as the impact of the Victorian Charter of Rights and responsibilities on law enforcement and adjudication in Victoria.

• **Unit 2: Issues in Civil Law, the Civil Law in Action and the Law in Focus:** students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals. The unit also focuses on the resolution of civil disputes through judicial determination and alternative methods in courts, tribunals and independent bodies.

Assessment

Unit 1

• Explain the need for effective laws and describe the main sources and types of law in society

• Explain the key principles and types of criminal law, apply the key principles to relevant cases, and discuss the impact of criminal activity on society.

Unit 2

• Describe: the processes for the resolution of civil cases

• Issues relating to Civil Law

Associated areas of study/Careers
Units 3 & 4 Legal Studies, law, commerce, accounting, business marketing, arts.
VCE Legal Studies
Units 3 & 4

Contact Teacher: Ms Helen Koutsougeras

Prerequisites: Units 1 and 2 Legal Studies.

Description:
Areas of Study
• Unit 3
  Law Making: In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society. Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament, and influences on law-making, with a focus on the role of the individual

• Unit 4
  The legal system provides mechanisms by which legal disputes of both a criminal and a civil nature can be resolved in a fair and just manner. Dispute resolution bodies such as courts and tribunals employ a range of means and processes that enables the resolution of legal disputes.

Assessment
• Unit 3
  Explain the structure and role of parliament, including its processes and effectiveness as a lawmaking body, describe why legal change is needed, and the means by which such change can be influenced.
  Explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, analyse the means by which law-making powers may change, and evaluate the effectiveness of the Commonwealth Constitution in protecting human rights.
  Describe the role and operation of courts in lawmaking, evaluate their effectiveness as lawmaking bodies and discuss their relationship with parliament.

• Unit 4
  Describe and evaluate the effectiveness of institutions and methods for the determination of criminal cases and the resolution of civil disputes.
  Explain the processes and procedures for the resolution of criminal cases and civil disputes, and evaluate their operation and application, and evaluate the effectiveness of the legal system.

Associated areas of Study/Careers
Law, Commerce, Accounting, Business Marketing, Arts.
VCE Geography
Units 1 & 2

Contact Teacher: Mr Peter Campbell

Prerequisites: Year 10 Geography and/or Year 9 Humanities.

Description:

• **Unit 1**: investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change the earth’s surface. It investigates how the interactions between natural processes and human activities can also change natural environments. Case studies include global warming, the Yarra and Mekong Rivers. Fieldwork is based around a two day field trip examining the natural environment of the Yarra River and the human activities leading to changes taking place along the river.

• **Unit 2**: investigates the characteristics of rural and urban environments developed by human activities and their interactions with natural environments. Rural and urban environments can be changed in the long or short term by advances in technology, individual and organisational decisions, as well as by natural and human processes/events.

Areas of Study

• **Unit 1: Investigation of natural processes and human activities** that bring about change to the natural environment of the Yarra river from the upper Yarra park to its mouth in Port Phillip Bay. This incorporates a two-day /one night fieldwork camp and several day excursions.

  Global climate change: examination of the human contribution to ‘global warming’ and the response of individuals, organizations and countries to meeting the challenges of this problem.

• **Unit 2: World Debt, Urbanisation and Slums**: through a series of student researched and presented 'seminars', students analyse the characteristics of, and evaluate the links between world debt, urbanisation and slum development.

  Land use & Settlement Patterns: examination of the ‘peri-urban' fringe of Melbourne at Hanging Rock and the contrasting land uses and settlement patterns of this meeting of urban and rural environments.

  Fieldwork exercise at Woodend and Hanging Rock: investigating the geographic characteristics of this rural ‘hamlet’.

Assessment

There are two school assessed coursework (SAC) tasks each semester in VCE Geography. In Units 1 and 2, these include:

• Global warming (SAC): practical analysis and evaluation of geographic data

• Planet of slums (SAC): seminar delivery, participation and the analysis of findings

• Yarra River fieldwork report

• Mekong River (SAC): natural and human geography of Mekong Basin

• End of year examination

Associated Areas of Study/Careers

Units 1 & 2 Geography lead on to Units 3 and 4. Geography may be studied at tertiary level and forms the basis of many degrees. GeoCareers is a resource designed to provide information about careers based on Geography at secondary school or a tertiary institution.
VCE Geography
Units 3 & 4

Contact Teacher: Mr Peter Campbell

Prerequisites: Units 3 and 4 Geography – will not be offered in 2014.

Description:
• Unit 3: investigates the nature and distribution of resources and the variations in their use over time and place. Resource development and use can be explained by the distribution and spatial interaction of social, historical, environmental, economic and political factors. A focus of this unit is the examination of water as a resource in Australia, with specific application to the Murray-Darling Basin.
• Unit 4: investigates the geographic characteristics of global phenomena and their impact on people and places. Global phenomena are major natural or human events or processes that affect significant parts of the globe. This unit also focuses on the ways in which people and organisations respond to the impact of global phenomena. Two case studies are covered: human population dynamics and desertification.

Areas of Study
• Unit 3: Water as a resource in Australia, with specific application to the Murray-Darling Basin. A chance to observe and collect data on a regional case-study to support this core topic. Examination of the future sustainable development and management. Evaluation of the sustainability of the current management policy. Data is collected during a two-day/one night fieldwork camp, collecting field evidence to evaluate a policy for the future sustainable management of the Yarra River.
• Unit 4: An examination of the impact of human population growth and dynamics on the natural world and human populations. HIV: Students investigate the geographic characteristics, causes, consequences and possible solutions to this global phenomenon

Assessment
There are two School Assessed Coursework (SACs) tasks in each semester of VCE Geography Unit 3 and 4, these include:
• Murray-Darling Basin (SAC)
• Cape Woolamai fieldwork report
• Global population (SAC)
• HIV (SAC)
• End of year examination

Associated Areas of Study/Careers
Units 1 & 2 Geography lead on to Units 3 and 4. Geography may be studied at tertiary level and forms the basis of many degrees. GeoCareers is a resource designed to provide information about careers based on Geography at secondary school or a tertiary institution. Careers in the environment, water and natural resource management and the geo-spatial industry. There are data bases of Geography Career opportunities for Geographers. http://www.earthworks-jobs.com/
VCE Classical Studies
Units 1 & 2

Contact Teacher: Ms Patricia Radford

Prerequisites: Year 10 History.

Description:
• **Unit 1 Mythical Worlds:** This unit explores the myths of ancient Greece and Rome and how they were used to explain the physical world, the foundations of institutions and aspects of daily life. Students explore their representation in a range of forms including epic, sculpture, tragedy, vase and wall painting. They also study the way in which archaeology was used to examine the historical basis of particular myths.
• **Unit 2 Classical Imaginations:** This unit examines classical works across time. Starting with the study of Classical Greece by exploring its intellectual and material culture students will learn how such works offer understanding of the social and political life of the society. They will explore the ways in which classical works are reference points for later ages to aspire to or react against.

Areas of Study
• The difference between myths and legends
• The form, function and content of myths and legends
• How myths and legends are communicated through art and literature
• The historical, artistic, intellectual and social context of myths and legends
• The role of the gods in classical society
• Development of archaeological methods
• Archaeological evidence associated with particular sites
• The historical basis of myths
• How ideas and values are presented in classical works
• The relationship between a classical work and the society in which it was created
• The Classical legacy-classical influences evident in later works

Assessment
• Presentation of a classical myth or legend in oral form
• An essay on a selected myth
• Research project on an archaeological site associated with a particular myth
• A written analysis of a selected classical work
• An annotated catalogue of three classical works
• A comparative report on a classical and modern work or scenario.

Associated Areas of Study /Careers
History, literature, art philosophy, University arts, archaeology degrees.
VCE Classical Societies and Cultures

Units 3 & 4

Contact Teacher: Ms Tricia Radford

Prerequisites: Units 1 and 2 Classics or Units 1 and 2 History (Literature and Art would be an advantage).

Description:
Units 3 and 4: Classical Worlds
Units 3 and 4 have two identical areas of study and outcomes. Students study selected works from the Classical Works lists for each unit. These units enable student classicists to engage with the intellectual and material culture of classical Greece and/or Rome. Students work with translations rather than the Ancient Greek or Latin. Analysis of individual works enables students to engage with ideas that are explored by particular writers and artists. Students evaluate the techniques used to present these concepts. They evaluate the relationship between the work and its socio-historical context. Through comparison of classical works, students consider ways in which different writers and artists dealt with the same concept. Such analysis reveals the changing nature of the classical world.

Areas of Study
Individual Works: Students will study TWO individual works over the course of the year.
They will explore:
• the socio-historical context of a classical work;
• the relationship of a classical work to its socio-historical context;
• key ideas contained in a classical work;
• the techniques used by the classical writer or artist to express these ideas;
• the relationship of sections of a work to the work as a whole or of an artwork to its form.
Comparative Study: Students will compare two sets of classical works.
They will explore:
• the socio-historical contexts of classical works;
• the relationship of the classical works to their socio-historical contexts;
• key ideas presented in classical works;
• techniques used by classical writers or artists to express ideas;
• similarities and differences between the classical works

Assessment
Students will be assessed on their ability to:
• research the socio-historical contexts of classical works;
• analyse ideas and techniques in classical works;
• compare ideas and techniques in classical works;
• discuss the relationship of classical works to their socio-historical contexts; draw on evidence from classical works to support a point of view.

