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Curriculum Direction

The following pedagogical understandings are central to the programs delivered at Tarneit Senior College and they drive the development and delivery of the curriculum:

- Learner-centred classrooms focussed on meeting individual learning needs
- Flexible multi-use working spaces with access to ICT facilities, to allow for cooperative and collaborative learning
- Each student from years 10 to 12 has access to a school electronic device to assist their learning
- Strong emphasis on self-assessment, goal setting and focused teaching
- Belief in professional collaboration between teachers

The College has a strong focus on developing students to:

- Become confident, responsible, independent and motivated learners
- Achieve personal success across the eight Key Learning Disciplines
- Develop thinking and leadership skills
- Learn to operate as part of a team

These practices are achieved through:
- Relationship building with students, teachers, and the local community.

General Information

POSTAL ADDRESS

PO BOX 8499
TARNEIT 3029

PHONE: (03)9749 0246

WEBSITE:  www.tarneitsc.vic.edu.au
EMAIL:  tarneit.sc@edumail.vic.gov.au
OFFICE HOURS:  8.30AM TO 4.30PM

PRINCIPAL TEAM
Principal  Michael Fawcett
Assistant Principal  Rosa Marchionda

SCHOOL LEADERS:
eLearning  Martin Mielimaka
Teaching & Learning  Julie Connell & Robyn Paull
Student Management  Suzie Gerada
Student Welfare  Leanne Mortellaro
Pathways and Careers  Ben Scicluna and Tania Robertson
TERM DATES 2016

Term 1  27 January – 24 March (student start date to be confirmed)
Term 2  11 April – 24 June
Term 3  11 July - 16 September
Term 4  3 October - 20 December

ASSEMBLIES
Assemblies will be held at the beginning and end of each term. Student led assemblies will be held throughout the year.

BELLS AND ANNOUNCEMENTS
There are no bells or traditional PA systems at Tarneit Senior College.

BOOKLIST & BUNDLE
The College provides an elearning environment. All students are equipped with a chrome book computer from which they can access class resources and their ebooks. All ebooks are available in the school bundle. Other student materials and books are available through Landmark School Supplies.

CASH HANDLING PROCEDURES – EXCURSIONS
All students are to hand their permission envelopes to the teacher in charge or to reception.

CREDIT CARD PAYMENTS
Bankcard, Visa and MasterCard payment is accepted for excursions and College commitments.

COMMUNICATION
The College uses several modes of communication. Parents are able to ring the College or email to contact specific staff members.

ELECTRONIC ROLL MARKING
The College has an electronic roll marking system and student attendance is recorded for every session. Students who are absent must bring a note or doctor’s certificate on their return to school. Text messages will be sent to parents of absent students.

STUDENT ATTENDANCE AT TARNEIT SENIOR COLLEGE
Tarneit Senior College has a minimum attendance requirement of 90% attendance at Years 10-12. This means that students are required to be in class for every session, every day - unless they have a specific medical reason for an absence. Students are required to arrive on time and remain in class for the full school day. Classes begin at 8:50am finish at 3.00pm.

Students who arrive late or leave before the end of the day risk not having these session counted in their overall attendance rate. Please do not come to the General Office to pick your child up early unless it is an emergency.
PARENT INFORMATION
Tarneit Senior College is committed to fostering positive Home/School partnerships at all times. Please keep in touch with the school by contacting us if you have any concerns.

Communication with parents takes place through:
- Organised parent/teacher interviews during the year
- 3-weekly interim progress reports
- Semester reports at the end of each semester June and December
- Information sheets on programs and key year level activities
- Information and Subject Selection nights
- College newsletters
- The College website

SCHOOL COUNCIL AND OTHER PARENT BODIES
Our School Council is the governing parent body of the school. The School Council meets at least 8 times per year on the third Wednesday of the month in the evening.

Elections for parent representatives on School Council are held in March each year. Candidates for election need to be nominated by parents from the school. You, as parents, have much to offer - please involve yourself whenever the opportunity arises. You will benefit, as will your children. There are 10 members of School Council – 5 parents, 3 staff, and 2 Council co-opted community members.

CLASS TIMES:

8.45 am  Lockers
8.50 am  Form Assembly
9.00 am  Session 1
10.00 am  Session 2
11.00 am  Lunch
11.40 am  Session 3
12.40 pm  Session 4
1.40 pm  Recess
2.00 pm  Session 5
3.00 pm  Dismissed

LOCKERS
All students at Tarneit Senior College are allocated a locker which must be secured at all times. This can only be done if you have a secure padlock. Locker security is the student's responsibility. Lockers are to be used to store school related materials only. College staff reserve the right to check lockers at any time. Students are liable to pay for any deliberate damage done to lockers.
LEAVING COLLEGE GROUNDS

Students who need to leave the school grounds during the school day must provide their teacher with a note before school. A pass must be obtained from the office before you leave the school grounds. This procedure is for any time you leave school, for example:

- To go home to collect material
- Appointments
- Illness
- School related work – assignments, projects etc.

Students are expected to be on the school grounds for the duration of the whole school day.

COMPUTER USE

The Tarneit Senior College network is provided for staff and students to promote educational excellence by facilitating resource sharing, innovation and communication. All students are given access to the network via a protected password as well as school-administrated electronic mail, internet access and the option to utilise the netbook laptop program. These facilities must be regarded as privileges, which may be withdrawn for misuse of the resources at any time at teacher’s discretion.

Internet access is expensive and has been provided to assist students’ education. Students must use it only with permission, and not in any unauthorised way. It is not intended for entertainment. The school has the responsibility to ensure that, as far as possible, material obtained from the internet is not offensive or inappropriate. To this end, our service providers are using filtering mechanisms that are designed to block out inappropriate sites. In the end, however, it is the responsibility of individual users to ensure their behaviour abides by school rules or rules imposed by parents/guardians.

UNIFORM

*Uniform at Tarneit Senior College is compulsory and supplied through:*

Rushfords School wear
Shop 3-5, Watton Arcade
28 Watton St, Werribee
Ph: 9741 3211
E: rushfords@noone.com.au

CANTEEN SERVICES

Tarneit Senior College provides students with a full cafeteria with a hot fresh menu. Our Canteens are part of the Healthy Canteens Group.

ENROLMENTS

All new Tarneit Senior College enrolments must call the College direct and speak with the Assistant Principal for details.

SCHOOL POLICIES

The College has a number of policies directly relating to students/Parent and Guardians, they can be viewed on our website. [www.tarneitsc.vic.edu.au](http://www.tarneitsc.vic.edu.au)
Rationale
This Policy aims to:
- ensure students are supported by college staff in the successful completion of their studies
- encourage and motivate students to achieve their maximum potential
- provide clear expectations to students, their parents and the teaching staff
- ensure students, caregivers and staff are aware of the demands of the VCE/VCAL to enable students to reach their potential in Year 12.

Guiding Principles
To better prepare students for the demands of the VCE/VCAL, in terms of meeting deadlines, submitting work, study skills, attendance and satisfactory completion of units.
To provide a clear and consistent framework within which decisions regarding student future pathways are made.

Implementation
At Year 10 and VCE, students are required to successfully complete:
- 8 out of 12 units over the year
- at least 4 out of 6 units in Semester 2
- at least one semester of English over the year
- at least one semester of Pathways over the year

Students are also required to attend a minimum of 90% of class time over each semester.

Students will be supported by MIPs/Careers Co-ordinator, Form Group Teachers and Year Level Co-ordinators to achieve these outcomes.

Parent interviews will be held for students who pass 4 or fewer subjects at the end of Semester One. The purpose of the interview is to:
- gain parental support in assisting improved student learning outcomes
- implement strategies for improving student learning in Semester 2.
- establish an agreed process for monitoring student learning

Each student will be reviewed on an individual basis.

Extenuating circumstances will be taken into consideration in determining a student’s suitability for promotion to the next year level such as:
- prolonged illness (with medical certificate)
- extended absences (eg overseas)
- time of arrival at the college

Pathways for students on modified curriculum programs will be considered separately, taking students’ individual learning needs into account.

Consultation will also take place between the students’ classroom teachers and the student and their parents to determine a recommendation regarding their promotion.
We welcome you to our Year 10 program for 2016. This handbook has been designed to provide both parents and students with all the necessary information about the programs and opportunities that the school has to offer.

One of the key issues at Year 10 is the provision of effective and successful pathways. This will mean continuing development of literacy and numeracy. For some students it will mean an increasing specialisation by increased focus on a particular learning area. Students begin to make choices in preparation for their later years of schooling and for transition to employment or further training.

*A CRUCIAL STAGE IN SCHOOLING …*

The Year 10 program ensures that we are:

Equipping students to enable them to become independent learners capable of achieving to the very best of their ability

Developing in students the knowledge and skills required for VCE/VET/VCAL

Providing choices to students to enable them to take responsibility for their learning and increase motivation and engagement

Developing student’s time management and organisational skills in order for them to be adequately equipped for VCE/VET/VCAL

Developing social and emotional skills as well as knowledge of learning areas and academic skills

Using the most recent research into the needs of adolescent learners to drive the development of our program

Developing a range of opportunities for parents to be involved in their child’s education and be informed about their level of achievement

Developing student’s thinking strategies to enable them to deal effectively with their world
In order to create opportunities for students to gain knowledge and understanding of potential career choices, Tarneit Senior College will be offering the following programs:

Managed Individual Pathways (MIPs)
All students in Year 10 will spend time working on their Managed Individual Pathways (MIPs) plan with a school consultant. The plan is designed to help students become more aware of their personal strengths, weaknesses and interests. This intensive process will assist students in determining possible areas for employment and/or further study.

Short Courses
A variety of short courses in a number of areas are run throughout the year by different Universities and TAFE Institutions. These courses usually run for one day a week for 8 to 10 weeks providing students with the opportunity to participate in some hands on experience that may influence their future subject and career choices.

ACCELERATED STUDIES

VCE Subjects
Students have the opportunity to undertake a VCE subject in Year 10. Students who are interested need to complete an application form and submit it to their co-ordinator along with their subject selection form. Information regarding VCE subjects can be found in the Year 11 and 12 component of this handbook. The application form can be found in the handbook appendix.

Vocational Education and Training (VET)
VET courses are run both internally and externally at other schools and TAFE Institutions. At Year 10, VET is considered an accelerated subject. Students wishing to participate in a VET course in Year 10 will need to complete an application form and sit a numeracy and literacy assessment.

Information regarding the structure of VET and the courses available can be found in the VET section of this handbook. The application form can be found in the handbook appendix.
STAR!

Tarneit Senior College is committed to ensuring all students have an opportunity to explore and understand possible career paths. In order to access some of these paths it is important students continue to develop their interpersonal skills as well as acquire a sound knowledge of future directions.

Throughout the year all students will be involved in a STAR! program. This program involves one hour a week of class time with their Form Group Teacher as well as time spent in consultation with the school’s M.I.P’s consultant. The consultant’s role is to support students and develop a Managed Individual Plan that can be used to guide students throughout their time at Tarneit Senior.

The pathways program is an important part of the school curriculum and therefore will be reported on at the end of each semester.

As a result, students will need to ensure they complete all work tasks in order to successfully complete the following outcomes:

**Personal Learning**
*Outcome 1:*
Demonstrate an ability to effectively utilise and reflect upon a variety of personal learning tools

**Interpersonal Development**
*Outcome 2:*
Demonstrate an awareness of a variety of resources and strategies to effectively develop social and emotional wellbeing

**Educational and Career Development**
*Outcome 3:*
Demonstrates an awareness of a variety of educational and career pathways
YEAR 10 CURRICULUM

Tarneit Senior College follows the Australian Curriculum in the areas of:

- English
- Mathematics
- Health and Physical Education
- Humanities
- LOTE
- Science
- Technology
- The Arts

Compulsory Subjects
- English, Maths and Pathways are compulsory and run for the entire year.
- Students must choose at least one unit to complete for one semester from the areas of Science, Humanities and Health and Physical Education.

Optional Units
Students are able to choose another two units to complete over one semester from any of the areas listed below:

YEAR 10

The units available for subject selection are listed below:

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ENGLISH
Year 10 English/EAL

COURSE CONTENT

Theory
English examines a broad range of spoken and written texts, including literature and the mass media, both print and non-print, which are discussed and analysed to develop in students a knowledge of how language varies according to context, purpose, audience and content and the capacity to apply this knowledge.

Semester One
Using Language to Persuade
Reading and Creating Texts
Exam

Semester Two
Using Language to Persuade
Reading and Comparing Texts
Exam

PATHWAYS INTO VCE OR VCAL
VCE: English /VCE EAL
VCE Literature
VCAL: Literacy

Foundation English

COURSE CONTENT

Theory
The Year 10 Foundation English/Literacy course is designed for students who may require additional time and assistance to strengthen and refine their literacy skills to support their studies across Year 10. The course is aimed at students with noticeable difficulties in literacy; it will focus on the explicit teaching of literacy skills thus aiding overall progression. This subject should work in coherency with student’s English classes, the outcome should be that students who have found difficulties in English and other areas of study are able to develop and be prepared to enter VCE English/ESL, VCE Literature, VCAL Literacy and in other VCE or VCAL studies.

PATHWAYS INTO VCE OR VCAL
VCE: English / VCE EAL
VCAL: Literacy
Literature

COURSE CONTENT

Theory
The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students will explore the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. The study of literature encourages independent and critical thinking in students, analytical and creative responses to texts. We explore:

- plays
- poetry
- film texts
- fiction

PATHWAYS INTO VCE OR VCAL
VCE: English /VCE EAL
VCE: Literature
VCAL Literacy

MATHEMATICS

Year 10 Core Mathematics

COURSE CONTENT

Theory
Students are required to study Mathematics until the conclusion of Year 10. This study runs throughout the whole year and can be taken in conjunction with Advanced Maths and Foundation Maths. In this subject they will study the topics of:

- Linear Functions and Graphs
- Measurement
- Probability
- Basic Algebra and Equations
- Trigonometry
- Statistics

Practical
Much of the course is theoretical, but some scope for practical activities is possible, particularly in the topics of Measurement, Trigonometry and Probability.

PATHWAYS INTO VCE OR VCAL
Students can go from standard mathematics into VCAL Foundation Mathematics Units 1 & 2 or into VCE General Mathematics (Further). However to do VCE Mathematical Methods or General Mathematics (Specialist) they will also need to do Advanced Maths as an elective in year 10 as this provides them with the skills they will need, especially in Algebra.

Note: This is a year-long study
Year 10 Foundation Maths

Description: The main areas covered in this course are space, shape and design; and pattern and number. Space, shape and design cover the geometric properties of lines and curves, shapes and solids. Scaled and labelled drawings will enable students to interpret domestic, industrial and commercial plans and diagrams using relevant dimensions.

Patterns and number covers basic number operations and the representation of patterns in number in different forms. Strategies and standard calculations enable students to obtain estimates and exact values in a variety of common contexts.

Outcomes: On completion of this unit, students should:

1. Confidently and competently use mathematical concepts and skills from all areas of study.
2. Be able to apply and discuss mathematical procedures to solve practical problems in familiar and new contexts, and communicate their results.
3. Be able to select and use technology to apply mathematics in a range of practical contexts.

Assessment Tasks:

- Topic tests for each area of study
- Application task each area of study
- Mid-year and end-of-year exam.

PATHWAYS INTO VCE OR VCAL
VCAL: Numeracy

Note: This is a semester-long study
Advanced Mathematics

COURSE CONTENT

Theory
- Circular functions
- Linear Equations and Inequalities
- Quadratic Functions
- The Real Number System
- Advanced Linear Relations
- Extended Probability
- Algebraic Techniques

Practical
Much of the course is theoretical, but some scope for practical activities is possible. Students will also be utilising Scientific and/or Ti-Nspire calculators.

PATHWAYS INTO VCE OR VCAL
Students can go from Advanced Mathematics into VCE Mathematical Methods and General Mathematics (Specialist). Students can also elect to drop down to VCE General Mathematics (Further) or VCAL Foundation Mathematics. Advanced Maths must be taken in conjunction with the Year 10 Maths subject.

Note: This is a year-long study.

Mathematics Flow Diagram from Year 10 to VCE or VCAL
LANGUAGES OTHER THAN ENGLISH

French

The competencies are focused on everyday communication, in both social and vocational settings so students gain an understanding of what it is like to use the language. In this way they learn through doing. The ability to use a language other than English and more between cultures is important for full participation in the modern world, especially in the context of increasing globalisation and Australia’s cultural diversity.

Learning a language offers students the opportunity to:

- Use the language to communicate with its speakers
- Understand how language operates as a system and, through comparison, how other languages, including English, are structured and function.
- Gain direct insights into the culture or cultures of countries and communities where the language is spoken
- Enhance their vocational prospects

Pathways into VCE: VCE French
HEALTH & PE

Adolescent Health

COURSE CONTENT

Theory
Adolescent Health offers students with the opportunity for students to discuss issues relating to current health & wellbeing issues that affect young people. The class offers discussion and activities that create a cooperative environment where student can learn about how to face some of the difficult issues of adolescence.

The subject offers five topics:

- Alcohol and Harm Minimisation
- Drug Use
- Driver Safety
- Sexual Health
- Mental Health

The mental health unit educated students about different mental illness; the symptoms, causes and treatment; community attitudes toward mental illness and the ways in which positive mental health can be maintained.

The sexual health looks at what safe sex means, the different types of sexually transmitted infections, their symptoms, effects & treatment.

The drug & alcohol unit works through the reasons why young people choose to use alcohol or drug, the physiological effects of these substances & the health implications; both social and physical and how this may impact on road safety. This unit provides students with the opportunity for students to be creative in designing a safe party for their family & peers, but to implement harm minimisation strategies they have learned.

PATHWAYS INTO VCE OR VCAL

Biology, Health & Human Development, Physical Education and/or Psychology
Advance

Advance is a holistic program, designed to provide students with genuine involvement in their communities and participation with others to achieve goals. It is designed to provide strong guidelines without being constrictive to innovation. These guidelines are in the form of learning outcomes within three learning modules, which together aim to nurture student’s ability to participate in their communities, work in teams, communicate with various audiences and achieve goals through participation and cooperation with others – all identified as important life and work skills.

The teacher will build a positive rapport with disengaged students and facilitate a student driven course that meets the three learning modules – Community, Communication and Project Management. Students will be required to work independently and in teams to develop positive relationships with members of the community. The group will also be required to identify a school community project that directly benefits the college and works with the chosen community organisation and college management to implement their plan. By the end of the course a form of recognised training will also be obtained, a feeling of satisfaction by giving back to the community and having a greater sense of belonging within the college. The program can potentially be run over the full course of the year for targeted disengaged students or over one semester.