Associated Areas of Study/Careers
Classical Societies and Cultures can lead to tertiary study of history of history, literature, art philosophy as part of University Arts and Archaeology degrees among other degrees.
VCE 20th Century History
Units 1 & 2

Contact Teacher: Mr Andrew Batrouney

Prerequisites: Year 10 History and English.

Description:
• 20th Century History 1945–2000: Students will investigate the emergence of the superpowers in the second half of the 20th century, the Cold War, Vietnam War and the end of the Cold War.
• People and Power Case Study 1: Slavery and the struggle for civil rights for African Americans from 1600-2000.
• Case Study 2: A negotiated research project on a topic such as apartheid in South Africa, the Taliban in Afghanistan, independence in India.

Areas of Study
Unit 1: 20th Century History 1945 - 2000
• Ideas and political power
• Movements of the people
• Issues for the millennium

Unit 2: People & Power
• Power and authority
• Dissenting groups and challenges
• Change

Assessment
Common for both units:
• SAC 1 Analysis of a visual representation
• SAC 2 Essay
• SAC 3 Research report/examination
  Part 1 - Analysis of a visual representation
  Part 2 - Essay

Associated Areas of Study/Careers
Links to other subjects include English and English Literature, Classical Societies and Cultures, History Revolutions, Politics, Legal Studies. Key skills and knowledge relevant to a wide range of tertiary studies and careers include:
• research using visual, oral and written sources, referencing, essay writing, problem solving, critical thinking, analysis, evaluation and reasoning, and communication skills.
• the development of a conceptual and historical framework in which to understand contemporary society and issues including a global perspective and the importance of personal and social responsibility.
VCE Revolutions History
Units 3 & 4
(French & Russian)

Contact Teacher: Mr Patrick Rogers

Prerequisites: History Units 1 and 2. Units 3 and 4 Revolutions History will not be offered in 2014.

Description:
The major revolutions of the past two centuries have directly shaped contemporary society. Students will study how the old regimes of eighteenth-century France and twentieth-century Russia came to be overthrown in violent and dramatic revolution and how the revolutionary governments confronted attempts to reshape society. They will study the rise of revolutionary leaders and radical ways of thinking that have influenced our current history.

Areas of Study
For both France (Unit 3) and Russia (Unit 4), we study:
• The old regime of monarchies and how they grew weaker
• The rise of opposition, revolutionary movements and new ideas, such as communism or the sans-culottes
• The overthrow of the old regimes, usually through violent action by crowds, such as the fall of the Bastille or the Bolshevik Revolution of 1917
• How the new revolutionary governments attempt to consolidate their power in the face of economic, political and military crises by policies of terror
• How forces opposed to the revolution attempt to reinstate their power through civil war and counter-revolution
• The way in which key events and important people – such as Lenin, Robespierre, or Rasputin and war influenced the nature of revolution

Assessment
Assessment consists of two SACs per unit (semester). The four SACs in total will consist of one of each of the following:
• a research report,
• a documentary analysis (visual or text),
• an analysis of a historian’s interpretation
• a short essay.
The results of these tasks will be worth 50% of the unit's marks. The final exam is worth 50% of the marks and consists of documentary analyses, short essay, and short paragraph answers.

Associated Areas of Study /Careers
The skills of historical analysis, synthesis and writing are directly transferable to careers linked to law, journalism, humanities subjects, government, politics, all forms of writing.
VCE French
Units 1 & 2

Contact Teacher: Ms Sue Holberton

Prerequisites: Year 10 French.

Description:
Students will establish and maintain a spoken or written exchange related to personal areas of experience. Listen to, read and obtain information from written and spoken texts. Give expression to real or imaginary experience in written or spoken form.

Areas of Study
Unit 1
- Regions of France
- The past and present
- Culture
- Sport
Unit 2
- Film study
- Tourism part-time
- Work
- Family

Assessment
- Personal and creative writing pieces
- Reading and responding in English and French
- Listening and responding in English and French
- Oral presentation examination.

Associated Areas of Study/Careers
Further study can be undertaken as part of many undergraduate degrees such as a Bachelor of Arts, Business or International Studies. These qualifications can lead to careers in many different areas such as international aid, diplomacy, finance and business.
VCE French
Units 3 & 4

Contact Teacher: Mr Mamoun Scally

Prerequisites: French Units 1 and 2.

Description:
This study is designed to enable students to use French to communicate with others and to understand and appreciate the cultural contexts in which French is used. The belief underlying this is that one understands one's own culture through the study of others. It is important to understand language as a system and to make connections between French and English, and other languages and, by doing so to apply French to work, further study, training or leisure.

Areas of Study
• The individual – personal world, education and aspirations, personal opinions and values
• The French-speaking communities – lifestyles, historical perspectives, arts and entertainment.
• The changing world – social issues, the world of work, scientific and technological issues

Assessment
Unit 3 - School-assessed coursework 25%
Outcome 1: Express ideas through the production of original texts (a 250-word personal or imaginative written piece – 20 marks).
Outcome 2: Analyse and use information from spoken texts (a response to specific questions, messages or instructions, extracting and using information requested – 10 marks).
Outcome 3: Exchange information, opinions and experiences (a three to four minute role-play, focusing on the resolution of an issue).

Unit 4 - School-assessed coursework 25%
Outcome 1: Analyse and use information from written texts (A response to specific questions, messages or instructions, extracting and using information requested – 10 marks).
Outcome 2: Respond critically to spoken and written texts which reflect the language and culture of the French-speaking communities (a 250–300 word informative, persuasive or evaluative written response, for example, report, comparison or review, a three to four minute interview on an issue related to the texts studied – 20 + 20 marks).

Examinations - oral component: 12.5%
- written component: 37.5%

Associated Areas of Study/Careers
Further study can be undertaken as part of many undergraduate degrees such as a Bachelor of Arts, Business or International Studies. These qualifications can lead to careers in many different areas such as international aid, diplomacy, finance and business.
VCE Chinese (First Language)
Units 1 & 2

Contact Teacher: Ms Hong Davies

Prerequisites: None.

Description:
Students demonstrate the achievement of the outcomes based on progressive development of skills in listening, speaking, reading and writing through activities and tasks organised around the areas of study. The areas of study in Units 1-4 focus on the areas of study for language, which are made up of the themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study and are published in the study design. They are tailored to the specific qualities of the language being studied.

Areas of Study
There are three prescribed themes:
• Self and others
• Tradition and change in the Chinese-speaking communities
• Global issues

Assessment
Unit 1
Outcome 1: On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to an issue of interest or concern.
Outcome 2: On completion of this unit the student should be able to listen to, read and reorganise information and ideas from spoken and written texts.
Outcome 3: On completion of this unit the student should be able to produce a personal response to a fictional text.

Unit 2
Outcome 1: On completion of this unit the student should be able to participate in a spoken or written exchange focusing on the resolution of an issue
Outcome 2: On completion of this unit the student should be able to listen to, read, and extract and compare information and ideas from spoken and written texts
Outcome 3: On completion of this unit the student should be able to produce an imaginative piece in spoken or written form.

The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. The level of achievement for Units 3 and 4 will also be assessed by two end-of-year examinations.

Associated Areas of Study/Careers
Further study in Chinese can be undertaken as part of many undergraduate degrees such as a Bachelor of Arts, Business or International Studies. These qualifications can lead to careers in many different areas such as International Aid, Diplomacy, Finance and Business.
VCE Chinese (First Language)
Units 3 & 4

Contact Teacher: Ms Hong Davies

Prerequisites: Units 1 and 2 Chinese (first language).

Description:
Students demonstrate the achievement of the outcomes based on progressive development of skills in listening, speaking, reading and writing through activities and tasks organised around the areas of study. The areas of study in Units 1-4 focus on the areas of study for language, which are made up of the themes and topics, text types, kinds of writing, vocabulary and grammar. They are common to all four units of the study and are published in the study design. They are tailored to the specific qualities of the language being studied.

Areas of Study
There are three prescribed themes:

• Self and others
• Tradition and change in the Chinese-speaking communities
• Global issues

Assessment
Unit 3
Outcome 1: On completion of this unit the student should be able to express ideas through the production of original texts.
Outcome 2: On completion of this unit the student should be able to analyse and use information from spoken texts.
Outcome 3: On completion of this unit the student should be able to exchange information, opinions and experiences.

Unit 4
Outcome 1: On completion of this unit the student should be able to analyse and use information from written texts.
Outcome 2: On completion of this unit the student should be able to respond critically to spoken and written texts which reflect aspects of the language and culture.

Associated Areas of Study/Careers
Further study in Chinese can be undertaken as part of many undergraduate degrees such as a Bachelor of Arts, Business or International Studies. These qualifications can lead to careers in many different areas such as International Aid, Diplomacy, Finance and Business.
VCE Further Mathematics
Units 3 & 4

Contact Teacher: Ms Ursula Parker

Prerequisites: General Mathematics Further Units 1 and 2 or Mathematical Methods Units 1 and 2.

Description:
Further Mathematics expands on many topics covered in the General Mathematics Further course. It consists of a compulsory core area of study ‘Data Analysis’, and three of six optional modules. At CHS the modules studied are: Geometry and Trigonometry; Graphs and Relations; and Matrices.

Areas of Study
- Core: Data Analysis
- Module: Geometry and Trigonometry
- Module: Graphs and Relations
- Module: Matrices

Assessment
For a unit to be satisfactorily completed students must demonstrate the achievement of ALL three outcomes.

- **Outcome 1**: Defining and explaining key concepts and applying a range of related mathematical routines and procedures.
- **Outcome 2**: Applying mathematical processes in non-routine contexts, analyse and discuss these applications of mathematics.
- **Outcome 3**: Selecting and using technology appropriately.

The level of achievement for Units 3 and 4 will be determined by school-assessed coursework and two end-of-year examinations.

- Unit 3 school-assessed coursework - Data Analysis Application Task 13%
- Unit 3 school-assessed coursework - Analysis Task for Graphs and Relations module 7%
- Unit 4 school-assessed coursework - Analysis Tasks for each module completed in Term 3 14%
- Unit 3 and 4 end of year examination (multiple choice) 33%
- Unit 3 and 4 end of year examination (extended answer) 33%

Associated Areas of Study/Careers
Further mathematics provides general preparation for employment for further study where data analysis is important.
VCE General Further Mathematics
Units 1 & 2

Contact Teacher: Mr Tom Whiting

Prerequisites: Year 10 Mathematics.

Description:
General Maths Further is designed to promote students' awareness of the importance of mathematics in everyday life and increase students' confidence in making effective use of mathematical ideas, techniques and processes. It is intended particularly as preparation for Further Mathematics Units 3 and 4. Students are required to apply mathematical knowledge and skills creatively to solve problems in unfamiliar situations, including real-life situations; learn and practise mathematical algorithms, routines and techniques, and use them to find solutions to standard problems and undertake a statistical investigation. The appropriate use of technology (in particular, graphics calculators) to support and develop the teaching and learning of mathematics is incorporated throughout each unit.

Areas of Study
• Univariate data
• Bivariate data
• Linear equations
• Linear graphs
• Shape and measurement
• Trigonometry
• Matrices

Assessment
Satisfactory Completion will require students to satisfactorily complete ALL three outcomes.
• Outcome 1: Defining and explaining key concepts and applying a range of related mathematical routines and procedures.
• Outcome 2: Applying mathematical processes in non-routine contexts, analyse and discuss these applications of mathematics.
• Outcome 3: Selecting and using technology appropriately

Level of Achievement
The level of achievement for each Unit will be determined by school-assessed coursework and two examinations (multiple choice and short answer) at the end of each semester.

Associated Areas of Study/Careers
General Mathematics Further can be taken as a standalone subject or as a stepping stone to Further Mathematics Units 3 and 4.
VCE Mathematics Methods (CAS)
Units 1 & 2

Contact Teacher: Ms Ursula Parker

Prerequisites: Year 10 Mathematical Methods Semester 2 with an average of 70% on all assessment items. A bridging program is offered to students who do not meet this requirement.

Description:
Mathematical Methods (CAS) provides an in-depth and integrated course of study for capable mathematics students with strong algebraic skills. It is intended particularly as preparation for Mathematical Methods (CAS) Units 3 and 4. There is a strong emphasis on algebraic, graphical and numerical methods. Students are expected to be able to apply techniques, routines and processes, involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases. The appropriate use of technology (in particular, CAS graphics calculators) to support and develop the teaching and learning of mathematics is incorporated throughout each unit.

Areas of Study

• Functions and relations
• Algebra
• Rates of change and calculus
• Probability

Assessment
Satisfactory Completion will require students to satisfactorily complete ALL three outcomes

• **Outcome 1**: Defining and explaining key concepts and applying a range of range of related mathematical routines and procedures.
• **Outcome 2**: Applying mathematical processes in non-routine contexts, analyse and discuss these applications of mathematics.
• **Outcome 3**: Selecting and using technology appropriately.

Level of Achievement:
The level of achievement for each unit will be determined by school-assessed coursework and two examinations (technology free short answer and technology active analysis and multiple choice) at the end of each semester.

Associated Areas of Study/Careers
This subject is a pre-requisite for Mathematical Methods (CAS) Units 3 and 4.
VCE Mathematics Methods (CAS)
Units 3 & 4

Contact Teacher: Ms Ursula Parker

Prerequisites: Mathematical Methods (CAS) 1 and 2.

Description:
Mathematical Methods (CAS) 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. It is a rigorous course, with a tight timeline and to be successful demands constant consolidation and revision of concepts. Students are expected to be able to apply techniques, routines and processes, involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Students should be familiar with relevant mental and by-hand approaches in simple cases. The appropriate use of technology (in particular, CAS calculators) to support and develop the teaching and learning of mathematics is incorporated throughout each unit.

Areas of Study
• Functions and relations
• Algebra
• Calculus
• Probability

Assessment
Satisfactory Completion will require students to satisfactorily complete ALL three outcomes.
• Outcome 1: Defining and explaining key concepts and applying a range of related mathematical routines and procedures.
• Outcome 2: Applying mathematical processes in non-routine contexts, analyse and discuss these applications of mathematics.
• Outcome 3: Selecting and using technology appropriately.

The level of achievement for Units 3 and 4 will be determined by school-assessed coursework and two end-of-year examinations.
• Unit 3 school-assessed coursework (Application Task and two Skills Tests) 20%
• Unit 4 school-assessed coursework (Two Analysis Tasks) 14%
• Unit 3 and 4 examination (Technology Free-Short Answer Exam) 22%
• Unit 3 and 4 examination (Technology Active – Multiple Choice and Analysis Exam) 44%

Associated Areas of Study/Careers
The rigorously academic approach to this course is intended to provide an appropriate background for further study at tertiary level in, for example, science, humanities, economics or medicine.
VCE General Mathematics Specialist
Units 1 & 2

Contact Teacher: Ms Meryll Evans

Prerequisites: Year 10 Mathematics.

Description:
General Mathematics Specialist is designed for our most able mathematics students. It extends, enriches and broadens much of the material from Mathematical Methods and highlights mathematical structure and proof. Students are expected to be able to apply techniques, routines and processes, involving rational, real and complex arithmetic, algebraic manipulation, diagrams and geometric constructions, solving equations, graph sketching, differentiation and integration related to the areas of study, as applicable, both with and without the use of technology. The appropriate use of technology (in particular, graphics calculators) to support and develop the teaching and learning of mathematics is incorporated throughout each unit.

Areas of Study
• Arithmetic (real and complex numbers)
• Algebra (linear relations and equations, partial fractions)
• Graphs of linear and non-linear relations (kinematics)
• Geometry and trigonometry (trigonometric ratios and their applications, vectors)

Assessment
• Satisfactory Completion: students must demonstrate the achievement of all three outcomes.
  Outcome 1: Defining and explaining key concepts and applying a range of range of related mathematical routines and procedures.
  Outcome 2: Applying mathematical processes in non-routine contexts, analyse and discuss these applications of mathematics.
  Outcome 3: Selecting and using technology appropriately.

Level of Achievement:
The level of achievement for each Unit will be determined by school-assessed coursework and end of year examination.

Associated Areas of Study/Careers
This subject is a pre-requisite for Specialist Mathematics Units 3 and 4.
VCE General Mathematics Specialist
Units 3 & 4

Contact Teacher: Mr Geoffrey Menon

Prerequisites: Specialist Mathematics Units 3 and 4 must be studied in conjunction with Mathematical Methods 3 and 4. Students must also have attempted General Mathematics Specialist Units 1 and 2 previously.

Description:
This course extends, enriches and broadens much of the material from Mathematical Methods and highlights mathematical structure and proof. Students are expected to be able to apply techniques, routines and processes, involving rational, real and complex arithmetic, algebraic manipulation, diagrams and geometric constructions, solving equations, graph sketching, differentiation and integration related to the areas of study as applicable, both with and without the use of technology. The appropriate use of technology (in particular graphics calculators) to support and develop the teaching and learning of mathematics is incorporated throughout each unit.

Areas of Study
- Functions, relations and graphs
- Algebra
- Calculus
- Vectors
- Mechanics

Assessment
For a unit to be satisfactorily completed students must demonstrate the achievement of all three outcomes.
Outcome 1: Defining and explaining key concepts and applying a range of related mathematical routines and procedures
Outcome 2: Applying mathematical processes in non-routine contexts, analyse and discuss these applications of mathematics.
Outcome 3: Selecting and using technology appropriately
The level of achievement for Units 3 and 4 will be determined by school assessed coursework and two end of year examinations:
- Unit 3 school assessed coursework (two analysis tasks) 14%
- Unit 4 school assessed coursework (application task and two skills tests) 20%
- Units 3 and 4 examination (technology free-short answer examination) 22%
- Units 3 and 4 examination (technology active - multiple choice and analysis examination) 44%

Associated Areas of Study/Careers
Specialist Mathematics Units 3 and 4 is intended for those with strong interests in mathematics, who may subsequently undertake tertiary studies in mathematics, engineering and related disciplines.
VCE Health and Human Development
Units 1 & 2

Contact Teacher: Ms Fiona Howson

Prerequisites: Year 10 Health.

Description:
This subject looks at health and development across the human lifespan. It focuses on the major changes that occur, causes of morbidity and mortality, determinants and factors that can affect health and development, and programs and strategies available to assist and improve health.