Outcomes:
1. **Community** – Develop Community links through a series of Volunteering Activities and courses.
2. **Communication** – Work in a number of ways with a range of people in the college community to develop a common goal for the school that all members can benefit from.
3. **Project Management** – Develop and implement a project within the college that

Assessment Tasks:
- Community based project – E.g. Work with the local CFA to develop safety awareness within the college.
- Recognised Training – E.g. Level 2 First Aid.
- Evaluation report of the program including detailed journals and project analysis.

**PATHWAYS INTO VCE OR VCAL**
Year 10 Advance would have a direct pathway into year 11 VCAL
Fitness

COURSE CONTENT

The Fitness Studies unit allows students to set personal fitness goals by undertaking fitness tests and The course for ‘Fitness Studies’ will focus on developing a solid understanding of how an individual can reflect on and improve their own personal fitness and performance in sport. This includes the designing and implementation of improvement methods, training principles, accumulating in a personal training program. Learning will be enhanced through practical sessions in relation to energy systems and methods to measure physical activity.

Outcomes:
1. Understanding of how to assess personal fitness via standardised testing, measurement of physical activity and the components of fitness necessary to improve personal fitness and to set goals.
2. Understand and apply the primary principles of training and implement them via various training methods.
3. Understand and develop a personal training program and apply the energy system interplay during different sports and physical activities.

Assessment Tasks:
- Research Task
- Training Program
- Lab on energy systems and measuring physical activity
- Unit Exam

PATHWAYS INTO VCE OR VCAL
VCE Physical Education
VCE Health and Human Development

Health Promotion & Sports Performance

The course for ‘Health Promotion & Sports Performance’ will focus on the science of movement and physical activity. This includes the nutrition as fuel for performance, promotion of physical activity using a variety of methods. Students will also look at the anatomy of various body systems and the biomechanics of their movement. Learning will be further extended in term two through studying the role and responsibilities of coaches in sport and effective coaching practice. The course will contain both practical and theoretical sessions.

Outcomes:
1. Understand key nutrients required for the main processes in the body, nutrition for sports performance and promotion of physical activity.
2. Understand the anatomy and functioning of various body systems of the human body and how they link to sporting performance.
3. Understand the biomechanics of movement to analyse and improve performance, the various roles and responsibilities of a coach, identify and utilise coaching styles.
Assessment Tasks:
- Nutrition and diet research task
- Anatomy tests
- Biomechanics Laboratory
- Coaching Plan and implementation
- Unit Exam

PATHWAYS INTO VCE OR VCAL
VCE Physical Education
VCE Health and Human Development

Outdoor Education

Course Content
Outdoor Education incorporates practical and theoretical studies within a semester of study.

PRACTICAL
Students will apply their knowledge base from theory classes and experience in number of day excursions and a compulsory attendance camp
Classes consist of leadership activities focusing on students working together in a range of activities that involve coordination problem solving and lateral thinking
- Practical cooking using a trangia
- Mapping and compass work
- Aquatics program focusing on kayaking skills and kayak touring

THEORY
Students participate in lessons focusing on a range of topics that look at outdoor pursuits.

Cost
Cost for the semester will be $350.00.
- Essential First Aid
- Camp deposit
- Equipment Hire
- Bus transport to Aquatics

Pathways
VCE & VET Outdoor Education/Recreation
THE ARTS

Art

COURSE CONTENT

Theory

The work of artists from different times and cultures is studied in order to gain a broader understanding of how artworks are conceived and produced. Students begin to compare and contrast the way artists have used similar and different materials and techniques and interpreted ideas and sources of inspiration in producing artworks. Students develop skills in the visual analysis of artworks.

Practical

This subject encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of art making. It will focus on the development of student’s skill through experimenting with a variety of materials and techniques. Students develop individual ideas through identification of sources of inspiration that can be used as starting points for making art. Students will explore art making practices that use art elements and principles to communicate and develop ideas.

PATHWAYS INTO VCE OR VCAL
VCE Art
VCE Studio Arts

Dance

COURSE CONTENT

Theory

Students will learn the principles of safe dance and injury prevention by identifying key muscle groups and constructing appropriate warm-up sequences. They will research and report on the history and major influences of dance across the ages. Students will also plan and choreograph short routines, utilizing appropriate dance terminology and taking into account elements of movement.

Practical

Students will learn and rehearse several routines throughout the semester in a variety of dance styles. They will also monitor and maintain their fitness levels, strength and flexibility as part of their regular practical classes. Students will be required to perform for an audience as part of their assessment for the semester.

PATHWAYS INTO VCE OR VCAL
VCE Year 11 and 12 Dance
VET Dance
Drama

COURSE CONTENT
Theory
Drama terminology and theory
Elements of Drama
Research of ‘Famous Theatre Practitioners’

Practical
Improvisation
Kinaesthetic activity
Dramatic Storytelling
Creating characters
Developing expressive skills

Media

COURSE CONTENT
Theory
Students focus on the production and story elements and genre and develop the skills of understanding and analysing film and other media texts. They identify, discuss and write about the codes and conventions used in the construction of media.

Practical
Students create a variety of media products and experiment with technologies such as digital cameras and image manipulation programs. They develop and produce stories from a variety of stimuli. Students plan and creating narratives through digital photography and film.

PATHWAYS INTO VCE OR VCAL
VCE Media

Music

COURSE CONTENT

Theory: Students will be instructed how to create music in both an ensemble and solo context on their chosen instrument, in doing so they will have to choose an instrument which will be their main focus during the course of study. Rehearsal and presentation will be the main focus areas so they will have the grounding to take on a subject at VCE level. Students will also keep a record of practice techniques and routines necessary to optimise music performance. In addition to the performance aspect, students will receive a grounding in music theory that will prepare them for study at VCE level. Students will develop skills in reading music and music analysis in order to tackle exams at VCE level. The subject is designed to add to the cultural experience of school for the student and for the school community at large

Outcomes:

Performance (Group/Solo)
Performance technique
Music Craft (Theory)
Assessment Tasks:
- Performance (Group/solo performances in front of an audience)
- Performance technique exam/logbook of practice routine (This will show how the student has systematically used processes to improve their performance abilities.)
- Written and Aural exam end of year or semester. Written and aural tests held throughout the semester/year.

PATHWAYS INTO VCE OR VCAL
VCE Year 11 and 12 Music Performance

Music (Instrumental Music)

COURSE CONTENT

Theory
Students will be developing their skills in music theory and aural comprehension in preparation for Year VCE or VET. Students will also be analysing songs from different styles of music and learning to read all forms of sheet music.

Practical
Students will be developing skills on their chosen instrument. Selecting songs to perform in a group and solo context. Instrumental music lessons are compulsory and students must attend their lesson once per week.

PATHWAYS INTO VCE OR VCAL
VCE Year 11 and 12 Music Performance

Note: This is a yearlong study

Visual Communication

COURSE CONTENT

Theory
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Through experimentation and through exploration of the relationship between design elements and design principles, students develop an understanding of how design elements and principles affect the visual message and the way information and ideas are read and perceived.

Practical
The focus will be on developing students’ ability to represent three-dimensional form using a variety of drawing methods. Students will learn the importance of and develop the skills for drawing; freehand from direct observation using 2 point perspective, rendering techniques, instrumental drawings using paraline projections and use the design process to produce visual communications to satisfy a stated purpose.

PATHWAYS INTO VCE OR VCAL
VCE Visual Communication & Design
The following studies prepare students for VCE science in Year 11. Students are encouraged to complete as many of the following VCE Preparation Science studies as they like in order to best prepare themselves for VCE science.

## Biology

### COURSE CONTENT

**Theory**

In Biology students will gain an understanding of cell theory and investigate the systems of the human body. The transmission of inheritable characteristics from one generation to the next will be explored. This will involve studying the work of Mendel and the implications that his work has had on genetics. Students will also explore the theory of evolution and the frameworks it uses to explain the diversity of living things.

### PATHWAYS INTO VCE OR VCAL

This subject is highly recommended preparation for students who wish to complete VCE Biology.

## Chemistry

### COURSE CONTENT

The four main areas of study in Year 10 Chemistry are the Periodic Table; properties of materials; chemical reactions; and environment and sustainability. The Periodic Table topic involves a thorough investigation of the regions on the table and their significance, consideration of atomic theory, and electron configuration. Properties of materials covers ionic, covalent and metallic bonding and how they help to explain the behaviour of many important industrial materials. Chemical reactions looks at several types of reactions and their rate of reaction, and students will develop skills in balancing chemical equations. The final topic considers the green chemistry principles in industrial processes and protection of the environment.

**Practical**

Practical experiments and/or activities are conducted on a weekly basis to demonstrate and explore the theoretical concepts produced. Via experimentation, students will:

- learn how the relative atomic mass on the Periodic Table was calculated
- build models of the orbitals in an atom
- discover electrical conductivity properties of various materials
- Build models of covalent compounds
- Separate ionic compounds from a mixture
- Conduct several different chemical reactions
- Monitor rates of reactions and factors that affect the rate
- Investigate industrial processes

### PATHWAYS INTO VCE OR VCAL

This subject is highly recommended preparation for students who wish to complete VCE Chemistry.
Environmental Science

COURSE CONTENT

Theory
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.

Practical
Students will conduct experiments on a wide range of areas:
- The nature and characteristics of solar energy.
- Types and effects of pollution.
- Water sampling.
- Environmental study of CS.

PATHWAYS VCE OR VCAL
VCE Environmental Science
VCE Biology

Physics

COURSE CONTENT
During this unit of study students analyse and investigate the observations and ideas about the physical world explained through the use of conceptual models. Students study the two major theories of light and the electromagnetic spectrum. They learn about the Newtonian model of motion and apply it in a variety of contexts and practical investigations. Students develop circuit models to analyse electrical phenomena and undertake practical investigations of circuit components. The final topic, Nuclear Physics, investigates the particle model of matter to include subatomic particles, energy changes associated with nuclear phenomena and radioactivity, and their applications.

Practical
Practical experiments and/or activities are conducted on a weekly basis to demonstrate and explore the theoretical concepts produced. Via experimentation, students will:
- Discover the differences between the particle and light theories
- Investigate the wave model
- Explore the ray model with convex and concave mirrors and lenses
- Build electrical circuits
- Conduct motion experiments to confirm Newton’s three laws of motion
- Explore kinetic and potential energy
- Create posters on nuclear reactors and/or bombs

PATHWAYS INTO VCE OR VCAL
This subject is a highly recommended preparation for students who wish to complete VCE Physics.
Psychology

COURSE CONTENT

Theory
In this subject students will obtain an introduction to the science behind Psychology. Students will explore the role of the psychologist and the basic processes involved in conducting psychological research. This unit also examines a variety of mental illnesses and mental health issues as well as forensic psychology.

PATHWAYS INTO VCE OR VCAL
This subject is highly recommended preparation for students who wish to complete VCE Psychology in Year 11.

HUMANITIES

20th Century History

COURSE CONTENT

Theory
This unit focuses on the major world conflicts within the early 20th century. Students will develop an understanding of Political Ideologies and how they have shaped the thoughts of governments around the world. Students will complete an in-depth study on World War Two; this will include the examination of print text, film and documentary footage as analytical resource tools. Students will be encouraged to think critically about the major events of the 20th century, and make connections between the historical and modern contexts.

PATHWAYS INTO VCE OR VCAL
VCE History

Business Studies

COURSE CONTENT

Theory
Money examines a broad range of issues related to the operation of the national and international economy. It considers the role played by banks and other institutions and evaluates their performance in achieving appropriate economic outcomes. It also considers the role and significance of savings for individuals and looks at the importance of trade and globalisation in influencing Australia’s standard of living.

Students explore a variety of key topic areas including:
- Personal Finance
- Money In Australia
- Global Finance
- Small Business Management

PATHWAYS INTO VCE OR VCAL
VCE Business Management
VCE Accounting
Geography

COURSE CONTENT

Students will study the characteristics of the Amazon and Madagascar rainforest environments and will develop an understanding of the importance of rainforests for the entire globe. They will analyse and explain changes in these natural environments due to human activities such as: logging, mining, cash crop agriculture and illegal poaching of endangered animals.

Outcomes:
- Describe the geographic characteristics of rainforest environments and how they are developed by natural processes.
- Analyse and explain the changes and consequences in rainforest environments due to human activity.

Assessment Tasks:
- Test: Short answer questions
- Research report
- Oral presentation

PATHWAYS INTO VCE OR VCAL
VCE Geography

Legal Studies

COURSE CONTENT

Theory
This unit focuses on the criminal justice system in Australia. It will examine the most common types of criminal offences, civil law and the sanctions used to punish people.
Students will be given the opportunity to explore the Victorian Court Hierarchy, Federal and State parliament and the role they play in making the law.
This unit also explores different perspectives of individuals and groups involved in issues relating to changes in the law.

PATHWAYS INTO VCE OR VCAL
VCE Legal Studies and VCE Politics

Sociology

COURSE CONTENT

This course will introduce students to sociological methodology and metalanguage by looking at the role of institutions in creating social beings. The focus will be on the Family, Education and the Media.

- What is Sociology and what does it ‘do’? How is it different to Psychology?
- What is a family? What is its social function? How has it changed overtime?
- What is the role of education in society? What social skills are acquired through education? How has education changed overtime? How does politics determine education? Social class and education.
- How does the Media portray social values and morals? How does the media represent minority groups? Have these representations changed? How are media outlets ideological?

Introduction to Sociology will familiarise students with sociological methodology and inquiry. Students will look at how societal norms and values are created, how individuals become social beings, how society is forever changing and the effects these changes have on the individual.

Outcomes:
On completion of this unit the students should be;

1. able to describe the nature of sociological inquiry and discuss, in an informed way, the role of the family in creating social beings.

2. able to discuss, in an informed way, the role of education in socialising individuals and explore the ideological impacts on education.

3. able to discuss, in an informed way, the role of the media in portraying social values and morals and the ideological impacts of the media.

Assessment Tasks:
• Document Analysis
• Test
• Short Answer Questions
• Film Analysis
• Examination

PATHWAYS INTO VCE OR VCAL
VCE Sociology

TECHNOLOGY

Food Technology

Course Content
This unit of study exposes students to a range of relevant areas of Food Technology. Students are introduced to food safety, hygiene, properties of food, food trends, nutrition, diet, employment, menu planning and dietary requirements. Students consider the nutritional requirements for growth and activity at different stages of life, and learn to set nutritional goals using food-selection models. They learn how to analyse nutritional information provided in advertising and product labels, and to make decisions about how this information can be used by, or influence, individuals in their food choices.

Students follow the design process to meet the requirement of a specified design brief. Students will investigate the requirements of the design brief in order to design and produce a product for a specific purpose. Students will design a range of design options and select and produce their preferred option. Students will then use evaluation criteria they have developed to analyse, evaluate and make suggestions for future modifications.
Outcomes

On completion of the unit students should be able to:
• Use a wide range of techniques, tools and equipment safely
• Compare their products to commercial equivalents
• Creatively solve complex problems

Assessment Tasks
Design briefs - Design briefs will incorporate Investigate, Design, Produce, Analysis and Evaluate.
Test
Exam

PATHWAYS INTO VCE OR VCAL

VCE Food Technology

Information Technology

COURSE CONTENT

The study of Information Technology looks at information systems and how people use information technology to create structured information products and to connect with others to exchange information. Students study the theoretical foundations of computation and techniques for writing programs and developing solutions. It also focuses on how the needs of individuals, organisations, communities and society are met through the combination of ICT and meaningful information.

Practical

Students examine how networked information systems allow data to be exchanged locally and within a global environment.
Students acquire and apply a range of knowledge and skills to manipulate different data types including to create solutions that can be used to persuade, educate, inform and entertain.

PATHWAYS INTO VCE OR VCAL

This subject leads into VCE IT

Product Design (Technology)

COURSE CONTENT

Product design is part of people’s responses to changing needs to improve quality of life through design. Central to Product Design (Technology) is the design process, which provides a structure for students to develop effective design practice. The design process involves identification of a real need that is then articulated in a design brief. The need is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional products. Development of these solutions requires the application of technology and a variety of skills, including creative design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.
In Product Design (Technology) students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students address the design factors and criteria relevant to their design.

**Outcomes:**

*Product redesign for improvement* – students should be able to re-design a product using suitable materials with the intention of improving aspects of the products aesthetics, functionality or quality

*Applying the product design process* – students should be able to apply the product design process and explain how the design process leads to product design development

*Producing and evaluating a re-designed product* – students should be able to compare their product/prototype against the original design and evaluate using evaluation criteria set in the design brief.

**Assessment Tasks:**

*Investigate and define* – Design Brief and Research report

*Design and Develop* - Folio of design options using technology CAD/CAM in the development and production of their product

*Plan and Produce* – Planning and production of a product that meets the requirements of the design brief

*Evaluation Report* - Evaluation of product/prototype using evaluation criteria set in the design brief and recommend improvements

**PATHWAYS INTO VCE OR VCAL**

VCE Design & Technology

VCE Visual Communication and Design

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**Robotics**

**COURSE CONTENT**

**Theory**

Students explore a range of factors that affect product design and technological innovation. Students will understand the components of systems as well as how changes made to inputs and processes affect their outputs. Students will learn the components of the production process and how it is applied to the production of functional systems. Students will develop an understanding and apply flowcharts and to develop icon based programs. As a part of this course students will investigate, design, produce and evaluate systems using Lego NXT microcomputer as the controller.

**Practical**

The semester's work is project based with students required to complete specific modules to build and program a Lego NXT robot. Students will then use their knowledge and skill to plan, produce, document, test, fault diagnose and evaluate through developing their own robot and using Lego NXT in response to a design brief.

**PATHWAYS INTO VCE OR VCAL**

This subject leads into VCE Design and Technology, VCE Systems Engineering
Year 11 & 12 – Post Compulsory Education Options

There are two types of programs available to students at Tarneit Senior College:

- Victorian Certificate of Education (V.C.E.)
- Victorian Certificate of Applied Learning (V.C.A.L)

Within each of these programs students have the opportunity to participate in a Vocational Education and Training (VET) course of their choice.

Victorian Certificate of Education (VCE)

Participation in a VCE program provides students with the opportunity of completing a senior school certificate by selecting from a range of studies including VET. Students are able to focus on studies that will provide a pathway to University, TAFE or employment.