Areas of Study
- Understanding health and development
- Understanding youth health and development
- The health of Australian youth (morbidity and mortality)
- Youth health determinants (genetics, substance use, sexual practices, family & friend relationships, homelessness, violence, cyber safety)
- Nutrition and youth
- Understanding childhood health and development
- Health status of Australian children (morbidity and mortality)
- Children's health determinants (nutrition, physical activity, hygiene, family environment
- Understanding adult health and development
- Health status of adults (morbidity and mortality)
- Adult health determinants (health services, employment, smoking, education)
- Issues in Australian health care

Unit 1: This unit focuses on the health and individual development in Australia. Students learn about different types of health, measurements of health status, types of development and basic development over the life span. This unit specifically focuses on youth health and development. Students investigate and identify the health status, characteristics of youth development, the determinants and major issues that impact on the health and development of youths and the importance of nutrition.

Unit 2: This unit explores the health and development of children, adults and the elderly. It looks at the health status of the three different groups and the leading causes of mortality and morbidity. It investigates a range of biological, physical, behavioural and social determinants and issues and how they impact the health and development of each group. Unit two also looks at various issues in the Australian health care system such as government strategies, genetic testing and medical technology.

Assessment Tasks
- Data analysis
- Tests
- Written reports
- Exam
VCE Health and Human Development
Units 3 & 4

Contact Teacher: Ms Fiona Howson

Prerequisites: Units 1 and 2 Health and Human Development.

Description:
The study of Health and Human Development provides an opportunity for students to investigate health and human development across the human lifespan. Students will develop the knowledge, attitudes, values and skills to become actively involved in influencing their own health and development, and the health of their local and global communities. The study also promotes the understanding that many factors, both inherited and environmental, play a major role in determining health and development; and that one of the most significant influences on health and development is nutrition. Promoting good nutrition enhances an individual's quality of life as well as his or her physical, social, emotional and intellectual development. In addition, it contributes to the social and economic wellbeing of society.

Areas of Study
Unit 3
Examines the health status of Australians and changing community expectations and approaches taken to improve the health of all. This unit examines the development and health of people in industrialised and developing countries across the life span.

Unit 4
Enables students to examine the developmental changes that occur as individuals move through the lifespan. It also looks at the concept of global health and how environmental factors contribute to variations on health between industrialised and developing countries.

Assessment
• Test assessment
• Written report assessment
• Written report school assessed coursework
• End of year examination 50%
VCE Physical Education
Units 1 & 2

Contact Teacher: Mr Justin Sharp

Prerequisites: Year 10 PE.

Description:
Units 1 and 2 Physical Education examine the biological, physiological psychological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in this subject, approached through the study of, and participation in, physical activity.

Areas of Study
Unit 1 – Bodies in Motion
In this unit students will explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students will explore the relationships between the boy systems and physical activity.
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. The way a coach influences an athlete can have a significant effect on performance. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into training.

Specific topics explored are:
- Efficiency of movement – biomechanics
- Sports coaching
- Enhancing physical performance – theory into practice
- Musculo-skeletal system
- Cardiovascular and respiratory systems
- Energy systems and physical activity
- Dimensions of physical activity

Assessment
Demonstrated achievement of set of outcomes specified for the unit. Students will be required to complete a range of assessment tasks (4 for each unit). Such tasks may include:
- Data analysis
- Laboratory reports
- Written report
- End of semester exam

Associated Areas of Study/Careers
Exercise science, human movement, exercise rehabilitation, teaching, sports management, sports coaching, recreation, health science, physiotherapist/osteopath/myotherapy, nutrition/dietetics paramedic.
VCE Physical Education
Units 3 & 4

Contact Teacher: Mr Drew Smith

Prerequisites: Units 1 and 2 Physical Education.

Description:
Unit 3: Introduces students to an understanding of physical activity from a physiological perspective, with particular focus on the contribution of energy systems to performance and the health benefits gained from regular physical activity.

Unit 4: Focuses on improvements in physical performance, in particular fitness, responses and adaptations to training. It also looks at the idea of data analysis in sport to accurately assess the fitness and training needs of athletes.

Areas of Study
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. Students apply various methods to assess physical and sedentary levels, as well as analyse the data in relation to adherence to the National Physical Activity Guidelines.

Unit 4 – Enhancing performance
Improvements in performance depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis, and using the results then investigate the required fitness components and participate in a training program designed to improve or maintain those selected components.

Assessment
Assessment consists of three SAC’s per unit. Each SAC will consist of one of the following: data analysis, practical laboratory report, case study analysis, visual presentation and multimedia presentation.

School-assessed coursework and an end-of-year examination.

• Unit 3 School-assessed coursework 25%
• Unit 4 School-assessed coursework 25%
• Units 3 and 4 examination 50%

Associated areas of Study /Careers
Tertiary studies in health and fitness or exercise science. Careers in the areas of mental health, counselling and therapy could be considered as well as clinical psychology or nursing, occupational therapy, social work or as a guidance officer.
VET Sport and Recreation
Units 1 & 2

Contact Teacher: Mr Drew Smith

Prerequisites: Any PE or Health Unit in Year 10

Description:
This qualification provides the skills and knowledge for an individual wishing to work in the sport and recreation industry in areas such as maintaining grounds and playing surfaces, providing customer service, housekeeping and or administrative assistance. This qualification also provides for multi skilled roles, which combine a range of activities required to support the operation of facilities such as fitness centres, outdoor sporting grounds or complexes, aquatic centres and community recreation centres. All job roles are performed under supervision with some degree of autonomy.

Areas of Study:
- Organise and complete daily work tasks.
- Follow occupational health and safety policies
- Work effectively in Sport and Recreation Environments.
- Respond to emergency Situations
- Apply First Aid.
- Assist in Preparing Sport & Recreation Sessions
- Plus 3 Elective Areas, which change each year.

Assessment:
Assessment includes a combination of written tests, projects and practical demonstration of skills. Student’s competency against the unit of competency specifications is assessed during each unit undertaken throughout the course. Students are provided with opportunities for re-assessment if they fail to demonstrate competency during assessment tasks.

Associated Areas of Study/Careers:
The following are indicative job roles for this qualification:
- recreation assistant
- administration assistant
- grounds assistant
- retail assistant
VCE Biology
Units 1 & 2

Contact Teacher: Megan Kerr

Prerequisites: Year 10 Science Units.

Description:
Biology is the study of living things from familiar, complex multi cellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. It is a study of the dynamic relationships between living things, their interdependence, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity. Biology enables students to understand that despite the diverse ways of meeting the challenges of survival, all living things have many structural and functional characteristics in common.

Areas of Study
• Unit 1 - Unit and Diversity
  Cells in action - This area of study focuses on the activities of cells and the relationships between the specialised structures of cells and the processes that maintain life.
  Functioning Organisms - This area of study focuses on the relationship between features of organisms and how organisms meet their requirements for life.
• Unit 2 - Organisms and their Environment
  Adaptations of Organisms - This area of study focuses on the kinds of environmental factors that are common to all habitats and how the adaptations of organisms allow them to exploit resources in their ecological niche.
  Dynamic Ecosystems - this area of study focuses on the complex and finely balanced relationships that exists between living things and the resources in their particular habitat.

Assessment
• SACs - include practical activities, poster or multimedia presentations, data analysis tasks, oral presentations and multiple choice, short answer and extended response tests.
• Examinations - each semester concludes with an examination

Associated Areas of Study/Careers
Further study and careers: Environmental Science, Conservation, Forestry, Physiotherapy, Nursing, Dentistry, Medicine, Biochemistry, Biotechnology, Psychology, Science teaching.
VCE Biology
Units 3 & 4

Contact Teacher: Mr Ben Kozel

Prerequisites: Units 1 and 2 Biology.

Description:

Unit 3 - Signatures of Life
In this unit, students consider the molecules and bromolecules that are indicators of life. They investigate the biochemical processes that are common to autotrophic and heterotrophic life forms. Students investigate how cells communicate with each other at the molecular level in regulating cellular activities; how they recognise ‘self’ and ‘non-self’ in detecting agents of disease and how immune responses can protect the organism against pathogens.

Unit 4
In this unit, students analyse evidence for the molecular basis of heredity and patterns of inheritance. They complete an in-depth study of DNA in the context of inherited material. The processes of mitosis and meiosis are examined and a consideration of mutations (as they relate to disease conditions and the formation of new alleles) is evaluated. Students are given the opportunity to learn of new techniques in genetic engineering. Students will also investigate the causes of variation in populations, and identify factors that affect allele frequencies within the gene pool of a given species in the natural environment.

Areas of Study

Unit 3
• Area of Study 1: Molecules of life In this area of study, students investigate the activities of cells at a molecular level (for example the role of enzymes in catalysing biochemical processes and also energy transformations in cells).
• Area of Study 2: Detecting and responding focuses on how signalling molecules, such as hormones and neurotransmitters, assist in coordinating and regulating cell activities. Students examine the mechanisms of organisms that protect them from infection by pathogenic organisms.

Unit 4
• Area of Study 1: Heredity: Focuses on molecular genetics where students investigate the techniques and technologies that are used to manipulate DNA, identify the genetic profile of organisms and modify the genomes of organisms.
• Area of Study 2: Change over Time: This area of study focuses on change to genetic material that occurs over time and the changing nature and reliability of evidence that supports the concept of evolution of life forms. Students investigate changes to species and examine the process of natural selection as a mechanism for evolution.