Summary of VCE Requirements:

Your VCE program will normally be made up of 22 units completed over two years. Students usually complete 12 Units (6 subjects) of Units 1 & 2 in Year 11 before proceeding to 10 Units (5 subjects) of Units 3 & 4 in Year 12. It is possible for Year 11 students who have demonstrated ability to select a Unit 3 & 4 study in their first year.

To be awarded the VCE Certificate students must satisfactorily complete at least 16 units, including:

- at least three units of English
- at least three Unit 3 & 4 studies other than English

Victorian Certificate of Applied Learning (VCAL)

Participation in a VCAL program provides students the opportunity of completing a senior secondary certificate to Year 12. The program is designed for students with a clear career focus in a particular industry/trade and may include a VET course. Students selecting this pathway will improve their literacy and numeracy skills, complete industry specific training and undertake regular work placement.

Students completing a VCAL program may undertake a TAFE course, pre-apprenticeship, apprenticeship or begin full time employment. It is possible for VCE students to transfer into a VCAL program.

Summary of VCAL Requirements

A VCAL program consists of the following areas:

- Numeracy
- Literacy
- Personal Development
- Industry Specific Skills (either a VET program or a TAFE program in a specific industry.
- Work Related Skills – Work placement (on the job training)

Vocational Education and Training (VET)

VET courses are nationally recognised programs enabling students to obtain an accredited qualification in a number of areas. These courses can be used as part of a student’s VCE or VCAL program contributing towards their ATAR or VCAL Certificate.
Important Questions to Consider

How do you begin planning?

Students should plan their units in VCE so that they have a number of options after VCE. This may mean a number of choices within a general interest area, or a number of choices that run across interest areas. This approach is important for a number of reasons:

- During the VCE students often change their mind about what they want to do after Year 12 and therefore must have enough flexibility in their unit choice to permit this.
- Some students will start individual subjects and find that they are not interested or motivated in that area. Therefore they should have sufficient subject breadth to be able to change direction.
- Other students will find they do not perform well in a particular unit and need to change units or particular career paths.
- VCE unit choice must provide the student with flexibility and a number of options at the end of Year 12. Unit choice that locks a student into one career direction is not a realistic approach.

Students are able to change their subject choices at the end of Semester 1 for Unit 1 & 2 studies but Units 3 & 4 studies must be completed as a sequence. Year 11 students are encouraged to consult subject and careers teachers before making requests to change subjects.

Finally, students must face the realities of life at the end of VCE. Work is extremely difficult to obtain and further education is highly competitive. Therefore, students must be flexible enough in their subject choice and attitude to be able to consider a number of different career paths after VCE or the VCAL.

How do you choose your subjects?

Find out about prerequisites (units in the VCE that you must satisfactorily complete to be eligible to apply for a University or TAFE course). Remember that prerequisites can include Unit 1 & 2 studies as well as Units 3 & 4 studies. In addition to prerequisites some courses will also consider your performance in other studies to assist them to pick the student most suited to their course.

After identifying studies that you MUST do, students should then consider two other factors - studies that they enjoy and studies that they are good at. Students should carefully read the subject descriptions and consider the content of each subject and ways in which each subject is taught.

It is worth checking for the studies you are interested in, whether there is advice about doing some units before attempting others. For example, if you are interested in studying Chemistry it is recommended that you do Unit 1 or Unit 2, or both, before attempting a sequence of Units 3 and 4 (or have equivalent experience or be willing to do some preparatory work).

What do the numbers in the VCE unit titles mean?

Each unit has a number: 1, 2, 3 or 4. Most studies are made up of four units.

Each unit lasts for one semester or a half year, and represents approximately 100 hours of work conducted both within and outside the classroom.

Units 1 and 2 are generally undertaken in the first year of VCE (Year 11). Units 1 and 2 can be studied separately or as a sequence. Units 3 and 4 are generally taken after Units 1 and 2 (in Year 12) and are of a higher level of difficulty.

Units 3 and 4 must be studied as a sequence. Unit 3 can only be offered in the first half of the year and Unit 4 can only be offered in the second half of the year. This means that if you enrol in Unit 3 of a study, you are
expected to go on and do the Unit 4 that makes up the pair. It also means that you cannot do a Unit 4 without doing the Unit 3 that precedes it.

**Can you do a Unit 3 & 4 VCE study in Year 11?**
Yes. Students can undertake a Unit 3 & 4 study in their first year of the VCE. Students should only choose this option if they are a highly able student and should carefully consider the advice of their course counsellor as to the best Unit 3 & 4 study to select.

**How will you be assessed in VCE?**

**Year 11- Units 1 & 2**
Learning Outcomes are prescribed for all units. Students must demonstrate the key knowledge and skills of each Outcome through tasks set by the teacher. All Learning Outcomes for a unit must be satisfactorily demonstrated for an overall ‘S’ to be gained for that study. An ‘N’ indicates non-satisfactory completion of one or more outcomes. Learning Outcomes are completed mainly in class time. In addition, one or more tasks per study will be graded from A-UG according to the descriptive criteria supplied in class.

**Year 12 - Units 3 & 4**
Assessment is made up of external examinations and School Assessed Coursework (SACs). Coursework is completed in class and scores for the work are forwarded to the Victorian Curriculum and Assessment Authority. Students receive feedback and are given a grade ranging from A+ to UG.

All Learning Outcomes for a unit of study must be satisfactorily demonstrated for an overall ‘S’ to be gained for that study. An ‘N’ indicates non-satisfactory completion of one or more outcomes.

**Note:**
1. The VCE will be awarded if all Learning Outcomes are satisfactorily completed in the required number of subjects.
2. Study Scores in a study are cancelled by the Victorian Curriculum and Assessment Authority (VCAA) if an overall S is not gained for the study.

**Can you study a VCE unit twice?**
Yes. You can do a unit twice if you want to, but you can only get credit once for that unit towards the award of the certificate.

**Can you repeat a VCE Unit 3 & 4 study?**
Yes. Students can repeat a Unit 3 & 4 study in the hope of improving their Study Score. There is no penalty imposed. The best Study score will be the only one considered in the calculation of your ATAR.

**Can you include VET as part of your VCE program?**
Yes, most VET courses can contribute to the completion of the VCE Certificate and also your ATAR score. 1st Year VET courses are equivalent to the completion of VCE Units 1 and 2 while 2nd Year VET courses are equivalent to the completion of VCE Units 3 and 4.

**What happens if I have problems completing work on time?**
A written description of the Assessment Tasks to be completed for each unit will be provided for each student along with a definite due date set by the teacher for all these tasks.

Students who expect difficulty meeting the due date should discuss this with their class teacher well before
the due date. In some cases an extension of time may be granted in accordance with the College Assessment and Extension Policy.

What happens if I face problems during my VCE?

Special Provision is designed to allow students who are experiencing significant hardship or difficulties and who are unable to perform at an optimum level, the opportunity to demonstrate what they know and what they can achieve.

*There are a number of special applications which can be made:*

1. Special attendance arrangements or variations to school assessment coursework (SACs) are available for students seriously affected with short term hardship.
2. Special examination arrangements, such as extra time, use of a scribe etc.: are available for students who require specific assistance during exams.
3. The calculation of a derived score is available for a student who is unable to sit an exam or is seriously disadvantaged at the time.
4. VTAC Access and Equity Applications are available for a number of disadvantage categories such as social disadvantage or family circumstances.
5. VTAC Chronic Circumstances Application is available for students who have been seriously disadvantaged for a prolonged period during their studies.
Pathways after VCE

When a student moves from Year 10 into the VCE, it is important to make a subject plan for the two years that follow. While students may change subjects and possible directions within these two years, an overall plan allows for clarity and flexibility.

At the end of the VCE, students face a number of post-secondary options:

**Work:** many forms of work will involve on-the-job training or skills retraining and updating.

**Training:** Traineeship or apprenticeship.

**Further Education:** within the TAFE or Higher Education Sector/University (see below):

**The TAFE Sector**

Colleges of TAFE offer a wide range of courses for students, from short courses (including pre-apprenticeships) to Certificate, Advanced Certificate, Diploma and Associate Diploma courses. Many of the longer courses now require completion of Year 12 and/or an ATAR as an entry requirement.

**Higher Education Sector / University**

Entry into degree and diploma courses at the higher education level requires successful completion of Year 12 with scored assessment, ATAR, (with many institutions requiring specific prerequisite units) or completion of a TAFE pathway course.

It is important that students consider a variety of actual career directions in each of the areas; so that they are able to plan when selecting subjects and so they have a choice at the end of Year 12.

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**Pathways Beyond Year 12**

Diagram showing pathways from TAFE, VCE/VCAL, to further education and employment options.
Vocational Guidance and Course Research Directory

**TAFE Course Directories** - This book lists all the available courses in the TAFE system, the colleges (and campuses) at which they are offered and the prerequisites required.

**Tertiary Institution Handbooks** - Lists all the courses available and the prerequisites.

**Centrelink Career Information Centre**: First Floor, 176 Bridge Road Richmond Vic 3121


**COURSELINK** [www.vtac.edu.au](http://www.vtac.edu.au) A computer program where students are able to list their VCE subjects and the program will give them a list of institutions and courses for which they are eligible. Follow link at VTAC website.

**VCAA**: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) for all VCE information, including course outlines and past exams.

**MYFUTURE**: [www.myfuture.edu.au](http://www.myfuture.edu.au) is a comprehensive career information service. It has a career exploration tool, career information, advice for those supporting others making decisions.

**GOING TO UNI**: [www.goingtouni.gov.au](http://www.goingtouni.gov.au) gives information for Commonwealth supported students about costs and payments of fees. It replaces HECS.


**CAREERS THAT GO**: [www.careersthatgo.com.au](http://www.careersthatgo.com.au) is designed to gives students a better understanding of where the study of science, technology, and maths can take them.


**TERTIARY INSTITUTIONS**
Provide information on courses, studying, events and open days, admissions, scholarships, accommodation.

Monash: [www.monash.edu.au](http://www.monash.edu.au)
Melbourne: [www.unimelb.edu.au](http://www.unimelb.edu.au)
Latrobe: [www.latrobe.edu.au](http://www.latrobe.edu.au)
Deakin: [www.deakin.edu.au](http://www.deakin.edu.au)
Ballarat: [www.ballarat.edu.au](http://www.ballarat.edu.au)
Swinburne: [www.swin.edu.au](http://www.swin.edu.au)
Victoria Uni: [www.vu.edu.au](http://www.vu.edu.au)
RMIT: [www.rmit.edu.au](http://www.rmit.edu.au)
Holmesglen: [www.holmesglen.vic.edu.au](http://www.holmesglen.vic.edu.au)
Box Hill: [www.bhtafe.edu](http://www.bhtafe.edu)
Swinburne TAFE: [www.tafe.swin.edu.au](http://www.tafe.swin.edu.au)
## Interest Areas and Subject Choices

### Interest Areas

#### ARTISTIC & CREATIVE
You may like to design and create functional and artistic objects; you appreciate concepts, beauty and have a feeling for art, literature, music, drama, writing, architecture, media or you may be creative in a more general way, that is, by thinking of different ways to look at solving a problem. You may also be interested in jobs closely related to the arts, such as those in administration, marketing or promotion.

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<tr>
<th>Suggested Subjects</th>
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<tbody>
<tr>
<td>English/EAL</td>
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<td>Media</td>
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<tr>
<td>Music</td>
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<td>Product Design</td>
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<tr>
<td>Studio Arts</td>
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<td>Visual Communication &amp; Design</td>
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#### CLERICAL & ADMINISTRATIVE
You might be interested in writing reports and letters or organising, checking and recording information accurately. At higher levels, you might plan, organise and supervise office activities, company programs and other workers. Clerical workers do not necessarily sit at a desk all day and from time to time work away from the office. They may also deal regularly with clients and other staff.

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#### FIGURES & COMPUTATIONAL
You might like to work with numbers, formulae and statistics or make calculations, estimations and costing. You may use databases, sample surveys, computers and calculators to collect, investigate and summarise information. Many people in this area have analytical minds and may also use data to make predictions or forecasts on economic, social, population or other trends.

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#### HELPING & COMMUNITY SERVICES
You could be the kind of person who is interested in helping or teaching people. You could be involved in community welfare, education, health care, protective or information services.

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#### PERSONAL CONTACT
You like meeting people; talking, discussing and sometimes arguing with and influencing others; you understand problems and points of view. You should have good reasoning and listening skills and be able to make a good impression. You don't always need to be outgoing to have interests in this area. You can be quietly effective and with further training and knowledge do this work well.

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#### LITERACY
You may like to work with words and ideas. This may involve creating original work or editing and reviewing other people's work. You may also enjoy expressing your thoughts and opinions in writing and discussion. This area often involves a lot of research.

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Interest Areas and Subject Choices

**MEDICAL**
You may like to work with people in preventing, relieving or curing physical and mental injuries and other medical conditions. You may work directly with patients. Some people feel they don't have an interest in this area because of fear of blood or operations but there are other jobs which don't involve contact with these things.

**Suggested Subjects**
- Biology
- Chemistry
- Mathematics – Methods & Specialist
- Physics
- Psychology

**OUTDOOR**
You might like to work out in the open and move about, often working and reporting to a central location such as a depot, office or station. Some of the industries offering outdoor work are building and construction, agriculture, mining and transport. Many so called indoor jobs may also involve some outdoor work, for example, community health nurse, architect, biological scientist or real estate sales person. The amount of time spent outdoors may depend on an employer's operation or the type of job or location.

**Suggested Subjects**
- Biology
- Health and Human Development
- Outdoor Education
- Physical Education
- Studio Arts

**PRACTICAL & MANUAL**
You might enjoy the kind of work, which involves using your hands or operating tools to prepare, make or repair things. You may prefer more practical tasks where precision and accuracy are often important.

**Suggested Subjects**
- Mathematics
- Media
- Studio Arts
- Systems Electronics
- Visual Communication & Design

**SCIENTIFIC**
You might like to observe, investigate and inquire into scientific or technical processes. This often involves research and experimentation. You often need patience and persistence, particularly for long term or complicated experiments and observations.

**Suggested Subjects**
- Biology
- Chemistry
- Mathematics
- Physics
- Psychology

**TECHNICAL & ENGINEERING**
You might like to work with tools, equipment or machines, either in their design, construction, maintenance or use. You could be working with technical manuals, blueprints, manufacture or monitoring. You could have a curious nature, wanting to know how and why things work.

**Suggested Subjects**
- Physics
- Design and Technology
- Information Technology
- Mathematics
- Media
- Visual Communication & Design
STAR! Program

Tarneit Senior College is committed to ensuring all students have an opportunity to explore and understand possible career paths. In order to access some of these paths it is important students continue to develop their interpersonal skills as well as acquire a sound knowledge of future directions.

Throughout the year all students will be involved in a pathways program. This program involves one hour a week of class time with the students Student Learning Manager as well as time spent in consultation with the school’s C.A.P’s consultant. The consultant’s role is to support students and develop a Managed Individual Plan that can be used to guide students throughout their time at Tarneit Senior College.

The pathways program is an important part of the school curriculum and therefore will be reported on at the end of each semester. As a result students will need to ensure they complete all work tasks in order to successfully complete the following outcomes:

**Personal Learning**

**Outcome 1:** Demonstrate an ability to effectively utilise and reflect upon a variety of personal learning tools

**Interpersonal Development**

**Outcome 2:** Demonstrate an awareness of a variety of resources and strategies to effectively develop social and emotional wellbeing

**Educational and Career Development**

**Outcome 3:** Demonstrates an awareness of a variety of educational and career pathways

*All tasks completed throughout the program will be assessed using the following scale:*

- High **H**
- Medium **M**
- Low **L**
- Ungraded **UG**
- Not Assessed **NA**

If you have any queries regarding the Pathways program please contact your Home Group Teacher.
Guidelines for selecting a course of study - VCE

1. Remember to meet the certificate requirements of the VCE students must satisfactorily complete at least sixteen units, including:
   - 3 units of English from units 1,2,3 or 4
   - at least 3 sequences of units 3 and 4 other than English

2. You will undertake 12 Units in Year 11 and 10 Units in Year 12.

   *A student who wishes to take more than 22 units and/or a Language other than English not offered at the College must consult their Year Level Co-ordinator.*

3. Study the programs on offer – you must select the program that best suits your pathway, rather than select individual studies. This helps to build your breadth of knowledge in that program area.

4. Use the sample selection sheets to plan a two year course. Choices may be reviewed at mid-year in Year 11.

5. Remember Units 3 & 4 must be completed together. No changes will be made in Year 12 as you must undertake a full year sequence to satisfy the VCE requirements.

6. When designing your pathway remember to:

   - Choose a program which is realistic in terms of your academic ability.
   - Choose a program which is consistent with your future career.
   - Choose subjects you like and are good at.
   - Be aware of any prerequisites for a particular career.
   - Ensure you choose Year 11 units which are required as prerequisites of the related Year 12 (unit 3 or 4) study.
   - Seek guidance from a wide range of people rather than rely on the judgement of any one person.
     - Parents
     - Relatives
     - Careers Advisors
     - Year 10 teachers
     - M.I.Ps consultant

   *Your Course Selection sheet must be completed and returned on the course counselling day on Monday 10th of August, 2015.*
Finding Your Pathway

Students should plan their program in 2016 so that they have a number of options after their VCE or VCAL. To begin this planning process, students should consider the following:
2016 VCE PROGRAMS

- Each student must select the program below that best fits with their pathways plan.
- Remember that you undertake six studies in Year 11 and five studies in Year 12.
- CORE subjects are listed for each of the 13 available programs below.
- Students must choose these CORE subjects and will have free choice of other subjects where indicated only.
- ‘Free choice’ subjects can be chosen from other blocks as long as the core subjects of that program have been accounted for.
- Changes cannot be made to any program (only accelerated students may make one alteration to cater for their current VCE/VET study).

Subjects offered

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<thead>
<tr>
<th>English</th>
<th>Maths</th>
<th>Science</th>
<th>Humanities</th>
<th>Art</th>
<th>Health &amp; PE</th>
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NOTE:
If choosing Specialist Maths, you must also select Maths Methods. It is also highly recommended that Physics be taken with Specialist Maths. Also, English/ESL is compulsory in all programs.
Accounting

Accounting is the process of recording, reporting, analysing and interpreting financial data and information which is then communicated to internal and external users of the information. It plays an integral role in the successful operation and management of a small business.

Unit 1:
This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users. Recording and reporting is restricted to the cash basis.