Assessment:
School-assessed coursework and examination.
• Unit 3 school-assessed coursework: 20% made up of four SACs internally assessed
School-assessed coursework and examination.
• Unit 4 school-assessed coursework: 20% made up of four SACs internally assessed End of year examination: 60%

Associated Areas of Study/Careers
Further study and careers: Environmental Science, Conservation, Forestry, Physiotherapy, Nursing, Dentistry, Medicine, Biochemistry, Biotechnology, Psychology, Science teaching.
VCE Chemistry
Units 1 & 2

Contact Teacher: Mr Tristan Patralakis

Prerequisites: Year 10 Physics and Chemistry.

Description:
Units 1 and 2 Chemistry focuses on students developing an understanding of the fundamental chemical and scientific concepts on which the discipline of chemistry stands. Students learn about the nature of matter, the development and modern understanding of scientific models such as atomic structure, the periodic table, and bonding as well as how they are used to explain the physical world around us. Students also investigate environmental chemistry, focusing on water and the atmosphere. Major elements of solution chemistry, acid/base theory and stoichiometry are studied together with

Unit 1
• The Periodic Table: This area of study focuses on the historical development of, and the relationship between, the Periodic Table and atomic theory. The grouping of different element types, including the trends and patterns present, as well as concepts such as the mole and Avagadro's constant are introduced.
• Materials: This area of study focuses on the structure, properties and applications of materials. The metallic, ionic and covalent bonding models, including Van der Waals forces, are introduced. Students then use these models to explain the differing properties of materials including melting temperature, conductivity and reactivity. Students are introduced to organic chemistry, covering organic molecules and polymers as well as the rules and conventions regarding the illustration and nomenclature of basic hydrocarbons.

Unit 2
• Water: On completion of this unit the student should be able to write balanced equations and apply these to qualitative and quantitative investigations of reactions involving acids and bases, the formation of precipitates and gases and oxidants and reductants.
• The Atmosphere: On completion of this unit the student should be able to explain how chemical reactions and processes occurring in the atmosphere help to sustain life on earth.

Assessment:
• Units 1 and 2 school-assessed coursework:
• SACs internally assessed; 3 per semester
• Mid year and end of year examinations

Associated Areas of Study/Careers:
At school: Units 3 and 4 VCE Chemistry
Post School: Please check your relevant VICTER guide for information (http://www.vtac.edu.au/publications.html#year10and11). Tertiary studies in Science, Medicine, Forestry, Environmental Science, Dentistry, Physiotherapy. Careers in Science, Biotechnology, Medicine, Forestry, Conservation, Nursing, Dentistry, Physiotherapy
VCE Chemistry
Units 3 & 4

Contact Teacher: Ms Kaye Fletcher

Prerequisites: Units 1 and 2 Chemistry.

Description:
At this level, Chemistry builds on the knowledge and skills introduced in Units 1 & 2, it also provides an introduction to various forms of modern instrumental analysis involving spectroscopy, chromatography, NMR, mass spectrometry and laboratory analysis. Organic chemistry researches chemical pathways, biochemical fuels, bio molecules, DNA bonding and organic molecules in medicines. Students also explore reaction rates, equilibrium and industrial techniques involved in the production of raw materials. Renewable and non-renewable energy sources and future energy techniques are also reviewed. Included are fundamental chemical techniques and reactions enhancing the development of ‘useful’ energy.

Areas of Study
• Unit 3: Chemical Pathways: Students investigate the techniques available to the analytical chemist. Chemical analysis is vital in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field, and the environmental chemist monitoring the health of a waterway. Students investigate organic reaction pathways and the chemistry of particular organic molecules. A detailed knowledge of the structure and bonding of organic chemicals is important to the work of the synthetic organic chemist. In the wake of the work done on the genome project, synthesis of new medicines is one of the growth industries for the coming decades. Students investigate the role of organic molecules in the generation of biochemical fuels and forensic analysis.
• Unit 4: Chemistry at Work: Students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Chemical reactions produce a diverse range of products we use and depend on every day. Access to large quantities of raw materials and reliable energy supplies for these reactions is necessary to maintain continuous production of high quality useful chemicals. Features that affect chemical reactions such as the rate and yield or equilibrium position are investigated. Students explore how an understanding of these features is used to obtain optimum conditions in the industrial production of a selected chemical.

Assessment:
• End of year examination: 60% (externally assessed)
• Unit 4 school assessed coursework made up of 3 SACs internally assessed: 20%

Associated Areas of Study/Careers:
Please check your relevant VICETR guide for information
Careers in Science, Biotechnology, Medicine, Forestry, Conservation, Nursing, Dentistry, Physiotherapy.
Contact Teacher: Mr Geoffrey Menon

Prerequisites: Year 10 Physics and Chemistry.

Description:
Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe.

Areas of Study
Unit 1
Students will take on three studies:
• nuclear physics and radioactivity – comprising the structure of atoms, their nuclei, stability and radioactivity
• electricity where students will follow the history of investigation into electricity, static electricity, basic electronics and household safety procedures
• Either astronomy, astrophysics, energy from the nucleus, flight, sustainable energy or medical physics.

Unit 2
Students again take on three studies:
• motion where students will study the motion of objects, forces acting upon them, momentum and energy of moving object
• wave-like properties of light, in which students will light as a wave, different models for light, mirrors and lenses
• either astronomy, astrophysics, energy from the nucleus, flight, sustainable energy or medical physics not including the study chosen in Unit 1.

Assessment
The student's level of achievement will be determined by school-assessed coursework, which includes practical reports, topic tests, detained study and an end of semester examination. The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit.

Associated Areas of Study/Careers
Units 1 and 2 Physics can be taken as a standalone subject or as a stepping stone to Physics Units 3 and 4.
VCE Physics
Units 3 & 4

Contact Teacher: Mr Geoffrey Menon

Prerequisites: Unit 1 and 2 Physics.

Description:
Physics is the theoretical and experimental investigation into the laws that govern everything from the tiniest particles of matter to the forces that govern the structure of the universe. This unit covers Newton's Laws of motion, energy, momentum, gravitation, planetary and satellite motion. Electric circuits with non-ohmic components and amplifiers are analysed, and applications of photonic devices are studied. A non-core detailed study will also be investigated in Unit 4.

Areas of Study
Unit 3: students take two studies
• motion of projectiles, collisions, satellites and other bodies under the influence of gravity
• electronics and photonics where students study more advanced circuits, diodes, transducers and photonic circuit components

Unit 4: students take on three areas of study
• electric power and covers magnetism, motors, generators, electromagnetic induction, transformers and power transmission
• interactions of light and matter follows the photoelectric effect, the dual nature of light and the dual nature of matter
• either sound, materials or special relativity

Assessment
The student's level of achievement will be determined by school-assessed coursework and an end-of-year examination. Over the entire year, school-based assessment comprises one third of the final score, and the examination comprises two thirds of the final score.

Associated Areas of Study /Careers
Science, Engineering, Physiotherapy, Sports Sciences, Radiotherapy.
VCE Psychology
Units 1 & 2

Contact Teacher: Ms Hannah Fealy

Prerequisites: Year 10 Mind and Body.

Description:
Psychology is the scientific study of mental processes and behaviours in humans. In the VCE study of psychology, students explore complex human behaviours and thought processes. Psychology provides students with a sophisticated framework for understanding the complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour.

Areas of Study
• Unit 1: Introduction to Psychology
  In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour.
  Area of study 1: What is psychology?
  Area of study 2: Lifespan psychology

• Unit 2: Self and Others
  In this unit students study how a person's attitudes and behaviours affect the way they view themselves and the way they relate to others. Students are also introduced to concepts of intelligence and personality and their methods of assessment.
  Area of study 1: Interpersonal and group behaviour
  Area of study 2: Intelligence and personality

Assessment
The student's level of achievement will be determined by school-assessed coursework and an end of year examination. The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set outcomes specified for the unit.

Associated Areas of Study/Careers
The study of Psychology leads to opportunities in a range of careers that 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.
VCE Psychology
Units 3 & 4

Contact Teacher: Ms Sue Lee-Ack

Prerequisites: Year 10 Mind and Body and VCE Units 1 and 2 Psychology.

Description:
Psychology is the scientific study of mental processes and behaviours in humans. In the VCE study of psychology, students explore complex human behaviours and thought processes. Psychology provides students with a sophisticated framework for understanding the complex interactions between biological, behavioural, cognitive and socio-cultural factors that influence thought, emotions and behaviour.

Areas of Study:
• Unit 3: The Conscious Self
  This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory.
  Area of study 1: Mind, brain and body
  Area of study 2: Memory
• Unit 4: Brain, Behaviour and Experience
  Area of study 1: Learning
  Area of study 2: Mental health

Assessment
The student's level of achievement will be determined by school-assessed coursework and an end of year examination.

Associated Areas of Study /Careers
The study of Psychology leads to opportunities in a range of careers that 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.
VCE Product Design and Technology
Units 1 & 2

Contact Teacher: Mr David Pitt

Prerequisites: Materials in Year 9 and 10.

Description:
These units focus on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Areas of Study
- Unit 1 Product Re-design for Improvement
  The student redesigns a product using suitable materials with the intention of improving aspects of the product’s aesthetics, functionality or quality, including consideration of sustainability. The student uses and evaluates materials, tools, equipment and processes to make a redesigned product or prototype, and compares the finished product or prototype with the original design.
- Unit 2 Designing as a Team
  The student designs and plans a product, a product range or a group products with component parts in response to a design brief based on a common theme, both individually and within a team.
  Producing and Evaluating a Collaboratively Designed Product
  The student justifies, manages and uses appropriate production processes to safely make a product and evaluate, individually and as a member of a team, the processes and materials used, and the suitability of a product or components of a group product against the design brief.

Assessment
Unit 1
- Short written report that includes materials testing
- Product and records of production and modifications
- End of semester exam

Unit 2
- Design folio that contains a design brief, evaluation criteria, research, visualisations and design options, working drawings, production plan, and evaluation report.
- Product and records of production and modifications
- End of semester exam

Associated Areas of Study/Careers
Product designer, furnisher, builder
VCE Product Design and Technology
Units 3 & 4

Contact Teacher: Mr David Pitt

Prerequisites: Product Design and Technology Units 1 and 2.

Description:
Students are engaged in the design and development of a product that meets the needs and expectations of a client and an end-user, developed through a design process and influenced by a range of complex factors.

Areas of Study
- **Unit 3**: The designer, client and/or end-user in product development
  Product development in industry and designing for others
- **Unit 4**: Product analysis and comparison, product manufacture, product evaluation

Assessment
- **Unit 3**
  Outcome 1 - A structured, annotated design brief, four-part evaluation criteria and an explanation of how the designer will research and develop design ideas from the design brief, with reference to key words and phrases.
  Outcome 2 - A written report explaining and analysing influences on the design, development and manufacture of products within industrial settings.
  Outcome 3 - Production
- **Unit 4**
  Outcome 1 - A written report comparing, analysing and evaluating similar commercial products, taking into account a range of factors and using appropriate techniques.
  Outcome 2 - Safely apply a range of production skills and processes to make the product designed in Unit 3, and manage time and resources effectively and efficiently.
  Outcome 3 - Evaluate the outcomes of the design, planning and production activities, explain the product's design features to the client and/or an end-user and outline its care requirements.

Percentage contributions to the study score in Product Design and Technology are as follows:
- Unit 3 school-assessed coursework 12%
- Unit 4 school-assessed coursework 8%
- School-assessed task 50%
- End of year examination 30%

Associated Areas of Study /Careers
VCE Food Technology
Units 1 & 2

Contact Teacher: Ms Shelley Haughey

Prerequisites: Year 10 Food Technology

Description:
Looks at the diversity of food, its preparation and safe storage to maximise quality of raw and cooked foods. Food classification and properties are investigated in relation to different cooking methods. This knowledge is applied to food preparation. Students investigate the best methods, tools and equipment to produce results when preparing food for a variety of situations in optimum sensory, physical and chemical properties of food. Design brief work, both individually and in teams to prepare food for challenges such as nutritional considerations, cultural beliefs, resources access and availability.

Areas of Study

• Unit 1: This area of study helps students to explore work practices involved in preparing food hygienically to prevent spoilage and poisoning as well as principles of working safely when preparing food. They use tools and equipment safely to produce quality outcome in food preparation. Students develop an understanding of the classification of foods and explore the physical, sensory and chemical properties of key foods. They apply this knowledge for optimal results when preparing food and using the design process.

• Unit 2: Students investigate various methods used in the preparation, processing, cooking and presentation of foods. The students examine the effects on the physical, sensory and chemical properties of key foods when applying different methods of preparation and technique of cooking. Students also examine the impact of social and cultural influences when planning and preparing meals, and prepare foods to suit specific nutritional needs. Students work individually and in teams applying their knowledge and problem solving skills, using the design process, to plan and prepare meals to meet specifications outlined in design briefs for a range of contexts.

Assessment

• Two written topic tests for each outcome in Unit 1
• Eight hurdle tasks for outcome 2
• Unit 2 written report and test
• School assessed task
• Production exam

Associated Areas of Study/Careers
Teaching food technology, hospitality careers, and university studies in nutrition.
VCE Food Technology  
Units 3 & 4  

Contact Teacher: Ms Shelley Haughey

Prerequisites: Units 1 and 2 Food Technology.

Description:
Looks at the diversity of food, its preparation and safe storage to maximise quality of raw and cooked foods. Food classification and properties are investigated in relation to different cooking methods. This knowledge is applied to food preparation. Students investigate the best methods, tools and equipment to produce results when preparing food for a variety of situations in optimum sensory, physical and chemical properties of food. Design brief work, both individually and in teams to prepare food for challenges such as nutritional considerations, cultural beliefs, resources access and availability.

Areas of Study:

• Unit 3: Food Preparation, Processing and Food Controls
  Maintaining Food Safety In Australia: examines the roles and responsibilities of the national, state and local authorities governing food laws and standards to maintain food safety in Australia. Food Preparation and Processing: examines natural food components of key foods and how their functional properties may impact on food preparation and processing techniques. Developing a Design Plan: Students develop a design plan for a specific design brief which they investigate and plan its implementation in Outcome 1, Unit 4. Students research the functional properties of ingredients, relevant processing techniques, tools and equipment, safety and hygiene practices and develop an overall production timeline.

• Unit 4: Food Product Development and Emerging Trends
  Implementing a design plan: students develop production plans for the food items proposed in Unit 3, Outcome 3. Using the design plan, students use equipment to safely implement a range of processing and preservation techniques. Food product development: students investigate the impact of primary food production on the environment and achieving more sustainable farming practices and food manufacturing and packaging. Examine the process of commercial food product development from the planning stage to the prototype, production, packaging, labelling, marketing and evaluation of the final product.

Assessment:
School Assessed Coursework Unit 3 (SAC)  18%
School Assessed Coursework Unit 4 (SAC)  12%
School Assessed Task Units 3 and 4 (SAT)  40%
End of year exam  30%

Associated Areas of Study/Careers
Hospitality careers and university studies in nutrition.
VCE Information Technology
Units 1 & 2

Contact Teacher: Mr Darren Beaty

Prerequisites: A Year 10 Information Technology Unit.

Description:
Unit 1 focuses on how individuals and organisations use, and can be affected by, information and communications technology in their daily lives. Unit 2 focuses on how individuals and organisations use ICT to meet a range of purposes.

Areas of Study
Students undertaking this course will study:
• Data and information
• Networks
• ICT in a global society
• Data analysis and visualisation
• Programming and pathways,
• Tools, techniques and procedures

Assessment
Unit 1
• SAC 1 – Spreadsheets
• SAC 2 – Networks
• SAC 3 – ICT in a global society

Unit 2
• SAC 1 – Web authoring
• SAC 2 – Effective website content/structure
• SAC 3 – Problem solving

At the end of each semester there is an examination on topics learned throughout the semester.

Associated areas of study/careers
This unit leads on to Units 3 and 4 Information Technology and further study at TAFE or University. Careers in desktop publishing, multimedia developer, web designer, computer engineer, programmer, systems analyst, systems designer, computer support technician, information technology manager, IT sales consultant, IT project manager can also be considered.
VCE Information Technology
IT Applications
Units 3 & 4

Contact Teacher: Mr Darren Beaty

Prerequisites: Units 1 and 2 Information Technology preferred.

Description:
The focus of Unit 3 is the World Wide Web and how it supports the information needs of individuals, communities and organisations. Students investigate the design and technical underpinnings of different websites that support the varying needs of online communities.

Students focus on the use of a relational database management system (RDBMS). Students examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of an RDBMS. At the practical level, students acquire and apply knowledge and skills in the use of an RDBMS. In Unit 4 when solving information problems, students can either use spread sheet software or continue to use an RDBMS.

In this unit students focus on how ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information.

Areas of Study
Students undertaking this course will study:

• Analyse information problems
• Design and developing solutions
• Produce solutions
• Evaluate solutions

Assessment:
Unit 3

• SAC 1 – Analyse an information problem in order to produce software requirements specifications for a solution that operates within a networked environment 10%
• SAC 2 – Represent a software design and apply a range of functions and techniques using a programming language to develop a prototype solution to meet a specific need 15%

Unit 4

• SAC 1 – Apply stages of the problem solving methodology to produce a solution for use on a mobile phone device, which takes into account technical and legal requirements 15%
• SAC 2 – Recommend and justify strategies for evaluating the effectiveness and efficiency of solutions that operate in a networked environment 10%
• End of year examination 50%

Associated Areas of Study/Careers
Desktop publishing, multimedia developer, web designer, computer engineer, programmer, systems analyst, systems designer, computer support technician, information technology manager, IT sales consultant, IT project manager.
Contact Teacher: Mr David Pitt

Prerequisites: Year 10 Systems.

Description:
Students build electronic/mechanical models that provide them with knowledge about the operation of integrated technological systems. Each student builds one model in Semester 1 that meets the requirements of the study. In Semester 2 they are given the opportunity to build a negotiated model of their choice.

Areas of Study
Students undertaking this study will learn about:
• Electrical/electronic circuit fundamentals
• Mechanical principles
• Safety component identification
• Effective tool use
• Model construction

Assessment
Students will complete four assessed tasks over Units 1 and 2 that contribute to their final assessment.
• Outcome 1: Recognise, identify, illustrate and use theoretical principles of a system
• Outcome 2: Plan, design, manufacture and evaluate a functioning system
• Outcome 3: Analyse a system in terms of its function, energy use, social and environmental implications
• Outcome 4: A final examination of ideas and concepts from Units 1 and 2.