Outcome 1
On completion of this unit the student should be able to describe the resources and explain and apply the knowledge and skills necessary to set up a small business.

Outcome 2
On completion of this unit the student should be able to identify, record, report and explain the financial data and information for the owner of a service business, using a combination of manual and ICT methods.

Outcome 3
On completion of this unit the student should be able to apply accounting skills to evaluate financial and non-financial information in order to make informed decisions for a small business.

Unit 2:
This unit focuses on accounting for a single activity sole trader. Using the accrual approach, students use a single entry recording system for the recording and reporting of cash and credit transactions stock. They use financial and non-financial information to evaluate the performance of a business. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Outcome 1
On completion of this unit the student should be able to record and report financial data and information for a sole trader.

Outcome 2
On completion of this unit the student should be able to record and report financial data and information using an accounting software package for a single activity sole trader, and explain and evaluate the role of ICT in the accounting process.

Outcome 3
On completion of this unit the student should be able to select and use financial and non-financial information to evaluate a business and suggest strategies that will improve business performance.
Biology

Biology is the study of living things from familiar, complex multicellular 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, and their environment and the challenges of survival.

Unit 1: Unity and diversity
In this unit students study the activities of cells and their structure and function at light and electron microscope levels. The composition of cells and cell replication is linked to type, cell growth and size division. The transport processes across plasma membranes is investigated.

Outcome 1
On completion of this unit the student should be able to design, conduct and report on a practical investigation related to cellular structure, organisation and processes.

Outcome 2
On completion of this unit the student should be able to describe and explain the relationship between features and requirements of functioning organisms and how these are used to construct taxonomic systems.

Unit 2: Organisms and their environment
In this unit students study environmental factors common to all habitats and investigate structural and physiological adaptations of organisms to particular ecological niches. Plant growth responses are also investigated. Behavioural and reproductive adaptations are used to study individual and group behaviour of animals.

Outcome 1
On completion of this unit the student should be able to explain and analyse the relationship between environmental factors, and adaptations and distribution of living things.

Outcome 2
On completion of this unit the student should be able to design, conduct and report on a field investigation related to the interactions between living things and their environment, and explain how ecosystems change over time

Assessment Tasks
- Cell specialisation presentation
- Practical Activities
- Written Tests
- Exam

Unit 3: Signatures of life
Students investigate the significant role of proteins in cell functioning. They explore how technological advances have provided improved knowledge and understanding of the roles proteins play in cell functions. The study of the structure and function of DNA and RNA leads students to investigate the diversity of proteins.

Outcome 1
On completion of this unit the student should be able to analyse and evaluate evidence from practical investigations related to biochemical processes.
Outcome 2
On completion of this unit the student should be able to describe and explain coordination and regulation of an organism’s immune responses to antigens at the molecular level.

Unit 4: Continuity and change
In this unit students focus on molecular genetics and investigate individual units of inheritance and the genomes of individuals and species. A study of asexually reproducing and sexually reproducing organisms is included. Students undertake practical investigations that involve the manipulation of DNA and inheritance traits.

Outcome 1
On completion of this unit the student should be able to analyse evidence for the molecular basis of heredity, and patterns of inheritance.
Outcome 2
On completion of this unit the student should be able to analyse and evaluate evidence for evolutionary change and evolutionary relationships, and describe mechanisms for change including the effect of human intervention on evolutionary processes.

Assessment Tasks
- Written report on a practical activity on the movement of a substance across a membrane.
- A summary report of a practical activity related to biochemical process.
- A summary report of a plant or animal response to chemical and/or physical stimuli.
- An oral presentation of one aspect of an immune response.
- A summary report of a practical activity related to a genetic cross using first hand data.
- A summary report of a practical activity on a DNA manipulation technique.
- A written report that demonstrates evolutionary relationships using second hand data.
- A written response to an issue related to an application or gene technology.

Business Management

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. 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 small, medium and large-scale organisations.

Unit 1: Small business management
Small rather than large businesses make up the vast majority of all businesses in the Australian economy. This unit provides students with the opportunity to explore the operations of a small business and its likelihood of success.

Outcome 1
On completion of this unit the student should be able to explain and apply a set of generic business concepts to a range of businesses.
Outcome 2
On completion of this unit the student should be able to apply decision-making and planning skills and evaluate the successful management of an ethical and socially responsible small business.
Outcome 3
On completion of this unit the student should be able to explain and apply the day-to-day activities associated with the ethical and socially responsible operation of a small business.

Unit 2: Communication and management
This unit focuses on the importance of effective communication in achieving business objectives. Students develop knowledge of fundamental aspects of business communication and are introduced to skills related to its effective use in different contexts.

Outcome 1
On completion of this unit the student should be able to explain and apply a range of effective communication methods and forms in business-related situations.

Outcome 2
On completion of this unit the student should be able to apply and analyse effective marketing strategies and processes.

Outcome 3
On completion of this unit the student should be able to apply and analyse effective public relations strategies and tactics.

Assessment Tasks
- Examination and analysis of the characteristics, objectives, performance indicators, sources of support and social responsibility.
- The effective planning, operation and evaluation of a school based business with the development of a comprehensive business plan.
- Analysis of a case study relating to managing ICT
- Communication: Analysis brochure
- Marketing: Boardroom presentation on the 4p’s of marketing
- Public Relations: Campaign Kit

Unit 3: Corporate management
In this unit students investigate how large-scale organisations operate. They develop an understanding of the complexity and challenge of managing large organisations and have the opportunity to compare theoretical perspectives with practical applications.

Outcome 1
On completion of this unit the student should be able to describe and analyse the context in which large-scale organisations operate.

Outcome 2
On completion of this unit the student should be able to describe and analyse major aspects of the internal environment of large-scale organisations.

Outcome 3
On completion of this unit the student should be able to identify and evaluate practices and processes related to operations management.

Unit 4: Managing people and change
This unit commences with a focus on the human resource management function. It then progresses to the 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.
Outcome 1
On completion of this unit the student should be able to identify and evaluate practices and processes related to human resource management.

Outcome 2
On completion of this unit the student should be able to analyse and evaluate the management of change in large-scale organisations.

Assessment Tasks
- Variety of Case Studies
- Tests
- Revision Summary sheets

Chemistry

Studying Chemistry can enrich students’ lives through the development of particular knowledge, skills and attitudes, and enable them to become scientifically capable members of society. It will also provide a window on what it means to be a scientific researcher, working as a member of a community of practice, including insight into how new ideas are developed and investigated, and how evidence or data collected is used to expand knowledge and understanding of chemistry.

Unit 1: The big ideas of chemistry
The story of chemistry begins with the building of the Periodic Table from speculation, debate and experimental evidence. The Periodic Table provides a unifying framework for studying the chemistry of the elements using their chemical and physical properties to locate their position.

Outcome 1
On completion of this unit the student should be able to explain how evidence is used to develop or refine chemical ideas and knowledge.

Outcome 2
On completion of this unit the student should be able to use models of structure and bonding to explain the properties and applications of materials.

Unit 2: Environmental chemistry
Living things on earth have evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Water is used by both plants and animals to carry out their energy-producing reactions, dissolve their nutrients and transport their wastes.

Outcome 1
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.

Outcome 2
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 Tasks
- The Periodic Table - Second hand data report / questions
- ‘Periodic Table’ Extended experimental investigation
Unit 3: Chemical pathways
In this unit students investigate the scope of 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.

Outcome 1
On completion of this unit the student should be able to evaluate the suitability of techniques and instruments used in chemical analyses.

Outcome 2
On completion of this unit the student should be able to identify and explain the role of functional groups in organic reactions and construct reaction pathways using organic molecules.

Unit 4: Chemistry at work
In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Students will continue to investigate the application of principles of green chemistry to chemical processes and use the language and symbols of chemistry, and chemical formulas and equations to explain observations and data collected from experiments.

Outcome 1
On completion of this unit the student should be able to analyse the factors that determine the optimum conditions used in the industrial production of the selected chemical.

Outcome 2
On completion of this unit the student should be able to analyse chemical and energy transformations occurring in chemical reactions.

Assessment Tasks:
- Extended experimental investigations
- Practical reports
- Response to second-hand data
- Regular informal topic tests

English/EAL

English aims to develop skills in reading, writing, speaking and listening. Students study a variety of texts; both the print and non print media, novels, short stories, lyrics, plays, poetry, film. They will refine their skills in creative writing, oral presentations and analytical essays.

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.
Outcome 1: Reading and Creating Texts
On completion of this unit the student should be able to identify and discuss key aspects of a set text, and to construct an analytical and imaginative response.

Outcome 2: Language Analysis
On completion of this unit the student should be able to identify and discuss in writing how language can be used to persuade readers and/or viewers. Students also orally present a point of view on an issue.

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.

Outcome 1: Reading and Comparing Texts
On completion of this unit the student should be able to discuss and compare how texts convey ways of thinking about the characters, ideas and themes, and construct a response in written form.

Outcome 2: Language Analysis
On completion of this unit the student should be able to identify and analyse how language is used in a persuasive. Students also orally present a point of view on an issue.

Assessment Tasks
In each unit students need to complete:
- A Text Response Essay
- An Imaginative Response
- A Comparative Essay
- A language analysis essay
- A three hour examination: including a Text Response essay, Language Analysis essay, Comparative Writing

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 interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the selected Context, and the ability to explain choices they have made as authors.

Outcome 1: Reading & Responding
On completion of this unit students should be able to analyse in writing how a selected text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

Outcome 2: Creating and Presenting
Students should be able to draw on ideas and/or arguments suggested by a chosen context to create written texts for a specified audience and purpose: and to discuss and analyse in writing their decisions about form, language, audience and context.

Outcome 3: Using Language to persuade
Students should be able to analyse the use of language in texts that present a point of view on an issue currently debated in Australian media, and to construct orally a sustained point of view on a selected issue.
Assessment

- Outcome 1: Analysis in written form of the selected text
- Outcome 2: A sustained piece of writing for a specified audience and purpose
- Outcome 3: An analysis of the use of language in three or more persuasive texts. A sustained point of view in an oral form.

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 texts and explain the creative choices they made in relation to form, purpose, language, audience and context.

Outcome 1: Reading & Responding
Students should be able to develop and justify a detailed interpretation of a selected text.

Outcome 2: Creating and Presenting
Students should be able to draw on ideas and arguments suggested by the context to create a written text for a specified audience and purpose and to discuss and analyse their decisions about how they wrote the text.

Assessment

- Outcome 1: A detailed interpretation in written form of the selected text
- Outcome 2: A sustained piece of writing for a specified audience and purpose and an explanation of their decisions as writers.
- Examination (three hours)

English Language (EAL)

*English Language is central to the way in which students understand critique and appreciate their world and to the ways in which they participate socially, economically and culturally in Australian society. This study is designed to enable students who have English as their second language to extend their language skills through thinking, reading, writing, speaking and listening.*

Unit 3
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.

Outcome 1: Reading and Responding:
On completion of this unit students will be able to 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: Creating and Presenting
On completion of this unit the student should be able to draw on ideas and/or arguments suggested by a chosen Context to create written texts for a specified audience and purpose; and to discuss and analyse in writing their decisions about form, purpose, language, audience and context.
Outcome 3: Language Analysis

Analyse the use of language in texts that present a point of view on an issue currently debated in the Australian media, and to construct, orally or in writing, a sustained and reasoned point of view on the selected issue.

Unit 4

Description: 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 texts and explain the creative choices they made in relation to form, purpose, language, audience and context.

Outcomes 1: Reading and Responding
Develop and justify a detailed interpretation of a selected text.

Outcome 2: Creating and Presenting
Students should be able to draw on ideas and arguments suggested by the context to create a written text for a specified audience and purpose and to discuss and analyse their decisions about how they wrote the text.

Assessment Tasks
- Outcome 1: A detailed interpretation in written form of the selected text
- Outcome 2: A sustained piece of writing for a specified audience and purpose and an explanation of their decisions as writers.
- Examination (three hours)

Environmental Science

The Environmental Science program allows students to understand the structure, function and diversity of natural ecosystems on this planet and to evaluate the impacts 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.

Unit 1 The Environment
This unit focuses on the environment and its components. The function of ecosystems and the interactions in and between the ecological components will be investigated. The unit presents opportunities to consider the effects of natural and human-induced changes in ecosystems.

Outcomes:
1. Students will be able to identify and describe the components and natural processes within the environment
2. Students will be able to analyse one human-induced environmental change and options of remediation
3. Students will be able to explain the flow of energy, nutrient exchange and environmental changes in ecosystems.
Assessment Tasks:
1. Fieldwork and Report
2. Fieldwork and Report
3. Report in a Multimedia or Poster Format

Unit 2 Monitoring the Environment
This unit focuses on the characteristics of environmental indicators and their use in monitoring programs. Environmental indicator data will be defined, collected and interpreted.

Outcomes:
1. Students will be able to explain the nature of environmental indicators for pollution and ecological health of ecosystems.
2. Students will be able to investigate and report on a local example of environmental degradation or environmental issue, using an appropriate monitoring program.
3. Students will be able to analyse the scientific basis and use of standards for environmental indicators for pollution control and ecological health of ecosystems.

Assessment Tasks:
1. Fieldwork and Report
2. Poster Report
3. Test

Food Technology

In this unit students study safe and hygienic food handling and storage practices to prevent food spoilage and food poisoning, and apply these practices in the preparation of food in a small-scale food operation, such as in the home or a school setting. Students consider the selection and use of a range of tools and equipment suitable for use in food preparation. Students examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used. Students apply this knowledge when preparing food. They investigate quality and ethical considerations in food selection. Students use the design process to meet the requirements of design briefs to maximise the qualities of key foods.

Unit 1 Outcomes:
- To explain and apply safe and hygienic work practices when storing, preparing and processing food.
- To analyse the physical, sensory, chemical and functional properties of key foods, and select, prepare and process foods safely and hygienically to optimise these properties using the design process.

Assessment tasks for unit 1

A selection from the following:
1. production work and records of production
2. designing and developing a solution in response to a design brief.
3. tests
4. practical tests
5. short written reports
Course description for unit 2

In this unit students investigate the most appropriate tools and equipment to produce best results in a recipe. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food. Students work both independently and as members of a team to research and implement solutions to a design brief. They use the design process to respond to challenges of preparing food safely and hygienically for a range of contexts and consumers, taking into account nutritional considerations, social and cultural influences, and resource access and availability. Students also explore environmental considerations when planning and preparing meals.

Outcomes for unit 2

1. To use a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods to maximise their properties.

2. To individually and as a member of a team, use the design process to plan, safely and hygienically prepare and evaluate meals for a range of contexts.

Assessment tasks for unit 2

A selection from the following:
1. production work and records of production
2. designing and developing a solution in response to a design brief.
3. tests
4. practical tests
5. short written reports
6. oral reports supported by visual presentations
7. online publication/communication

French

The study of French aims to enable students to use French to communicate with others, understand and appreciate the cultural contexts in which French is used, understand language as a system and apply French to work, further study, training or leisure. Knowledge of French can provide students with enhanced vocational opportunities in many fields, including banking, international finance, commerce, diplomacy, translating and interpreting.

The areas of study for French comprise themes and topics, text types, kinds of writing (persuasive writing, for example), vocabulary and grammar. They are common to all four units of the study. The common areas of study provide the opportunity for the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.
Unit 1:
The areas of study for Units 1 - 4 are: the individual, the French-speaking communities, and the changing world. Topics include: the personal world, education and aspirations, opinions and values, lifestyles, customs and traditions, and stories from the past. Other themes incorporate social issues, environmental issues, and the world of work. Students produce a range of different kinds of writing, including personal and imaginative. In Unit 1, students develop skills in listening, reading, writing, and speaking across a range of themes and topics.

Outcome 1
On completion of this unit the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Outcome 2
On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Outcome 3
On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

Unit 2:
The themes and topics are the same as for Unit 1. In Unit 2, students consolidate skills in listening and reading comprehension. They develop practical oral skills related to making arrangements.

Outcome 1
On completion of this unit the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Outcome 2
On completion of this unit the student should be able to listen to, read, and extract and use information and ideas from spoken and written texts.

Outcome 3
On completion of this unit the student should be able to give expression to real or imaginary experience in spoken or written form.

Assessment Tasks
- Oral presentation
- Listening comprehension
- Reading comprehension
- Vocabulary & grammar tests
- Examinations
- Writing tasks

Unit 3:
The focus of this unit is on using the language to convey information and ideas and to express opinions. Students develop culturally appropriate forms and modes of language. They use language to control the practical aspects of everyday life and to understand, establish and maintain relationships. Students are required to undertake a detailed study during Units 3 and 4.
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:
The focus of this unit is on using the language to seek out and understand factual information conveyed orally, visually or in writing. Students also develop skills in interpreting, evaluating and purposefully using understood information. Students are required to undertake a detailed study during Units 3 and 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 of French-speaking communities.

Assessment Tasks
· School assessed coursework
· End of year oral examination
· End of year examination

Geography

Geography is the study of where cultural and geographical features are located on the Earth and how human and natural phenomena vary across the globe. Geography students seek to understand spatial patterns in cultural and natural environments and develop an awareness of how to participate effectively as global citizens in the sustainable use and management of the world’s resources.

Unit 1
Students will study factors that affect human population patterns across the globe and the consequences that population growth rates pose on the environment. They will identify and explain factors that influence a population to either grow or decline. Students will examine case studies such as China’s One-Child Policy, India’s Two-Child Policy and the role of immigration in Australia, Canada and European countries to increase the population.
Outcomes:
1. Students are able to evaluate the relative importance of factors that affect changes in human population
2. Students are able to compare and evaluate the effectiveness of responses and policies to manage human population

Unit 2
Students will study the mining industry in Australia as a human environment. They will describe the characteristics of these environments and identify the major minerals being extracted across the country. Students will analyse and explain changes and consequences that mining poses on the environment.
Outcomes:
1. Students are able to describe and explain the geographic characteristics of mining in Australia
2. Students are able to analyse and explain changes due to mining activities in the rural and urban environment

Assessment Tasks:
- Structured questions
- Research Report

Unit 3

Area of Study 1
This area of study focuses on water as a resource in Australia, with specific application to the region of the Murray-Darling Basin. Water is a critical resource on the Earth’s second driest continent. Students should understand the context of the debates over the variations in the supply, distribution and demand for water.
Outcome 1:
- On completion of this unit the student should be able to analyse the use and management of water within the Murray-Darling Basin region and evaluate its future sustainability.

Assessment Task
- Short answer questions

Area of Study 2
This area of study focuses on the use and management of a significant resource in the local region such as shopping centres, urban renewal sites such as the Docklands, a farm, a factory, conservation parks including national and marine parks, and ski fields such as Mount Stirling.
Outcome 2:
- On completion of this unit the student should be able to describe characteristics of a local resource and justify a policy for its future use and management using data collected in the field.

Assessment Task:
- A written fieldwork report

Unit 4

Area of Study 1
Students will study factors that affect human population patterns across the globe and the consequences that population growth rates pose on the environment. They will identify and explain factors that influence a population to either grow or decline. Students will examine case studies such as China’s One-Child Policy, India’s Two-Child Policy and the role of immigration in Australia, Canada and European countries to increase the population.
Outcome 1
- On completion of this unit the student should be able to evaluate the relative importance of factors that affect changes in human population and one other selected global phenomenon.

Assessment Task:
- A case study
Area of Study 2
- This area of study focuses on the ways in which people and organisations respond to the global impact of two phenomena, including human population and climate change.

Outcome 2
On completion of this unit the student should be able to compare and evaluate the effectiveness of responses and policies to manage a global phenomenon from a global perspective
Assessment Task:
- Structured questions

Health and Human Development

The study of Health and Human Development provides an opportunity for students to investigate health and human development issues across the lifespan. Students will develop the knowledge, attitudes, values and skills to become actively involved in shaping the influences that determine their own health and development, and the health of their local and global communities.

Unit 1: The health and development of Australia’s youth
In this unit students identify issues that impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.

Outcome 1
On completion of this unit the student should be able to describe the dimensions of, and the Inter-relationships within and between, health and individual human development.
Outcome 2
On completion of this unit the student should be able to describe and explain the factors that impact on the health and individual human development of Australia’s youth.
Outcome 3
On completion of this unit the student should be able to outline health issues relevant to Australia’s youth and, in relation to a specific health issue, analyse strategies or programs that have an impact on youth health and development.

Unit 2: Individual human development and health issues
In this unit students develop an understanding of the health and individual human development of Australia’s children. Students study the period from conception to late childhood, as well as the social, emotional and intellectual changes that occur from birth. They also study the individual human development of Australia’s adults, including the elderly. They also investigate a variety of health issues which can include human rights and ethics, medical technology, complementary and/or alternative health services, environmental health and the ageing population.
Outcome 1
On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia’s children.
Outcome 2
On completion of this unit the student should be able to describe and explain the factors that affect the health and individual human development of Australia’s adults.
Outcome 3
On completion of this unit the student should be able to analyse a selected health issue facing Australia’s health system, and evaluate community and/or government actions that may address the issue.
Assessment Tasks
- Case study for health and development
- Written Tests
- Case study on challenges that face youth
- Data analysis
- Exam

Unit 3: Australia’s Health

In this unit, students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students examine different models of health and health promotion. They investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives.

Outcome 1
On completion of this unit the student should be able to compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas in improving Australia’s health status.
Outcome 2
On completion of this unit the student should be able to discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and non-government organisations in promoting health.

Unit 4: Global health and human development

This unit focuses on the developmental changes that occur as individuals move through the lifespan as well as an exploration of inherited factors that determine developmental potential. There is an analysis of the impact of a range of environmental factors that contribute to variations in health and developmental outcomes both between and within industrialised and developing countries.
Outcome 1
On completion of this unit the student should be able to analyse factors contributing to variations in health status between Australia and developing countries, evaluate progress towards the United Nations’ Millennium Development Goals and describe the interrelationships between health, human development and sustainability.
Outcome 2
On completion of this unit the student should be able to describe and evaluate programs implemented by international and Australian government and non-government organisations in promoting health, human development and sustainability.
History

*History is the practice of understanding and making meaning of the past. It is also the study of the problems of establishing and representing that meaning. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies and cultures.*

**Unit 1: Twentieth century history 1900–1945**
The first half of the twentieth century was marked by significant change. In this unit students consider the way that societies responded to these changes and how they affected people’s lives.

*Outcome 1*
On completion of this unit the student should be able to analyse and explain the development of a political crisis and conflict in the period 1900 to 1945.

*Outcome 2*
On completion of this unit the student should be able to analyse and discuss patterns of social life and the factors which influenced changes to social life in the first half of the twentieth century.

*Outcome 3*
On completion of this unit the student should be able to analyse the relationship between the historical context and a cultural expression of the period from 1900 to 1945.

**Unit 2: Twentieth century history 1945–2000**
This unit considers some of the major themes and principal events of post–World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings.

*Outcome 1*
On completion of this unit the student should be able to analyse and discuss how post-war societies used ideologies to legitimise their worldview and portray competing systems.

*Outcome 2*
On completion of this unit the student should be able to evaluate the impact of a challenge/s to established social, political and/or economic power during the second half of the twentieth century.

*Outcome 3*
On completion of this unit students should be able to analyse issues faced by communities arising from political, economic and/or technological change.

**Assessment Tasks**
- Research task based on the film ‘Gallipoli’.
- Test and document analysis on World War One.
- An essay which analyses the threat Hitler posed to the world prior to 1933.
- Cultural expression research task.
- An essay on the ramifications of conflicting ideologies in Vietnam.
- Research report on anti-war movements.
- A film analysis.
- Exam.
Australian History

These units examine Australian history during times in which Australians engaged in debates about future directions of their society. These debates often focused on questions of inclusion and exclusion and dependence and independence as well as the place Australia should assume in the world. How and when was Australia imagined as a national community? Which Australians have been most influential in shaping ideas about the nation? How and why have the ideas changed?

Four periods of time have been chosen. Through an examination of events, people, movements and ideas during these four periods, students gain an understanding of the way in which the nation has developed and the manner in which the concept of nationhood has been debated and shaped.

Unit 3 Australian History – Imagining History

The study introduces students to the visions and ideas which underpinned colonial society and examines the ways in which they changed over the colonial period, especially under the impetus of significant events such as the discovery of gold and the Eureka rebellion. The underlying visions will also be explored in relation to their impact on those who lived in the Port Phillip District, including the Indigenous people.

Outcomes:

1. On completion of this unit the student should be able to explain the motives and hopes underlying the settlement of the Port Phillip District (later the colony of Victoria) up to 1860 and the impact on the Indigenous population.
2. On completion of this unit the student should be able to analyse the vision of nationhood that underpinned the concepts of citizenship, and evaluate its implementation in the early years of the new nation.

Unit 4 Australian History

This unit continues the exploration of the ideas and visions underpinning Australian society by offering students the opportunity to examine a time when these visions were under threat. They may choose to focus on World War I, The Depression or World War II. The emphasis is on the ways in which Australians responded to the particular threats and whether this led to a rethinking of old certainties.

Outcomes:

1. On completion of this unit the student should be able to analyse the ways in which Australians acted in response to a significant crisis faced by the country during the period 1914 to 1950.
2. On completion of this unit the student should be able to evaluate the extent to which changing attitudes are evident in Australian’s reactions to significant social and political issues.

Assessment Tasks:

- Research Report
- Case Studies
- Analytical Exercises
- Essay
Information Technology

The study of VCE Information Technology encompasses information systems and how people interact with information technology to create structured information and to connect with others to exchange information. It encompasses the theoretical foundations of computation and techniques for writing programs and developing solutions. It also focuses on how the needs of individuals, organisations, communities and society are met through the combination of ICT and meaningful information.

Unit 1: IT in action

This unit focuses on how individuals and organisations use, and can be affected by, information and communications technology (ICT) in their daily lives. Students acquire and apply a range of knowledge and skills to manipulate different data types such as numeric, text, sound and images (still and moving) to create solutions that can be used to persuade, educate, inform and entertain. They explore how their lives are affected by ICT, and consider strategies for managing how ICT is applied. Students also examine how networked information systems allow data to be exchanged locally and within a global environment, and explore how mobile devices, such as phones, are used within these networks.

Outcome 1
On completion of this unit the student should be able to select data from data sets, design solutions and use a range of spreadsheet functions to develop solutions that meet specific purposes.

Outcome 2
On completion of this unit the student should be able to recommend a networked information system for a specific use and explain possible security threats to this networked information system.

Outcome 3
On completion of this unit the student should be able to contribute collaboratively to the design and development of a website that presents an analysis of a contemporary ICT issue and substantiates the team’s point of view.

Assessment tasks for this unit are selected from the following:
- using ICT tools and techniques, produce a solution in response to an identified need
- visual presentations such as multimedia presentations
- oral presentations supported by a visual presentation
- a written report using ICT
- an exam

Unit 2: IT pathways

This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users’ needs. In this unit, students apply all stages of the problem-solving methodology when creating solutions.

Outcome 1
On completion of this unit the student should be able to apply the problem-solving methodology and use appropriate software tools to create data visualisations that meet users’ needs.
Outcome 2
On completion of this unit the student should be able to design, and develop using a programming or scripting language, limited solutions, record the learning progress electronically, and explain possible career pathways that require the use of programming or scripting skills.

Outcome 3
On completion of this unit the student should be able to work collaboratively and apply the problem-solving methodology to create an ICT solution, taking into account client feedback.

Assessment tasks for this unit are selected from the following:
• using ICT tools and techniques, produce a solution in response to an identified need
• visual presentations such as multimedia presentations
• oral presentations supported by a visual presentation
• an electronic learning journal, such as a blog, to record learning progress
• a written report using ICT
• an exam

Legal Studies

Legal Studies provides students with an analytical evaluation of the processes of law-making and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on the Australian society.

Unit 1: Criminal law and justice
This unit explores the distinction between legal and non-legal rules, the Victorian court hierarchy, and the process of making laws through parliament. It focuses on the role of police, their powers of investigation, the procedures of a criminal trial and an examination of possible sanctions that are available to the criminal courts.

Outcome 1
On completion of this unit the student should be able to explain the principles of criminal law and apply them to one or more cases to justify a decision.

Outcome 2
On completion of this unit the student should be able to evaluate the processes for the resolution of criminal disputes and analyse the capacity of these processes to achieve justice.

Unit 2: Civil law and the law in focus
This unit focuses on the effective resolution of civil disputes. It looks at the processes and procedures involved in civil litigation and the possible defences to civil claims within our legal system available to enforce the civil rights of our citizens. As well as the judicial procedure to resolve civil disputes, the unit also investigates the alternative avenues of dispute resolution and their effectiveness.

Outcome 1
On completion of this unit the student should be able to explain the principles of civil law and be able to apply them to one or more real or hypothetical cases to justify a decision.
Outcome 2
On completion of this unit the student should be able to evaluate the processes for the resolution of civil disputes and analyse the capacity of these processes to achieve justice.

Outcome 3
On completion of this unit the student should be able to analyse contemporary Australian law and assess its ability to reconcile and reflect conflicting attitudes in order to meet the needs of Australian society and contribute to social cohesion.

Assessment Tasks
Some assessment tasks include:
- SACs on topics including the principles of criminal law, technology and the law and civil and criminal law in action
- Victorian Court visit report
- Class tests
- Exams

Unit 3: Law-making
The purpose of this unit is to enable students to develop an understanding of the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system.

Outcome 1
On completion of this unit the student should be able to describe the role and effectiveness of parliament as a law-making body, evaluate the need for change in the law and analyse the ways in which change can be influenced.

Outcome 2
On completion of this unit the student should be able to explain the role of the Commonwealth Constitution in defining law-making powers within a federal structure, and evaluate the effectiveness of the Commonwealth Constitution in protecting democratic and human rights.

Outcome 3
On completion of this unit the student should be able to describe the role and evaluate the effectiveness of the courts in law-making and their relationship with parliament.

Unit 4: Dispute resolution
This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods. Students develop an understanding of criminal and civil pre-trial and trial processes and procedures which operate within the Victorian legal system.

Outcome 1
On completion of this unit the student should be able to describe and evaluate the effectiveness of institutions for the resolution of civil disputes and the adjudication of criminal cases and of alternative dispute resolution methods.

Outcome 2
On completion of this unit the student should be able to explain the elements of an effective legal system, and evaluate the processes and procedures for the resolution of criminal cases and civil disputes and discuss their effectiveness.
Assessment Tasks
- Short Answer Test
- Folio Exercise
- Structured Questions
- Extended Response Test

Literature

In Literature, the emphasis is on knowledge and enjoyment of a wide range of literary texts, which are valued for the way they recreate and interpret human experience. The course requires students to respond to a range of literature such as poetry, drama, film, novels and short stories, which present a variety of cultural experiences.

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

Outcome 1
On completion of this unit the student should be able to discuss how personal responses to literature are developed and justify their own responses to one or more texts.

Outcome 2
On completion of this unit the student should be able to analyse and respond both critically and creatively to the ways in which one or more texts reflect or comment on the interests and ideas of individuals and particular groups in society.

Outcome 3
On completion of this unit the student should be able to analyse the construction of a film, television, multimedia, or radio text and comment on the ways it represents an interpretation of ideas and experiences.

Unit 2
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.

Outcome 1
On completion of this unit the student should be able to analyse and respond both critically and creatively to the ways a text from a past era reflects or comments on the ideas and concerns of individuals and groups at that time.

Outcome 2
On completion of this unit the student should be able to produce a comparative piece of interpretative writing with a particular focus; for example, ideas and concerns, form of the text, author, time in history, social or cultural context.

Assessment Tasks
- Readers and their Responses: Knowledge Books and Oral Presentation
- Ideas and Concerns in Texts: Creative and Reflective Response
- Interpreting Non-Print Texts: Analytical Text Response
· The Text, the Reader and their Context: Analytical Research Essay
· Comparing Texts: Films, short stories, plays
· Exam

Unit 3
This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

Outcomes:
   Adaptations and transformations
   Views, values and contexts
   Considering alternative viewpoints

Assessment Tasks:
1. Analyse how meaning changes when the form of a text changes.
2. 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.
3. Evaluate views of a text and make comparisons with their own interpretation.

Unit 4
This unit focuses on students’ creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

Outcomes:
   Creative responses to texts
   Close analysis

Assessment Tasks:
1. Respond imaginatively to a text, and comment on the connections between the text and the response.
2. Analyse critically features of a text, relating them to an interpretation of the text as a whole.
## Selecting Your VCE Maths Units

<table>
<thead>
<tr>
<th>Option</th>
<th>Description</th>
<th>No. of Units</th>
<th>Units</th>
<th>Focus</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td>For students wanting to complete a Maths program with the maximum number of units. Suitable for all tertiary courses requiring Maths prerequisites. The Victorian curriculum &amp; Assessment Authority recommend this program as the best possible preparation to complete Specialists Maths 3/4.</td>
<td>8</td>
<td>Maths – Methods CAS 1/2 General – Specialist 1/2 Maths Methods CAS 3/4 Specialists Maths 3/4</td>
<td>Engineering Computer Systems Mathematics</td>
</tr>
<tr>
<td>II</td>
<td>Suitable for the majority, but not all, tertiary courses requiring Maths prerequisites. This program offers the most usual preparation for students to study Maths methods 3/4.</td>
<td>6</td>
<td>Maths – Methods CAS 1/2 General – Specialist 1/2 Maths – Methods CAS 3/4</td>
<td>Most Science &amp; Medical Sciences Most Commerce, Finance, and Business Most Engineering, Computer &amp; Mathematics</td>
</tr>
<tr>
<td>III</td>
<td>For students wanting a general Maths program. This option is suitable for tertiary courses requiring a minimum prerequisite of one unspecified level 3/4 Maths subject. This program feature strong preparation for students intending to study Further Maths 3/4 by completing two Maths subjects at level 1/2.</td>
<td>6</td>
<td>General – Further 1/2 Maths – Methods CAS 1/2 Further Maths 3/4</td>
<td>Some Business, Commerce Some Science Some Computer</td>
</tr>
<tr>
<td>IV</td>
<td>This program is the minimum suitable for tertiary courses with Maths Methods 3/4 as a prerequisite. This option can be seen as an alternative to Option II allowing more choices when selecting other subjects, but less preparatory Maths at level 1/2.</td>
<td>4</td>
<td>Maths – Methods CAS 1/2 Maths – Methods CAS 3/4</td>
<td>Most Science Most Commerce, Finance, and Business Most Engineering, Computer &amp; Mathematics</td>
</tr>
<tr>
<td>V</td>
<td>This 4 unit program offers more scope to select other subjects while still providing a level 3/4 Maths to satisfy many tertiary entrance requirements. It does, however, only provide one level 1/2 Maths subject as preparation for level 3/4.</td>
<td>4</td>
<td>General – Further 1/2 Further Maths 3/4</td>
<td>Some Business, Commerce Some Science Some Computer</td>
</tr>
<tr>
<td>VI</td>
<td>This program is for students choosing to study only two units of Maths as part of the minimum Maths/Science requirements for the VCE. There are also other subjects that can satisfy this requirement</td>
<td>2</td>
<td>General – Further 1/2</td>
<td>Most Apprenticeships</td>
</tr>
</tbody>
</table>
Mathematics Flow Diagram from Year 10 to VCE

Year 10
- Core Maths

Foundation Maths - Semester 1

Year 11
- General Maths - Further Units 1 & 2
- OR VCAL Numeracy

Year 12
- Further Maths Units 3 & 4
- OR VCAL Numeracy

- Core Maths
- And Advanced Maths

- Maths – Methods CAS Units 1 & 2

- General Maths - Specialist Units 1 & 2

- Maths Methods CAS Units 3 & 4

- Maths Methods CAS Units 3 & 4
- and Specialist Maths Units 3 & 4
Mathematics

Mathematics is the study of function and pattern in number logic, space and structure. Students will apply mathematical skills to solve standard problems; use mathematics when dealing with real life situations and use technology to support their learning.

Units 1 & 2:
General Mathematics – Further
Mathematical – Methods CAS
General Mathematics – Specialist

Units 3 & 4:
Further Mathematics
Mathematical Methods CAS
Specialist Mathematics

General Mathematics - Further
These units are intended for a wide range of students who require a Year 11 Maths or intend to study Further Mathematics at Unit 3 & 4.

Unit 1: Topics include univariate statistics, algebraic techniques, linear functions and measurements.

Outcome 1
On completion of each unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2
On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

Outcome 3
On completion of each unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Unit 2: Topics include bivariate statistics, linear programming, number patterns and geometry and trigonometry.