Associated Areas of Study/Careers
This unit links to Units 3 and 4 Systems Engineering
Electronics/electrical/mechanical apprenticeships. Electrical/electronic technicians. Automotive electrical. These may be studied at TAFE or University
Contact Teacher: Mr David Pitt

Prerequisites: Units 1 and 2 Systems Engineering.

Description:
Students build a negotiated integrated electro/mechanical model that demonstrates their understanding of electro/mechanical principles. Accompanying the model must be a comprehensive folio, which provides details of construction techniques, specifications and testing.

Areas of Study
- Students undertaking this study will learn about:
  - Electrical/electronic circuit fundamentals
  - Mechanical principles
  - Safety component identification
  - Effective tool use
  - Model construction to a higher standard than at Units 1 and 2

Assessment
Students are assessed at various times through the year by completing three different written assessment tasks related to the tasks they have completed. Their completed model and folio contribute to the majority of their final mark. Students will also sit an end of year examination worth 30% of the total study score.

Associated Areas of Study/Careers
Electronics/electrical/mechanical apprenticeships, electrical/electronic technicians, automotive electrical. These can be studied at TAFE or University.
VCAL Numeracy

Contact Teacher: Ms Meryll Evans

Prerequisites: Year 10 Foundation Mathematics or Year 10 Mathematics.

Description:
VCAL Numeracy is designed to assist students develop every day numeracy to assist in their daily personal and public lives. The mathematics involved is applied to tasks that are part of the student’s normal routine, but also extend to applications related to the workplace and the community. It will provide continuing mathematical development to support students in their VET studies.

In VCAL Numeracy there is a strong emphasis on using mathematics in practical contexts relating to life, recreation, work and study. Students are encouraged to use appropriate technology in all areas of their study.

Areas of Study
• Numeracy for Practical Purposes – Design
• Numeracy for Practical Purposes – Measuring
• Numeracy for Personal Organisation – Money and Time
• Numeracy for Personal Organisation – Location
• Numeracy for Interpreting Society - Data
• Numeracy for Interpreting Society - Numerical Information

Assessment
Assessment is ongoing and based on a folio of evidence which may include:
• Records of teacher observations of students' activities, oral presentations, practical tasks, etc.
• Samples of students' written work
• Written reports of investigations or problem solving activities
• Student self-assessment sheets, reflections, or journal entries
• Pictures, diagrams, models created by students.

Students are assessed based on three categories:
• Mathematical knowledge and techniques
• Mathematical language
• Interpretation

Students must demonstrate competency in five of the six areas of studies listed above to be credited with this unit.

Associated Areas of Study /Careers
VCAL Numeracy does not provide a basis for undertaking Units 3 and 4 studies in Mathematics.
Foundation English
Units 1 & 2

Description: Ms Sue Lee - Ack
The Foundation English course is designed for students who may require a more vocationally orientated approach to English or may be aiming to directly enter the workforce upon completing their post-compulsory secondary studies. This Unit integrates speaking, listening, reading, viewing and writing across all areas of study to enhance students’ knowledge about the structures and functions of written and oral language. Upon completion of this unit students may link into Unit 1 & 2 VCE English or EAL (if eligible), Literature or English Language.

Areas of Study:
There are 6 Area of Study in Foundation Literacy:

- The Essentials of English
- Communication & the Workplace
- Technology & Communication
- The Study of Texts
- The analysis and construction of argument
- Information literacy

Assessment
Assessment takes place through class-work throughout the year. There is no examination for this subject. Students are required to demonstrate competency in each of the four domains, through group activities or individual work. Assessment methods include but are not restricted to:

- Written summaries of short texts
- A written piece for a specific purpose and audience
- A written discussion of key aspects of a short literary, every day or media texts
- A piece or pieces of writing for a range of purposes and audiences

Associated Areas of Study /Careers
Foundation English Units 1 & 2 lead on to Unit 1 & 2 English/EAL, Literature or English Language
English is a requirement for many tertiary and trade courses.
VCAL Literacy Senior
Year 12

Contact Teacher: Ms Sue Lee-Ack
Prerequisites: Year 11 English would be beneficial

Description:
Literacy includes reading, writing and oral communication skills. The broad purpose of VCAL Literacy is to enable the development of skills that allow progression in the main social contexts of:
- family and social life
- workplace and institutional settings
- education and training contexts
- community and civic life

Areas of Study:
There are four domains of VCAL literacy:
- Literacy for self-expression: focuses on aspects of personal and family life, and the cultures which shape these
- Literacy for practical purposes: focuses on forms of communication used in workplace and institutional settings
- Literacy for knowledge: focuses on scientific, technological and mechanical concepts relevant to education and training
- Literacy for public debate: focuses on matters of public concern, and the forms of argument used in the public arena.

Assessment
Assessment takes place through class-work throughout the year. There is no examination for this subject. Students are required to demonstrate competency in each of the four domains, through group activities or individual work. Assessment methods include but are not restricted to:
- oral presentations
- written texts
- discussions and debates
- role-plays
- folios of tasks or investigations
- performance of practical tasks

Associated Areas of Study /Careers
VCAL is a hands-on alternative to VCE, designed to prepare students for success in a wide range of vocational career paths. Such careers include: building and construction; hospitality; child care; community services; fitness industry; mechanical engineering; business administration; beauty therapy, and many more.
**VCAL Personal Development Intermediate - Year 11**

**Contact Teacher:** Ms Elaine Hamilton

**Prerequisites:** Enrolled in Intermediate VCAL.

**Description:**
Personal Development focuses on the development of self through personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

**Areas of Study:**
The learning program is general to enable maximum flexibility of content selection. Content is linked to one or more of the following contexts

- Personal development
- Health and wellbeing
- Education
- Family

**Assessment**
Assessment takes place through class work throughout the year. There is no examination for this subject. Students are to demonstrate achievement in each of the following areas:

- Plan and organise a simple activity
- Demonstrate knowledge specific to a simple activity or goal
- Demonstrate skills specific to a simple activity or goal
- Solve problems specific to a simple activity or goal
- Demonstrate teamwork skills

**Associated Areas of Study /Careers**
VCAL is a hands-on alternative to VCE, designed to prepare students for success in a wide range of vocational career paths. Such careers include: building and construction, hospitality; child care; community services; fitness industry; mechanical engineering; business administration and many more.
VCAL Personal Development
Senior - Year 12

Contact Teacher: Ms Elaine Hamilton

Prerequisites: Enrolled in Senior VCAL.

Description:
Personal Development focuses on the development of self through the development of personal organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. Focus will be on understanding of cultural values and cultural awareness.

Areas of Study:
The learning program is general to enable maximum flexibility of content selection. Content is linked to one or more of the following contexts
  • Personal development
  • Health and wellbeing
  • Education
  • Family

Assessment
Assessment takes place through class work throughout the year. There is no examination for this subject. Students are to demonstrate achievement in each of the following areas:
  • Plan and organise a simple project in an autonomous manner
  • Demonstrate an awareness of social diversity within a complex project
  • Apply strategies to improve communication
  • Demonstrate leadership skills for group and team work
  • Use decision-making skills in a group or team context

Associated Areas of Study /Careers
VCAL is a hands-on alternative to VCE, designed to prepare students for success in a wide range of vocational career paths. Such careers include: building and construction, hospitality; child care; community services; fitness industry; mechanical engineering; business administration and many more.
VCAL Work Related Skills Intermediate – Year 11

Contact Teacher: Ms Elaine Hamilton

Prerequisites: None.

Description:
Work Related Skills (WRS) develops employability skills, knowledge and attitudes valued within the community and work environments as a preparation for employment. The Work Related Skills units are designed to:

• integrate learning about work skills with prior knowledge and experiences
• enhance the development of employability skills through work related contexts
• develop critical thinking skills that apply to problem solving in work contexts
• develop planning and work related organisational skills
• develop OH&S awareness
• develop and apply transferable skills for work related contexts

Employability Skills
Employability skills contain key personal attributes and skills that are important for young people (entry-level employees) entering the workforce and for existing employees in a global and knowledge economy. The key employability skills include; communication, team work, problem solving, initiative and enterprise, planning and organising, learning, self-management and technology.

Areas of Study
• Learn about basic conditions and entitlements of a specific industry.
• Obtain and communicate information in response to a work related OH&S issue.
• Develop knowledge and understanding of OH&S in a work related context.
• Identify problems or safety hazards that can affect the safety of the work environment
• Contribute to team objectives to achieve safe work procedures and to achieve a work related goal
• Use information and communications technology in relation to a work related activity.
• Using a work related goal students learn to analyse and organise information, communicate information and ideas, plan, organise and manage activities and Identify and solve problems.

Assessment
Assessment is on-going through class-work throughout the year. There is no examination for this subject. Students are required to demonstrate competency through individual work and group activities.

Assessment methods include but are not restricted to:
• oral or written reports and presentations
• discussion and debates
• folios of tasks or investigations
• performing practical tasks self-assessment
• student logbooks and reflective journals teacher observation and/or checklists

Associated Areas of Study/Careers
VCAL is a hands-on alternative to VCE, designed to prepare students for success in a range of vocational career paths. Such careers include automotive; building; media; engineering; events; floristry; furniture making; hairdressing; sport and recreation; telecommunications and many more.
VCAL Work Related Skills Senior- Year 12

Contact Teacher: Ms Elaine Hamilton

Prerequisites: None, but must be enrolled in Senior VCAL.