Outcome 1
On completion of each unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2
On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

Outcome 3
On completion of each unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Assessment Tasks
- Univariate Extended response task
- Algebraic Techniques Test
- Linear Functions Test
- Measurement Test
- Bivariate Statistics Test
- Linear programming Task
- Number patterns task
- Geometry and Trigonometry Test
Further Mathematics consists of a compulsory area of study ‘Data Analysis’ and then a selection of three from six modules in the ‘Applications’ area of study. The topics for the six modules include number patterns and applications, geometry and trigonometry, graphs and relations, business related mathematics, networks and decision mathematics and matrices.

Units 3 & 4: Further Mathematics

Unit 3

*Outcome 1*
On completion of this unit the student should be able to define and explain key terms and concepts as specified in the content from the areas of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.

*Outcome 2*
On completion of this unit the student should be able to use mathematical concepts and skills developed in the ‘Data analysis’ area of study to analyse a practical and extended situation, and interpret and discuss the outcomes of this analysis in relation to key features of that situation.

*Outcome 3*
On completion of this unit the student should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in the area of study ‘Data analysis’ and the selected module from the ‘Applications’ area of study.

Unit 4

*Outcome 1*
On completion of this unit the student should be able to define and explain key terms and concepts as specified in the content from the ‘Applications’ area of study, and use this knowledge to apply related mathematical procedures to solve routine application problems.

*Outcome 2*
On completion of this unit the student should be able to apply mathematical processes in contexts related to the ‘Applications’ area of study, and analyse and discuss these applications of mathematics.
Mathematical Methods CAS

These units are designed to introduce students to mathematical structure in a closely sequenced development of topics. Units 3 & 4 will follow directly from Units 1 & 2 and may be taken alone or together with other mathematics subjects.

Unit 1 & 2:
The areas of study for Unit 1 and Unit 2 of Mathematics Methods CAS are ‘Algebra’, ‘Functions and graphs’, ‘Rates of change and calculus’, ‘Probability.

Outcome 1
On completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2
On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.

Outcome 3
On completion of each unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

Assessment Tasks
- Polynomial Functions analysis task
- Quadratic Functions test
- Probability test
- Calculus modelling task
- Exam

Units 3 & 4: Mathematical Methods CAS

Topics include coordinate geometry, circular (trigonometric) functions, calculus, algebra, statistics and probability.

Outcome 1
On completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures.

Outcome 2
On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics.

Outcome 3
On completion of each unit the student should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.


Units 1&2: General Mathematics – Specialist

These units are suitable as additional background for Mathematical Methods students and also for students who intend to study Specialist Maths Units 3 & 4.

Unit 1: Topics include complex numbers, algebra, trigonometry and matrices.

**Outcome 1**
On completion of each unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

**Outcome 2**
On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

**Outcome 3**
On completion of each unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Unit 2: Topics include vectors, transformations, circular functions, kinematics and statics.

**Outcome 1**
On completion of each unit the student should be able to define and explain key concepts in relation to the topics from the selected areas of study, and apply a range of related mathematical routines and procedures.

**Outcome 2**
On completion of each unit the student should be able to apply mathematical processes in non-routine contexts, and analyse and discuss these applications of mathematics in at least three areas of study.

**Outcome 3**
On completion of each unit the student should be able to use technology to produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches in at least three areas of study.

Units 3 & 4: Specialist Mathematics

This course is intended for those with a strong interest in mathematics and who wish to undertake further studies in mathematics or related disciplines. These units must be taken with Mathematical Methods Units 3 & 4.

**Outcome 1**
The student should be able to define and explain key terms and concepts as specified in the content from the areas of study, and apply a range of related mathematical routines and procedures. It is expected that students will be able to use technology as applicable in the solution of problems, as well as apply routines and procedures by hand.

**Outcome 2**
The student should be able to apply mathematical processes, with an emphasis on general cases, in non-routine, contexts and analyse and discuss these applications of mathematics.

**Outcome 3**
The student should be able to select and appropriately use technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.
VCE Media has been designed to provide students with the opportunity to develop critical and creative knowledge and skills. Media texts, technologies and processes are considered from various perspectives including their structure and features, their industry production and distribution context, audience reception and the impact of media in society. This aspect of the study is integrated with the individual and collaborative design and production of media representations and products.

**Unit 1: Representation and Technologies of Representation**
The purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. The unit involves the study of the implications of media technology for the individual and society. Students develop practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products, the role and significance of selection processes in their construction, and the creative and cultural implications of new media technologies.

**Outcome 1**
On completion of this unit the student should be able to describe the construction of specific media representations and explain how the process of representation reproduces the world differently from direct experience of it.

**Outcome 2**
On completion of this unit the student should be able to produce and compare media representations in two or more media forms and compare the representations produced by the application of different media technologies.

**Outcome 3**
On completion of this unit the student should be able to discuss the creative and cultural implications of new media technologies for the production and consumption of media products.

**Unit 2: Media Production and the Media Industry**
This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills through undertaking assigned roles during their participation in specific stages of a media production and analyse issues concerning the stages and roles in the media production process. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

**Outcome 1**
On completion of this unit the student should be able to explain the media production process and demonstrate specialist production skills within collaborative media productions.

**Outcome 2**
On completion of this unit the student should be able to discuss media industry issues and/or developments relating to the production stages of a media production and specialist roles within the media industry.
**Outcome 3**  
On completion of this unit the student should be able to describe characteristics of Australian media organisations and discuss the social and industrial framework within which such organisations operate.

**Assessment:**  
- Essays, Creative Pieces  
- Scripting  
- Creation of two media products

**Unit 3**  
In this unit students learn to recognise the role and significance of narrative organisation in fictional film. Students develop practical skills in media design and production. They present the relevant specifications as a written planning document, with visual representations that use media planning conventions.

**Outcomes:**  
1. **Narrative** - students analyse the narrative organisation of fictional film texts.  
2. **Media production skills** – students develop specific media production skills and technical competencies using media technologies.  
3. **Media production design** - The design of a media production is an essential creative and organisational stage of the production process. Students develop and record concepts and ideas for production.

**Unit 4**  
Students will produce a media product for an identified audience from the media production design plan prepared in Unit 3. Students further develop practical skills in the production of media products. Students critically analyse the relationship between social values and media influence on the audience.

**Outcomes:**  
1. **Media process** – development of a media product using a variety of skills, management and organisational techniques to move from planning through production and postproduction processes to a completed media product.  
2. **Media texts and society’s values** - students focus on the relationship between society’s values and media texts via the study of a significant social attitude across a range of media texts to critically analyse its representation in the media.  
3. **Media influence** - students focus on an analysis of media influence. Theories of media influence and communication models are explored as they seek to explain the complexities between the media and its audiences.

**Assessment Tasks:**  
- Production Design Planning – folio.  
- Media production.  
- Assessment tasks may take the form of short answer tasks and essays.  
- Exam.
Music

Students learn to present works on one or more instruments in group contexts. They also study the work of other performers and explore strategies to optimise their own approach to performance. Students in music performance will learn to pay different styles of music and learn to address challenges in presenting music for performance. Students will study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 1
The unit focuses on building performance and musicianship skills. They will work on building technical skill on an instrument in addition to developing skills in presenting different styles of music. Students will study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing music performances.

Outcomes:
- Performance
- Performance Technique
- Musicianship

Unit 2
Students will build upon the skills and knowledge covered in unit one. They will also develop skills in performing previously unseen notated music and improve on technical aspects of playing an instrument. Students will also devise an original improvisation or composition.

Outcomes:
- Performance
- Performance Technique
- Musicianship
- Organisation of Sound

Assessment Tasks:
- Group performance
- Written task (use of music vocabulary)
- Written and Aural exam
Outdoor and Environmental Studies

The main aim of Outdoor and Environmental Studies at VCE level is to develop students understanding of the environment and educate them on the impact humans have on the environment. Through practical experiences students are able to see first-hand how different environments are altered and the way we interact within them.

Vision – Is to "Empower all students to develop values, attitudes, beliefs and behaviours that will lead to sustainable living".

Aims – For students to:

1. Develop connections with the environment and its relationship to their home community;
2. Extend themselves in mind and body;
3. Develop independence, self-reliance and confidence for lifelong learning;
4. Develop the social skills and knowledge to successfully work and learn in teams.
5. Develop leadership skills that will assist them in maturing within the school community as potential future leaders.

Unit 1 - Exploring Outdoor Experiences

Area of Study 1: Motivations for outdoor experiences
In this area of study, students examine motivations for and responses to nature and outdoor experiences. They investigate a range of contemporary uses and meanings of the term ‘nature’, and examine a variety of different types of outdoor environments. Students are introduced to a cultural perspective on the ways humans relate to nature. They evaluate how their personal responses are influenced by media portrayals of outdoor environments and perceptions of risk in outdoor experiences.

Area of Study 2: Experiencing outdoor environments
This area of study broadens the focus of students from personal responses to the ways in which others respond to, understand and value outdoor experiences and outdoor environments. Through investigations of specific outdoor environments, students analyse different ways of experiencing and knowing outdoor environments.

Outcomes:
1. On completion of this unit the student should be able to describe motivations for participation in and personal responses to outdoor environments, with reference to specific outdoor experiences.

2. On completion of this unit the student should be able to describe ways of knowing and experiencing outdoor environments and evaluate factors that influence outdoor experiences, with reference to specific outdoor experiences.
Unit 2 - Discovering Outdoor Environments

Area of Study 1: Investigating outdoor environments

This area of study introduces students to the characteristics of a variety of outdoor environments, including those visited during practical outdoor experiences. Students investigate different types of outdoor environments from a number of perspectives.

Area of Study 2: Impacts on outdoor environments

In this area of study students focus on human activities undertaken in outdoor environments and their impacts on those environments. Although environmental impacts include both natural and human induced changes on components of the environment, the focus here is on human impact – both positive and negative.

Outcomes:
1. On completion of this unit the student should be able to describe the characteristics of different outdoor environments and analyse a range of understandings of these environments, with reference to specific outdoor experiences.
2. On completion of this unit the student should be able to evaluate human impacts on outdoor environments and analyse procedures for promoting positive impacts, with reference to specific outdoor experiences.

Assessment Tasks:
Assessment tasks will include a variety of the following -
• Journal/report of outdoor experiences
• Case study analysis
• Oral presentations
• Practical reports in a non-text format such as multimedia, audio podcasts, annotated visual display
• Data analysis
• Tests/exam
• Written responses, including essays, short answers, weblogs, web discussion forums.

Unit 3 - Relationships with Outdoor Environments

Area of study 1 - Historical relationships with outdoor environments

This area of study explores how Australians have understood and interacted with outdoor environments over time. Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various Indigenous cultural experiences, through to the influence of a number of major events and issues subsequent to European settlement. Case studies are used to analyse the role of environmental movements in changing human relationships with outdoor environments. Students must study the role of at least one environmental movement in changing relationships with outdoor environments. Students engage in practical outdoor experiences that enable them to investigate human relationships with specific outdoor environments.
Area of study 2 - Contemporary relationships with outdoor environments

In this area of study students examine current relationships between humans and outdoor environments. They examine a number of ways outdoor environments are portrayed in different media; the dynamic nature of relationships between humans and their environment; and the social, cultural, economic and political factors that influence these relationships.

Outcomes:
On completion of this unit the student should be able to explain and evaluate how relationships with Australian outdoor environments have changed over time, with reference to specific outdoor experiences.

On completion of this unit the student should be able to analyse and evaluate the factors influencing contemporary societal relationships with outdoor environments, with reference to specific outdoor experiences.

Unit 4 - Sustainable Outdoor Relationships

Area of study 1 - Healthy outdoor environments

This area of study explores the contemporary state of environments in Australia and the importance of natural environments for individuals and society. Students examine the nature of sustainability and, using key indicators, evaluate the health of outdoor environments. They investigate current and potential impacts of damage to outdoor environments. Practical outdoor experiences enable students to further develop and apply their practical knowledge and skills for safe and sustainable interaction with outdoor environments.

Area of study 2 - Sustainable outdoor environments

In this area of study students focus on the sustainability of environments in order to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen. Students investigate at least two case studies of conflicts of interest between people involved in uses of outdoor environments, and develop a clear understanding of the methods and processes commonly used to resolve these conflicts.

Outcomes:
On completion of this unit the student should be able to evaluate the contemporary state of Australian outdoor environments, and analyse the importance of healthy outdoor environments and sustainability for individuals and society, with reference to specific outdoor experiences.

On completion of this unit the student should be able to analyse conflicts of interest over the use of outdoor environments, and evaluate practices and strategies for sustaining outdoor environments, with reference to specific outdoor experiences.
Assessment Tasks:
Assessment tasks will include a variety of the following -
  • Journal/report of outdoor experiences
  • Case study analysis
  • Oral presentations
  • Practical reports in a non-text format such as multimedia, audio podcasts, annotated visual display
  • Data analysis
  • Tests/exam
  • Written responses, including essays, short answers, weblogs, web discussion forums.

Physical Education

*Physical Education examines how the human body works and moves during physical activity. The course involves both a theoretical and practical component.*

**Unit 1:**
Topics include: biomechanical principles, body systems and physical activity, energy systems and energy requirement, technological advancements from a biomechanical perspective and injury prevention and rehabilitation.

*Outcome 1*
On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how the musculoskeletal, cardiovascular and respiratory systems function, and how the aerobic and anaerobic pathways interact with the systems to enable human movement.

*Outcome 2*
On completion of this unit the student should be able to collect and analyse information from, and participate in, a variety of practical activities to explain how to develop and refine movement in a variety of sporting actions through the application of biomechanical principles.

*Outcome 3.1*
On completion of this unit the student should be able to analyse data collected through research and practical activities, to explain the technological advancements that have led to biomechanical changes in sporting technique or equipment in one selected sport, and explain the implications of the change.

*Outcome 3.2*
On completion of this unit the student should be able to observe, demonstrate and explain strategies used to prevent sports injuries, and evaluate a range of techniques used in the rehabilitation of sports injuries.

**Unit 2:**
Topics include coaching practices, the role of physical activity on health, decision making in sport and promoting active living.
**Outcome 1**
On completion of this unit the student should be able to demonstrate their knowledge of, and evaluate, the skills and behaviours of an exemplary coach, and explain the application of a range of skill learning principles used by a coach.

**Outcome 2**
On completion of this unit the student should be able to collect and analyse data related to individual and population levels of participation in physical activity, and sedentary behaviour, and create and implement strategies that promote adherence to the National Physical Activity Guidelines.

**Outcome 3.1**
On completion of this unit the student should be able to explain the importance of interpreting game play and selecting appropriate tactics and strategies in sports.

**Outcome 3.2**
On completion of this unit the student should be able to use a subjective method to assess physical activity levels within a given population, and implement and promote a settings-based program designed to increase physical activity levels for the selected group.

**Assessment Tasks**
- Skills Test
- Biomechanics Laboratory Report
- Coaching Skills and Qualities Exam
- Test- Musculoskeletal System
- Case Study Analysis- Energy Systems
- Written report- Physical activity across the lifespan
- Case Study- Understanding factors influencing participation in physical activity
- Exam

**Unit 3:**
Topics include: physical activity guidelines, researching participation patterns, promotional strategies to increase participation in physical activity, the use of the different body systems in physical activity, how the body makes energy, the causes of fatigue and methods of recovery.

**Outcome 1**
On completion of this unit the student should be able to analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.

**Outcome 2**
On completion of this unit the student should be able to use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.

**Unit 4:**
Topics include: sport analysis and training program design, sports nutrition, recovery and overtraining, legal and illegal aids used to enhance performance and adaptations to the body as a result of exercise.
**Outcome 1**
On completion of this unit the student should be able to plan, implement and evaluate training programs to enhance specific fitness components.

**Outcome 2**
On completion of this unit the student should be able to analyse and evaluate strategies designed to enhance performance or promote recovery.

**Assessment Tasks**
- a practical laboratory report linking key knowledge and key skills to practical activity
- a case study analysis
- a data analysis
- a critically reflective folio/diary of participation in practical activities
- a visual presentation such as a graphic organiser, concept/mind map, annotated poster, presentation file
- a multimedia presentation, including two or more data types (for example, text, still and moving images, sound) and involving some form of interaction
- a physical simulation or model
- an oral presentation such as podcast, debate
- a written report

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**Physics**

*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.*

**Unit 1**
This unit focuses on the study of physics as a human endeavor in which observations and ideas about the physical world are organised and explained. Conceptual models are introduced and used to describe and explain observed physical phenomena related to light and radioactivity.

**Outcome 1**
On completion of this unit the student should be able to describe a wave model of energy transfer and apply it to light phenomena.

**Outcome 2**
On completion of this unit the student should be able to describe the uses and effects of nuclear reactions and radioactivity in industry, the environment and the general community.

**Outcome 3**
Detailed study in any one topic of: astronomy, astrophysics, energy from the nucleus, flight investigations, sustainable energy sources, or medical physics.

**Unit 2**
This unit focuses on the particle model of matter and ideas about energy transfers and transformations are relevant to the study of nuclear and radioactivity physics. The application of models is used to explain phenomena related to movement and electricity.
**Outcome 1**
On completion of this unit the student should be able to describe and explain movement of particles and bodies in terms of Aristotelian, Galilean and Newtonian theories.

**Outcome 2**
On completion of this unit the student should be able to apply a basic DC circuit model to simple battery operated devices, car and household (AC) electrical systems; and describe the safe and effective use of electricity by individuals and the community.

**Outcome 3**
Detailed study in any one topic of: astronomy, astrophysics, energy from the nucleus, flight investigations, sustainable energy sources, or medical physics.

**Assessment Tasks**
- Structured test on light
- Structured test on nuclear radiation
- Nuclear energy forum
- Extended practical experiment on the energy efficiency of a toy
- Context questions in Movement
- Context questions in Electricity
- Exam

**Unit 3**
This unit focuses on the technologies that underpin communications and industry with studies in motion in one and two dimensions and electronics and photonics. Motion in two dimensions is introduced and applied to moving objects on Earth and in space and applied to analyse the motion of the Moon, the planets and satellites.

**Outcome 1**
On completion of this unit the student should be able to use the Newtonian model in one and two dimensions to describe and explain transport motion and related aspects of safety, and motion in space.

**Outcome 2**
On completion of this unit the student should be able to compare and explain the operation of electronic and photonic devices, and analyse their use in domestic and industrial systems.

**Outcome 3 Detailed Study**
Any one topic from a selection of: Einstein’s special relativity, materials and their use in structures, further electronics, synchrotron and its applications, photonics or sound.

**Unit 4**
This unit focuses on the development of models to explain complex interactions of light and matter. A field model of electromagnetism is applied to the generation, distribution and use of electric power. The detailed studies provide examples of innovative technologies used for research and communication.

**Outcome 1**
On completion of this unit the student should be able to explain the operation of electric motors, generators and alternators and the generation, transmission, distribution and use of electric power.

**Outcome 2**
On completion of this unit the student should be able to use wave and photon models to explain interactions of light and matter and the quantised energy levels of atoms.

**Outcome 3 Detailed Study**
Any one topic from a selection of: Einstein’s special relativity, materials and their use in structures, further electronics, synchrotron and its applications, photonics or sound.
Psychology

Psychology is the study of the nature and development of mind and behaviour in both humans and animals, including the biological structures and processes that underpin and sustain both. Students can develop an understanding of themselves and their relationships with others and their society through the study of psychology.

Unit 1: Introduction to psychology

Students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour. Students explore the scope of psychology, its specialist disciplines and its fields of application. Students consider influences on perception and human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They examine the contribution classic and contemporary studies have made to the development of different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan.

Outcome 1
On completion of this unit the student should be able to describe how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives.

Outcome 2
On completion of this unit the student should be able to describe a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual. This unit introduces students to the scientific study of psychology as the investigation into human behaviour and the mental processes that determine it; including perception, cognition and emotion. Students learn about the use of theories, models and controlled observations to describe and explain human behaviour.

Unit 2: Self and others

A person’s attitudes and behaviours affect the way they view themselves and the way they relate to others. Understanding what influences the formation of attitudes of individuals and behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure and responses to group behaviour. Differences between individuals can also be ascribed to differences in intelligence and personality. Differences between individuals, groups and cultures can be analysed in varied ways through different psychological perspectives.

Outcome 1
On completion of this unit the student should be able to explain how attitudes are formed and changed and discuss the factors that affect the behaviour of individuals and groups.

Outcome 2
On completion of this unit the student should be able to compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.

Assessment Tasks
- SACs, each corresponding to a particular area of study completed under test conditions;
- General assessments may take the form of annotated posters, flowcharts, verbal and written tests, ERAs (lab reports), PowerPoint presentations, creation of physical models, role plays, research
investigations, media responses, oral presentations, debates, completion of questions from the textbook;
• Exam and written tests (MCQ, short answer and extended answer).

Unit 3
This unit focuses on the brain and the nervous system as a whole structure and investigates their role in affecting human behaviour. Brain research methods are examined and different approaches of psychology are integrated in a study of visual perception and states of consciousness.

Outcome 1
On completion of this unit the student should be able to explain the major functions of the brain including cortical lobes and hemispheric specialisation, and the role of the nervous system, and evaluate the strengths and limitations of brain research methods.

Outcome 2
On completion of this unit the student should be able to explain the nature of processes involved in visual perception.

Outcome 3
On completion of this unit the student should be able to compare and contrast characteristics of normal waking consciousness with altered states of consciousness.

Unit 4
In this unit students study cognitive psychological methods through the concepts of memory and learning. The concept of behaviour is understood in terms of mental processing of information.

Outcome 1
On completion of this unit the student should be able to use the information processing model of memory to describe different ways in which memory is expressed and compare theories of memory.

Outcome 2
On completion of this unit the student should be able to compare and contrast theories of learning, including: classical and operant learning, observational learning, and behaviours not dependent on learning.

Outcome 3
On completion of this unit the student should be able to report on a research investigation that included the formulation of a hypothesis, application of a research method, use of an ethical framework and the collection, analysis and interpretation of data.

Assessment Tasks
• 3 SACs, each corresponding to a particular area of study completed under test conditions;
• General assessments may take the form of annotated posters, flowcharts, verbal and written tests, ERAs (lab reports), PowerPoint presentations, creation of physical models, role plays and completion of questions from the textbook;
• Exam and written tests (MCQ, short answer and extended answer).
Studio Arts

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of art making. The study establishes effective art practices through the application of an individual design process to assist the student’s production of a folio of artworks.

Unit 1: Artistic inspiration and techniques

This area of study focuses on the development of individual ideas and the identification of sources of inspiration to be used as starting points for making art. Students explore art making practices that use a variety of methods to communicate and develop ideas.

Outcome 1

On completion of this unit the student should be able to source inspiration, identify individual ideas and use a variety of methods to translate these into visual language.

Outcome 2

On completion of this unit the student should be able to explore and use a variety of materials and techniques to support and record the development of individual ideas to produce artworks.

Outcome 3

On completion of this unit the student should be able to discuss how artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks.

The assessment task for Outcomes 1 and 2 is:

• a selection of exploratory work showing sources of ideas and inspiration translated into visual form through the use of a variety of materials and techniques.

Assessment tasks for Outcome 3 are:

• an extended response;
• short-answer responses
• Exam

Unit 2: Design exploration and concepts

This unit focuses on students establishing and using a design process to produce artworks. Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists’ ideas and how they have created aesthetic qualities and identifiable styles.

Outcome 1

On completion of this unit the student should be able to develop an individual design process, including visual research and inquiry, in order to produce a variety of design explorations to create a number of artworks.

Outcome 2

On completion of this unit the student should be able to analyse and discuss the ways in which artists from different times and cultures have created aesthetic qualities in artworks, communicated ideas and developed styles.
Assessment Tasks
The assessment task for Outcome 1 is:
- a folio including design explorations and artworks.

Assessment tasks for Outcome 2 are:
- an extended response;
- short-answer responses.
- Exam

Unit 3: Studio production and professional art practices
This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4.

Outcome 1
On completion of this unit the student should be able to prepare an exploration proposal that formulates the content and parameters of an individual design process, and that includes a plan of how the proposal will be undertaken.

Outcome 2
On completion of this unit the student should be able to present an individual design process that produces a range of potential directions, which reflects the concepts and ideas documented in the exploration proposal.

Outcome 3
On completion of this unit the student should be able to discuss art practices in relation to particular artworks of at least two artists and analyse ways in which artists develop their styles.

Unit 4: Studio production and art industry contexts
This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques, and the resolution of ideas and aesthetic qualities.

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

Outcome 1
On completion of this unit the student should present a cohesive folio of finished artworks, based on selected potential directions developed through the design process, that demonstrates skilful application of materials and techniques and that realises and communicates the student’s ideas.
Outcome 2
On completion of this unit the student should be able to provide visual and written documentation that identifies the folio focus and evaluates the extent to which the finished artworks reflect the selected potential directions, and effectively demonstrate a cohesive relationship between the works.

Outcome 3
On completion of this unit the student should be able to examine and explain the preparation and presentation of artworks in at least two different exhibition spaces, and discuss the various roles, processes and methods involved in the exhibition of artworks.

Visual Communication and Design

Visual Communication is a bridge between an idea and its intended audience. The visual form that the communication takes may be imaginative and original or it may conform to conventions or accepted rules. The production of visual communications involves the application of a design process in which final presentations are developed in response to needs identified in an initial brief.

Unit 1: Visual communication
The main purpose of this unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. Students also experiment and explore the application of design elements and principles in the preparation of solutions to suit specific purposes.

Outcome 1
On completion of this unit the student should be able to complete instrumental drawings using a range of paraline drawing systems.

Outcome 2
On completion of this unit the student should be able to draw from direct observation, in proportion, and render the drawings.

Outcome 3
On completion of this unit the student should be able to explore and apply design elements and principles to satisfy a stated purpose.

Outcome 4
On completion of this unit the student should be able to describe the nature of the design process in the production of visual communications.

Unit 2: Communication in context
The main purpose of this unit is to enable students to develop practical skills by generating images and developing them through freehand and instrumental drawing. The ways in which information and ideas are communicated visually are also explored through the analysis of the work of others.

Outcome 1
On completion of this unit the student should be able to use freehand and instrumental drawings to develop images that represent and communicate form.

Outcome 2
On completion of this unit the student should be able to use freehand drawings in the development of rendered three-dimensional images.

Outcome 3
On completion of this unit the student should be able to apply a design process to develop a visual communication solution to a set task.


**Outcome 4**
On completion of this unit the student should be able to describe and analyse contemporary and historical examples of visual communications and explain how they communicate ideas, present information and reflect influences.

**Assessment Tasks**
- Instrumental drawing task
- Perspective drawing task from direct observation
- Elements and Principles of Design
- Computer generated designs
- The Design Process
- Package design
- Interior Design for Graphic design tasks
- Communication needs
- Written Task

**Unit 3: Visual communication practices**
The main purpose of this unit is to enable students to produce visual communications through the application of the design process to satisfy specific communication needs. Students also study the production of visual communications in a professional setting, and evaluate examples of visual communications.

**Outcome 1**
On completion of this unit the student should be able to apply the design process to produce a final visual communication presentation that satisfies a specified communication need.

**Outcome 2**
On completion of this unit the student should be able to analyse and evaluate the effectiveness of a range of visual communications.

**Outcome 3**
On completion of this unit the student should be able to discuss the roles and relationships involved in the design and production of visual communications in the context of professional practice.

**Unit 4: Designing to a brief**
The main purpose of this unit is to enable students to prepare one brief that defines the need or needs of a client. Students apply the design process to produce developmental work and two final presentations based on the brief.

**Outcome 1**
On completion of this unit the student should be able to prepare one brief that describes a client’s communication need and specifies possible resolutions, and proposes two distinct final visual communication presentations suitable for a stated audience/s.

**Outcome 2**
On completion of this unit the student should be able to prepare developmental work that explores design concepts relevant to the requirements of the brief developed for Outcome 1 and fulfills the requirements of that brief.

**Outcome 3**
On completion of this unit the student should be able to produce two distinct final visual communication presentations that satisfy the requirements of the brief developed for Outcome 1.
Assessment Tasks

- Communication need folios and final presentation/s – students choose topic
- Visual communication analysis
- Professional practice: how designers work in the industry.
- Design brief – students choose topic
- Developmental work
- Two final presentations
The VCAL program aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education.

The principles underpinning the VCAL are:

- Accredited pathways for Secondary Students.
- Tailoring a program to suit student’s interests.
- Personal Development.
- Development of work related and industry specific skills.

These principles are within the context of applied learning.

**Qualifications**
VCAL is accredited at three levels, Foundation, Intermediate and Senior. The three qualification levels cater for a range of students with different abilities and interests. They also provide a progression of skills, knowledge and attitudinal development.

**Foundation Level**
At this level the focus is on knowledge and employability skill development, supported by a strong emphasis on literacy and numeracy skills and preparatory learning.

**Intermediate Level**
At intermediate level, the focus is on knowledge and employability skills development that leads to independent learning, confidence and a higher level of transferable skills.

**Senior Level**
At this level the focus is on knowledge and employability skills that lead to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership. The demonstration of knowledge and skills which apply directly to the workplace or further training is also important.

**Entry Requirements**
All successful VCAL applicants must:

- Successfully complete Year 10
- Complete an application form
- Participate in a parent/student/teacher interview
- Satisfy the selection criteria, at the interview, that demonstrates commitment, co-operation and understanding of expectations

Students can enter at the level of VCAL to suit their learning needs, abilities and interests. Decisions about which VCAL level a student should be placed in should take into account the student’s literacy level, interests, goals and ability. The decision about entry level should also take into account the student’s:

- Strengths and interests
- Preferred learning style
- Vocational goals
- Readiness for participation in structured workplace learning or formal vocational education
- Teacher and peer support needs
- Envisaged pathways
- Leadership capabilities
VCAL Structure
The VCAL has four curriculum areas, called strands. These strands are:
- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills

Achieving a VCAL Qualification
A student is awarded a Certificate when they gain credits for ten units that fulfil the minimum requirements for a student’s learning program. A credit is gained for successful completion of a unit of study.

A unit of study can be:
- 1 VCE Unit
- 1 VCAL Unit
- Approximately 100 hours of VET modules/units of competence and/or Further Education modules.

A student’s VCAL learning program must include:
- A minimum of two VCAL units
- At least one literacy unit
- At least one numeracy unit
- At least one unit from the Industry Specific Skills Strand. At the Intermediate and Senior levels this must include a unit of study from a VET qualification
- At least one unit from the Work Related Skills Strand
- At least one unit from the Personal Development Skills Strand
- At least six units at the level or above, of which one must be literacy and one VCAL Personal Development Skills unit
Tarneit Senior College VCAL Program

In 2015 Tarneit Senior College will offer the Foundation, level of VCAL. Students may complete a VCAL certificate in the first year of their post compulsory education and then move on to other training or employment. Students are expected to undertake work placement ONE day each week and complete a VET course for ONE day each week. Students are also expected to participate in community based projects.

Sample Program:

**Foundation Level**

<table>
<thead>
<tr>
<th>Curriculum Type</th>
<th>Literacy</th>
<th>Numeracy</th>
<th>Industry Specific Skills</th>
<th>Work Related Skills</th>
<th>Personal Development Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Units</td>
<td></td>
<td></td>
<td>Foundation Maths Units 1&amp;2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VCAL Units</td>
<td>Foundation Literacy</td>
<td></td>
<td></td>
<td>Foundation Units 1 &amp; 2 Structured Workplace Learning</td>
<td>Foundation Units 1 &amp; 2 Integrated Community Projects</td>
</tr>
<tr>
<td>VET Certificates</td>
<td>180 Nominal Hours Certificate II/ III VET Course</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total Credits</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
</tbody>
</table>

As part of the Industry Specific Skills students will need to complete a VET course.

Further information on the structure of VET and the courses available can be found in the VET section of the Handbook.
VET IN SCHOOLS
Widen your horizons and multiply your opportunities

What is VET?
A VET in the VCE program enables you to widen your horizons and on successful completion, gain two qualifications instead of one, a VCE Certificate and a nationally recognised VET/TAFE Certificate. VET in the VCE provides you with the opportunity to obtain a broad based education which links training to industry and encourages innovation, independence and entrepreneurial endeavour.

VET in the VCE may be delivered in a number of ways including your secondary college, a TAFE Institute, and the workplace. Research has confirmed that a significant number of students are entering higher education or continuing with further training after successfully completing a VET in the VCE program.

Features of VET
- VET is usually a two year program combining general VCE/VCAL studies with accredited vocational education and training.
- It enables students to complete a nationally recognised vocational qualification (eg. Certificate II Multimedia) and the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied learning (VCAL) at the same time.
- VET allows students to go directly into employment or receive credit towards further study.
- Important Industry Specific Skills and workplace skills are learnt through the VET program.

How does VET work?
A VET in Schools program is usually made up of VCE VET units which are delivered by registered training organisations, the students' school or another school within the Wyndham Cluster of schools.

Course availability
It is the intention that students apply for courses in their geographical area. However, if they are on a waiting list they may be referred to another similar course elsewhere. *Classes will not run where there are insufficient numbers.

Travel to venues
*Students will travel to schools within the Wyndham network, please see each course description for location details. Students need to ensure independent travel to and from venues for VET classes all year. It will be the responsibility of the student to get to and from the venue of the course they have chosen. Schools will attempt to facilitate the need for transport to other venues by tapping into the existing public transport systems and cluster transport arrangements, where possible.

Attendance
Attendance is critical. Non-attendance equates to a week missed. All absences are reported back to the home school. VET requires 90% attendance; failure to meet this requirement will mean no result as well as no certificate. Students must be prepared for flexible delivery times i.e. late afternoon or early morning classes.

Delivery of VET programs
Every effort is made to deliver the 2nd year of a course; however if numbers do not reach the minimum class size there is no guarantee the program will run.

Enrolling in VET Units 3 & 4
It is highly recommend that students complete Units 1 & 2 before enrolling in Units 3 & 4.

Structured Workplace Learning (SWL)
Students may undertake work with an employer that enables the student to demonstrate their acquired skills and knowledge in an industry setting. During the Structured Workplace Learning placement, a student will
have specific tasks to undertake in order to demonstrate competence. Students will be regularly monitored and may be assessed on the job. The time and arrangements for structured workplace learning will vary for each program and may be organised during term, holidays or early December. Travel to and from work placements is the responsibility of each student. Students are encouraged to find their own work placements or use the services of a placement organisation.

**Contribution to the VCAL ....** VET is fully incorporated into the VCAL.
- Contributes to the satisfactory completion of the VCAL - Industry Specific Skills
- 100 hours of VET gains one VCAL credit.
- This usually represents one semester of classes.

**Advantages of studying VET**

**VET increases Students' Learning Potential**
- Broadens VCE/ VCAL options.
- Develops the 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 interest and career directions through the provision of strong pathways.

**VET provides National Qualifications and Skills**
- Upon successful completion of the program, students are awarded a nationally accredited vocational training certificate.
- VET qualification articulates directly into further education and training at TAFE. Eg Cert II in Automotive Technology provides students with a pre apprenticeship in this industry area.
- VET provides access to a range of different technologies related to the workplace.

**VET Prepares Students for the Workforce**
- Expands post school opportunities and improves employment prospects.
- Provides the opportunity to trial a career. Helps students explore possible areas of interest, which promote further study and work choices.
VET Charges

By choosing a VET course, students will be selecting subjects that involve training in industry as well as at school, which on completion will provide them with two qualifications instead of one, a VCE Certificate and a nationally recognised VET/TAFE Certificate. Students pay for each year that they complete the course.

**VET PAYMENT REQUIREMENTS**

- All students will need to pay a **$200 deposit upon enrolment into the program as confirmation of their enrolment into the VET program.**
- **Students will then need to pay the rest of the costs (i.e. balance of account prior to the end of 2015), as there are students on waiting lists who wish to enrol in the courses. Enrolment in this subject is only confirmed when it is paid in full.**
- If a student wishes to leave a course, they must do so before the end of February 2016 to receive a refund.
- **Monies paid will not be refunded after the end of February 2016.**
- Please note that charges are not negotiable as VET fees must be paid to TAFE Institutions.
- **Please note the extra cost** apply for uniforms and equipment in Hospitality and Building & Construction courses.
Examples of Employment Opportunities

**Automotive Technology**

**Animal Studies**
Pet shop, animal shelter or boarding facility, animal grooming business or veterinary clinic.

**Building and Construction**
Labourer, Contractor, Inspector, Site Manager, Surveyor, Project Manager, Driver, Crane Operator, Administration.

**Business Administration (Office Administration)**
Administrative Assistant, Receptionist, Secretary, Information Officer, Customer Service Officer.

**Clothing Production – Fashion**
Textile Design, Pattern Making, Couture, Wardrobe Supervisor, Fashion Designer, Theatre And Film Costume, Clothing Production Manager, Retail Buyer, Sales Manager, Accessories Designer, Sales Assistant, Soft Furnishing Designer.