Description:
Work Related Skills (WRS) develops employability skills, knowledge and attitudes valued within the community and work environments as a preparation for employment. The Work Related Skills units are designed to:

• integrate learning about work skills with prior knowledge and experiences
• enhance the development of employability skills through work related contexts
• develop critical thinking skills that apply to problem solving in work contexts
• develop planning and work related organisational skills
• develop OH&S awareness
• develop and apply transferable skills for work related contexts

Employability Skills
Employability skills contain key personal attributes and skills that are important for young people (entry level employees) entering the workforce and for existing employees in a global and knowledge economy. The key employability skills include; communication, team work, problem solving, initiative and enterprise, planning and organising, learning, self-management and technology.

Areas of Study
• Research information about the career pathways, functions and layout of a specific workplace.
• Communicate ideas and information about OH&S requirements for a work environment.
• Assist in the Hazard Identification Risk Assessment and Control Planning Process to meet OH&S requirements in a work related context.
• Develop an OH&S plan for a work environment that addresses OH&S issues.
• Work with others and in teams in a work environment in accordance with defined workplace procedures.
• Use and evaluate information and communications technology in relation to a complex work related activity.
• Use technology in accordance with OH&S guidelines in a work related context.
• Communicate ideas and information in a work environment.
• Plan, organise and manage activities in a work environment, incorporating quality assurance.
• Identify and solve problems in a work environment.

Assessment
Assessment is on-going through class-work throughout the year. There is no examination for this subject. Students are required to demonstrate competency through individual work and group activities. Assessment methods include but are not restricted to:

• oral or written reports and presentations
• discussion and debates
• folios of tasks or investigations
• performing practical tasks
• self-assessment
• student logbooks and reflective journals

Associated Areas of Study/Careers
VCAL is a hands-on alternative to VCE, designed to prepare students for success in a range of vocational career paths. Such careers include automotive; building; media; engineering; events; floristry; furniture making; hairdressing; sport and recreation; telecommunications and many more.

153
Please print out all relevant pages and bring completed forms to Course Counselling interview.

<table>
<thead>
<tr>
<th>TASK</th>
<th>YES</th>
<th>NO</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Read the Senior School Handbook thoroughly</td>
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<tr>
<td>2. Research school subjects and tertiary courses using the resources</td>
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<tr>
<td>3. Complete the following activities on Moodle:</td>
<td></td>
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<tr>
<td>• WIRL Career Exploration activity</td>
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<tr>
<td>• VTAC CourseLink activity</td>
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<tr>
<td>4. Refer to ‘Useful Career Resources’ document in Moodle</td>
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<tr>
<td>5. Refer to ‘Important Subjects for Tertiary Study’ table (page 22-24)</td>
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<tr>
<td>6. Read the Sun Herald Year 10 VCE Planner &amp; Choice Booklet</td>
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<td>7. Visit Tertiary Open Days</td>
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<tr>
<td>8. Attend Class Experience sessions/Subject Expo</td>
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<td>9. Speak to Subject Advisors</td>
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<tr>
<td>10. Investigate other possible external subjects, e.g. VET &amp; LOTEŞ</td>
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<tr>
<td>11. Discuss possible career &amp; subject choices with parents/careers staff</td>
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<tr>
<td>12. Complete application for acceleration papers with 1st &amp; 2nd preferences</td>
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</tbody>
</table>

Have completed & will bring the following to Course Counselling interview:
- Netbook already set up
- Printed copy of most recent report
- Career Planning Worksheet
- Preliminary Record of Subject Selection form for Year 10/VCE/VCAL
- Connections Portfolio (Year 9)
- VCE Acceleration form (if applying for this)
- Checklist of Tasks sheet
Please discuss this with your parents prior to completing your online enrolment and bring with you to your interview.

<table>
<thead>
<tr>
<th>Preference</th>
<th>Subject Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory English</td>
<td>English (2 semester subject)</td>
</tr>
<tr>
<td>Compulsory Mathematics</td>
<td>Mathematics (2 semester subject)</td>
</tr>
<tr>
<td>Compulsory Physical Education</td>
<td>Physical Education (2 semester subject)</td>
</tr>
<tr>
<td>Preference 1/ Year 11 subject unit 1</td>
<td></td>
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<tr>
<td>Preference 2/Year 11 Subject unit 2</td>
<td></td>
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<tr>
<td>Preference 3</td>
<td></td>
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<tr>
<td>Preference 4</td>
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<td>Preference 5</td>
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<td>Preference 6</td>
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<td>Preference 7</td>
<td></td>
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<tr>
<td>Preference 8</td>
<td></td>
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<tr>
<td>Reserve selections</td>
<td>Only if your preferred subjects are unavailable</td>
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<tr>
<td>Preference 9</td>
<td></td>
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<tr>
<td>Preference 10</td>
<td></td>
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<td>Preference 11</td>
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<tr>
<td>Preference 12</td>
<td></td>
</tr>
<tr>
<td>Preference 13</td>
<td></td>
</tr>
</tbody>
</table>

- Students will be required to enter their final choices using Web Preferences. **This process must be finalised by Friday 23rd August.**

- Possible Year 11 subject
  
- Students must take home a print out of their course selection confirmation form once they have finalised their choices on line. This MUST be signed by a parent and returned to the Junior School Office.

**SIGNATURES**

Student………………………………………………………………

Mentor………………………………………………………………
# YEAR 11 2014 PRELIMINARY RECORD OF SUBJECT PREFERENCES FORM

Please discuss this with your parents prior to completing your online enrolment and bring with you to your interview.

<table>
<thead>
<tr>
<th>Preference</th>
<th>Subject Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory English Subject</td>
<td></td>
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<tr>
<td>Selection 2</td>
<td></td>
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<tr>
<td>Selection 3</td>
<td></td>
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<tr>
<td>Selection 4</td>
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<tr>
<td>Selection 5</td>
<td></td>
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<tr>
<td>Selection 6</td>
<td></td>
</tr>
<tr>
<td>Reserve Subject 1</td>
<td></td>
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<tr>
<td>Reserve Subject 2</td>
<td></td>
</tr>
<tr>
<td>Reserve Subject 3</td>
<td></td>
</tr>
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- Students will be required to enter their final choices using Web Preferences. **This process must be finalised by Friday 23rd August.**

- Students must take home a print out of their course selection confirmation form once they have finalised their choices on line. This MUST to be signed by a parent and returned to the Senior School Office.

## SIGNATURES

Student………………………………………………………………

Mentor ……………………………………………………………..
<table>
<thead>
<tr>
<th>Study No.</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR 11 Intermediate</td>
<td>LITERACY</td>
<td>VCAL NUMERACY</td>
<td>PERSONAL DEVELOPMENT</td>
<td>WORK RELATED SKILLS</td>
<td>VCE subject</td>
<td>VET CHOICE</td>
</tr>
<tr>
<td>YEAR 12 Senior</td>
<td>LITERACY</td>
<td>PERSONAL DEVELOPMENT</td>
<td>WORK RELATED SKILLS</td>
<td>VCE subject</td>
<td>VET CHOICE</td>
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- Students will be required to enter their final choices using Web Preferences. **This process must be finalised by Friday 23rd August.**
- Students must take home a print out of their course selection confirmation form once they have finalised their choices on line. This MUST to be signed by a parent and returned to the Senior School Office.

**SIGNATURES**

Student: ________________________  Mentor_______________________
VCE Acceleration Application  
Year 9 to Year 10

Student Name: _____________________________ 2013 Mentor Group: ___________________________
Connections Teacher: _______________________ Student Learning Mentor: ______________________

All students must apply for 2 subjects

1st Preference subject:
Units 1 + 2 ____________________________
Reasons for requesting this subject:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Y / N Subject Teacher recommendation (to be completed by Connections teacher)

2nd Preference subject:
Units 1 + 2 ____________________________
Reasons for requesting this subject:
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Y / N Subject teacher recommendation (to be completed by Connections teacher)

Signature of Student: ___________________________
Signature of Parent: ___________________________
Date: ___________________________

This form must be submitted to a Year 9 Connections teacher by 3.00pm Friday 23 August
## CAREER PLANNING WORKSHEET

Name__________________________________  Mentor __________________

### A Career pathway options

<table>
<thead>
<tr>
<th>1.</th>
<th>2.</th>
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</thead>
</table>

### B Tertiary training options— What courses and ATAR score would you need?

<table>
<thead>
<tr>
<th>1. (a)</th>
<th>2. (a)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. (b)</td>
<td>2. (b)</td>
</tr>
</tbody>
</table>

### C Five subjects that could be done in Year 12

1. English 3 & 4 OR Literature 3 & 4 OR Language 3 & 4 OR EAL (circle ONE)
2. 
3. 
4. 
5. 
Alternative 1
Alternative 2
Alternative 3

### D Six subjects that could be done in Year 11

1. English 1 & 2 OR Literature 1 & 2 OR Language 1 & 2 (circle ONE)
2. 
3. 
4. 
5. 
6. 
Alternative 1
Alternative 2
Alternative 3

### E Year 9 Students only to complete

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