**Community Recreation**
Recreation Officer, Assistant in a Gymnasium/Fitness Centre, Personal Trainer, Sporting Events Assistant, Leisure and Cultural Services Officer, Youth Leader, Outdoor Activity Leader.

**Community Services**
Social Worker, Nursing, Psychologist, Counselor, Nanny, Youth Worker, Rehabilitation, Residential Care Worker, Welfare Officer, Personal Carer, Physiotherapist, Occupational Therapist.

**Dance**
Full Time Dance Courses, Production Companies, Musical Theatre, Professional Agencies Linked To Television.

**Integrated Technologies (Electro-technology)**
Technician, Technologist, Tradesperson, Serviceperson, Engineer, Engineering Technologist.

**Engineering**

**Furnishings**
**Food Processing (Retail Baking)**
Retail, bakeries and commercial kitchen which require bakers. It will open opportunities for employment in franchise bakeries with further development in small business management and/or ownership.

**Hair and Beauty**
Hairdresser, Hair Stylist, Beauty Therapist, Beautician, Make-up Artist.

**Hospitality**
Executive Chef, Senior Cook, Apprentice Cook, Kitchen Hand, Cocktail/Lounge or Food Waiter, Bar Manager, Bar Attendant, Housekeeper, Room Attendant, Front Office, Manager, Duty Manager, Receptionist, Accounts Clerk, Concierge, Porter.

**Information Technology**

**Media**
Web Site Supervisor, Project Manager, Graphic Designer, Animator, Script Writer, Editor, Video/Sound Producer, Sound Editor, Systems Designer, Programmer, Network Administrator, Special Effects Engineer, Producer, Director, Publisher, New Product Developer.

**Music**
Vocalist, Musician, Music Retailer, Venue Manager, Music Director, Promoter, Production Crew Member, Stage Manager

**Outdoor Recreation**
Aerobic Instructor, Fitness Instructor, Physical Education Teacher, Sports Management/Administrator, Sports Coach, Recreation Officer, Sportsperson, Leisure and Cultural Services Officer, Outdoor Recreation Activity Leader, Dietician, Nutritionist, Physiotherapist, Referee, Broadcasting and Sports Journalism.

**Picture Framing**
Picture framing manufacture, retail and business opportunities as a picture framer.

**Plumbing**
Apprenticeships selecting from a broad range of areas that plumbers specialise in, including roofing and gas fitting.

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**VET Course Requirements**

*Students enrolling in a VET program will be required to complete a commitment from covering their code of conduct. Further to this, additional course requirements set out by the Cluster must also be adhered to. It is important that parents and students take time to read the course requirements and student responsibilities before submitting an enrolment form.*

**Students Absences**
In order to successfully complete the course students are expected to attend all VET Classes. Absences will be allowed for school camps, excursions etc. A medical certificate needs to be supplied for all other absences. Where possible, students need to notify their VET coordinators, trainers and / or workplace in advance.

**Make up classes**
Where necessary, students may be required to attend make up classes after school, during the school holidays or on the weekend.

**Punctuality**
All students are expected to arrive on time to class. **Students who arrive late will be marked as ‘late’ on the roll and may be asked to make up the missed class time outside regular class hours.**

**Work Requirements**
All tasks as assigned by the trainer/employer are to be completed by the due date. Students who fail to meet deadlines will be given a warning and a second submission date will be negotiated. Students who fail to complete set tasks, by the end of the term that the tasks were set, will be withdrawn from the program.

**School Uniform**
Students are expected to attend VET classes in their home school uniform. For VET classes held at VU students are required to comply with VU uniform requirements.

**Student Behaviour**
Students will abide by the trainer’s rules and the rules of the Delivery School whenever they are on the site. This includes meeting Occupational Health and Safety Requirements in and out of the classroom. Attitude and behavior are to be of the expected standard and comply with the VET Student Contract.

**Transport Arrangements**
Students are expected to make their own travel arrangements to and from VET venues. Where possible a bus service may be provided with sufficient student numbers to assist students traveling between schools during the course of all day school programs. A fee will apply to users of the bus service.

**Structured Workplace Learning**
Students will meet the Structured Workplace Learning requirements of the course.

**Enrolling in Units 3 & 4**
It is highly recommend that students complete Units 1 & 2 before enrolling in Units 3 & 4.

**Absence from Assessed Task – Units 3 & 4**
Students who are absent from class, on a day when an assessed task is held must:
Phone their VET Coordinator at school and their VET classroom teacher by 9.00 am.

Provide detailed parental note immediately on return to school. A copy should be given to the VET Coordinator; and a copy sent to the VET classroom teacher.

**AND**
Provide a Doctor’s Certificate, immediately on return to school. The original to be given to the VET Coordinator; and a copy sent to the VET classroom teacher.

The VET Coordinator in conjunction with the VET classroom teacher will determine whether the absence is excused and whether rescheduling the missed task will be granted. Students who fail to report to their VET Coordinators on their first day back will not have their assessment task rescheduled.
**HOW DO I APPLY FOR VET?**

Students who opt to undertake VCAL after the commencement of the school year may not be able to access the VET in schools program due to demand (will need to pursue a school-based apprenticeship instead).

**Interested applicants should complete the VET Application Form and Student Contract within the appendix section.**

*Forms should be returned to Rosa Marchionda, by Friday 4th Sept 2015 with a $200 deposit towards your course.*

**Students must also:**

1. Attend the compulsory Orientation Session in Term 4: Details to be advised.

2. Students must carefully consider their VET choice and commitment as students will not be permitted to alter VET choices once an offer of a position has been confirmed.

3. There is a cost associated with each program.

*A deposit of $200 is required by Friday 4th of September with the full balance due by Monday 2nd of November 2015.*
Australian School Based Apprenticeships (ASBA)

Australian School Based Apprenticeships (ASBAs) allow you to work as a paid part time trainee or apprentice whilst completing your secondary education at school.

ASBAs are a great option if you wish to enter the workforce and remain at school. The program offers you a chance to get a head start in the industry you choose whilst completing the last two or three years of your education. They are ideally suited for VCAL students meeting the VET and Structured Workplace Learning requirements for the certificate.

How does ASBA work?

You will:
- Be enrolled in year 10, VCE or VCAL studies (subject to your schools policy)
- Sign a Training Agreement, together with the employer and your parents
- Gain part-time employment
- Attend TAFE or other Registered Training Organisation (RTO) one day a week, after school or block release.
- Commit to 10-15 hours per week in work and training.

Who is eligible to be an Australian School Based Apprentice?
- Students 15 years of age or over who are permanent residents of Australia.
- Students who attend school and are wishing to complete their secondary studies.
- Students who are prepared to commit a minimum of 15 hours a week in work and training.
- Students who are available during the school week.
- Students in Years 10, 11 & 12.
- Students who can manage their time between three settings: school, work and training.

What are the rewards for students?
- Great career prospects
- A Certificate that is recognised all over Australia
- Getting paid for training
- Gaining Credits towards your VCE, VCAL and/ or full time new apprenticeships
- Finish secondary school with two certificates (eg. Certificate II in Retail and VCE or VCAL)
- Improved employment opportunities.

Are there any costs?
There may be some costs associated with enrolling in an ASBA, however most course fees are paid for by the host organization.

Australian School Based Apprenticeships for 2016

INTERESTED STUDENTS

1. Interested applicants should see their VET / VCAL / Careers Coordinator for their school’s process for applying.
2. Positions are advertised by a range of organisations and selection is determined by each individual organisation and not the school.
3. Applicants will be required to complete an application form and attend a possible interview with the relevant organisation.
YEAR 10 SUBJECT SELECTION FORM 2016

Use the Year 10 curriculum table on page 13 in the handbook to help complete the subject selection form below. Forms must be signed and handed into your current Year 9 Home Group Teacher by Friday 21 August 2015.

FULL NAME: ___________________________________ CONTACT PH: __________________

Current School: __________________________________________

Compulsory Subjects:

- English: Full Year
- Maths: Full Year

Students must choose at least one subject from each of the following learning areas:

<table>
<thead>
<tr>
<th>Subject</th>
<th>First Choice</th>
<th>Second Choice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>Humanities</td>
<td>____________</td>
<td>____________</td>
</tr>
<tr>
<td>Health and P.E</td>
<td>____________</td>
<td>____________</td>
</tr>
</tbody>
</table>

Optional subject selection:
Please place any other subjects in order of preference. You may use your second choice subjects from above in this section:

1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________

Please note that the running of subjects offered next year will be dependent on the number of students wanting to participate and placement on the timetable.

Student Signature: _____________________________ Date: ________________

Parent/Guardian Signature: _____________________________ Date: ________________

www.tarneitsc.vic.edu.au
# YEAR 10 STUDENTS (in 2016)

## Application to Study a VCE Subject in 2016

**Full Name:** ___________________________ **Current School:** ___________________________

Please list below the Year 11 VCE subject you would like to apply for. English, Literature and all Maths classes are **not available** as accelerated studies:

Subject student wishes to apply for: ___________________________

### Results in related subjects in Semester 1

<table>
<thead>
<tr>
<th>Subject</th>
<th>Result/s</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<tr>
<td></td>
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</tr>
</tbody>
</table>

### Recommendation by Teachers of related subjects

Students must get at least two recommendations. Please comment on the student’s suitability to do this subject.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Teacher</th>
<th>Teacher Comments</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
<td></td>
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</tbody>
</table>

### Reasons for wanting to do a VCE Subject in 2016

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Student signature: ___________________________ Date: ___________

Parent/Guardian Signature________________________ Date: ___________

**Please Note:**

All positions are subject to student numbers, staffing and room availability. Preference will be given to Year 11 students. Students will be required to sit a formal written assessment to assist with determining their suitability and possibly an interview. Students achieving a ‘B’ in Year 9 in three studies will be considered.

*HG Teacher comments must be complete to be considered* – see next page.
Home Group Teacher Comments

Complete once student has submitted the application form:

Include comments based on:

- the student’s attendance
- work ethic
- suitability to accelerated studies

Student Name: ____________________________   Study: ____________________________

Teacher’s Name:
SUBJECT SELECTION 2016
Ensure this form is submitted at the Course Counselling Day
On Monday 10th of August, 2015.

FULL NAME:............................................. HOME GROUP: ...........
CONTACT NO (student):.......................(parent): .........................

2016 PROGRAM SELECTED (please circle):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Maths/Science</td>
<td>Business</td>
</tr>
<tr>
<td>Science</td>
<td>Vis Arts</td>
</tr>
<tr>
<td>Hums/Science</td>
<td>H&amp;PE</td>
</tr>
<tr>
<td>Hums</td>
<td>PE/Science</td>
</tr>
<tr>
<td>English</td>
<td></td>
</tr>
</tbody>
</table>

WRITE THE STUDY NAME AND THE UNIT NUMBER IN EACH BOX

<table>
<thead>
<tr>
<th>SUBJECT CHOICES 2016</th>
<th>OTHER PREFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
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<tr>
<td>3</td>
<td></td>
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<td>4</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
</tr>
</tbody>
</table>

OTHER PREFERENCES

MUST INCLUDE AT LEAST THREE SEQUENCES OF LEVEL 3 AND 4 UNITS

INTENDED COURSES OR CAREERS:
1. ____________________________
2. ____________________________
3. ____________________________
4. ____________________________

I submit this course of study. Signed: ____________________________ (Student)
I acknowledge the course of study selected. Signed: ____________________________ (Parent)
Signed: ____________________________ (Course Counsellor)

For a copy of the full subject offerings in the 2016 Tarneit Senior College Handbook, visit www.tarneit.sc.vic.edu.au
VCE COURSE SELECTION SHEET
SAMPLE ONLY – see Appendix for actual copy

Name: Joe Smith
Contact No: 9361 1111 / 0412 123
Program Selected: Science (circled)

Maths/Science
Science
Hums/Science
Hums
English
Business
Vis Arts
H&PE
PE/Science

<table>
<thead>
<tr>
<th>SUBJECT CHOICES 2016</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>OTHER PREFERENCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology</td>
<td>Chemistry</td>
<td>Physics</td>
<td>Maths Methods</td>
<td>Specialist Maths</td>
<td>English</td>
<td>Psychology</td>
<td>History</td>
</tr>
</tbody>
</table>

Year 12 Subjects for 2017

| 2017 | Biology | Chemistry | Maths Methods | Specialist Maths | English |

INTENDED COURSES OR CAREERS:

1. Veterinarian
2. Scientist
3. Pharmacist
4. Bio technician

MUST INCLUDE AT LEAST THREE SEQUENCES OF LEVEL 3 AND 4 UNITS

Students should select 22 units over a minimum period of 2 years.
Most students will select 12 units in Year 11 and 10 units in Year 12.
In order to successfully complete VCE requirements, all students must include in their program:

- 4 units of English
- At least 3 sequences of level 3/4 units other than English
- VET courses can be included as one of the sequences
SUBJECT SELECTION 2016
Ensure this form is submitted at the Course Counselling Day
On Monday 10th of August, 2015.

FULL NAME: ............................................... HOME GROUP: ..........

CONTACT NO (student): ........................(parent): ..............................

WRITE THE STUDY NAME AND THE UNIT NUMBER IN EACH BOX

<table>
<thead>
<tr>
<th>SUBJECT STUDIED IN 2015</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 12 Subjects for 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2016 PROGRAM SELECTED (please circle):

- Maths/Science
- Business
- Science
- Vis Arts
- Hums/Science
- H&PE
- Hums
- PE/Science
- English

Please indicate if other subjects taken this year

INTENDED COURSES OR CAREERS:

1. __________________________________
2. __________________________________
3. __________________________________
4. __________________________________

MUST INCLUDE AT LEAST THREE SEQUENCES OF LEVEL 3 AND 4 UNITS

I submit this course of study. Signed: _____________________________ (Student)

I acknowledge the course of study selected. Signed: _____________________________ (Parent)

Signed: _____________________________ (Course Counsellor)

For a copy of the full subject offerings in the 2016 Tarneit Senior College Handbook, visit www.tarneit.sc.vic.edu.au
Units 1&2 studies provide students with a range of skills and approaches to the subject material that prepares students for success in Unit 3&4 studies in the same subject area. Therefore, students who are considering making a significant change to their course by selecting a 3&4 unit that they have not studied in Units 1&2 need to realise that the following requirements apply:

1. This form needs to be completed and submitted on Course Counselling day in order to be considered
2. The student must be committed to completing extra work in preparation for their Unit 3&4 studies in order to facilitate their familiarisation with key concepts and vocabulary essential for their success

Student Name:________________________________  Home Group: _______

<table>
<thead>
<tr>
<th>Subject you wish to move into:</th>
<th>Current Teacher’s Signature:</th>
<th>Year Level Co-ordinator Signature:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Student’s Reason:

__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________
__________________________________________________________________________________

Student Signature:_______________________________________________________________

Parent/Guardian Signature:_________________________  Dated: ___/___/____
VCAL Course Selection 2016

If you are intending to participate in a VCAL program in 2016 complete the following form and ensure it is submitted at the Course Counselling Day on Monday 10th August, 2015.

| Name:  | ________________________________ |
| Address: | ________________________________ |
| Home Phone: | ________________________________ |
| Mobile Phones: | ________________________________ |
| Email Address: | ________________________________ |
| Parent/Guardian(s): | ________________________________ |

Have you undertaken work experience? ________________________________

If yes, where and who was your employer? ________________________________

Reasons for choosing VCAL: ____________________________________________

Preferred Career Pathway: ____________________________________________

All students are required to complete a VET subject as part of their VCAL

VET Choice:

Student Signature: ________________________________

Parent/Guardian Signature: ________________________________ Date: / /

Note: This is an application form and does not guarantee acceptance into the VCAL program. Students will be required to attend an interview with their parent/guardian and a decision will be made based on that interview and the information gathered from the student’s current teachers.

Home Group Teacher/Year Level Leader Recommendations:

Teachers Name: ____________ Signed: ____________ Date: / /

Student accepted into VCAL program: Yes / No

Award Level: Foundation / Intermediate / Senior

VCAL Leader: ____________________________ Principal: ____________________________ Date: / /
VET Application Form

1. Submit this form to Rosa Marchionda or your course counselor by August 30, 2015.
2. Attend the compulsory Orientations session on November 2015 (TBA).

Part 1: PERSONAL DETAILS

Surname: ____________________________________________________________
Given Name: ___________________________ Year Level 2016: _________________
Home Address: ______________________________________________________
Post Code: __________________________________________________________
Home Telephone: __________________________
Female  Male (please circle)
Student email ________________________________________________
Student mobile _________________________________________________
D.O.B: _______ / ______ / ______
Do you have any special needs: Yes  No  (Please Circle)
Please Specify: _________________________________________________

Part 2: VET PROGRAM DETAILS

I wish to apply for admission to: (List by order of preference)

<table>
<thead>
<tr>
<th>Preference</th>
<th>Course Title</th>
<th>Venue (school)</th>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2nd</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reasons for applying:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

Student’s Signature: __________________________ Date: __________________
Parent/Guardian’s Signature: __________________________ Date: ______________

VET Coordinator’s Signature: __________________________ Date: ______________

(must submit this form)
TARNEIT SENIOR COLLEGE

Contract for Students Intending to Complete a VETIS Course in 2016

Name of Student: ____________________________________________________________

Name of VET Course _______________________________________________________

_I agree to abide by the following conditions while I am enrolled in the above VETIS Certificate Course:_

1. I will make payment of fees and course costs according to due dates.

2. I agree to attend classes regularly and punctually.

3. I will carry out the set work to the best of my ability and try to make as rapid progress as I can.

4. If I am unable to attend through illness or other cause I will inform the home school as soon as possible.

5. I will follow the instructions of the VETIS teachers and other teachers and behave sensibly and appropriately at all times both in class and when travelling to and from the VETIS venue.

6. I agree to follow the rules of any school that I attend for VETIS programs.

7. I will wear correct home school uniform at all times. I will also wear protective clothing as required.

8. I will attend private study sessions as timetabled when required, work quietly during these sessions and cooperate with supervising teachers.

9. I will give my parents/guardian any notices or correspondence from the home school or the VETIS institution regarding fees to be paid, or any other matters.

10. I will organise and undertake appropriate work placement as part of my VETIS program if required at a time agreed upon by my home school.

11. I understand that if I do not keep to these conditions I may have to withdraw from the above VETIS Certificate.

Signed (student) __________________________   Date: _______________

Signed (parent/guardian) ____________________   Date: _______________

_Return to Rosa Marchionda by Friday 28 of August, 2015._