



Assumption College Kilmore

SENIOR CERTIFICATES 2008 INFORMATION HANDBOOK

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INTRODUCTION

MOVING INTO THE VCE OR VCAL

you are probably tired of hearing the question “What do you want to do when you leave school?” For some of you it may be clear cut, but for many Senior School students a decision about your future does not seem important at the moment. After all, 2009 (when the majority of you will be leaving school) seems such a long way off.

However, now is the time to be thinking seriously about your future and the types of occupations that you can realistically see yourself enjoying and succeeding in.

1. Who am I? **(Self Awareness)**

Do I have an aptitude for any particular job? Do I have skills that would suit a particular job? What sort of job would suit my personality? What type of responsibility do I want in a job? What are my interests? What are my needs?

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

What type of job do I want? Artistic/Creative, Clerical/Administrative, Medical, Outdoor, Personal Contact, Scientific? What educational qualifications do I need for these jobs?

3. What course can I take? **(Course awareness)**

Where can I study for these occupations? What subjects do I need to get into these courses? By investigating your educational needs further you will get a clearer picture of the sort of subjects you should consider if you wish to pursue certain occupations, courses and training in your career interest area.

If you can honestly answer these three questions, then you are half way to planning your future. If you do not know the answers give it some serious thought in the next few weeks. It may be a good idea to visit www.myfuture.edu.au to work through some of these questions.

From your research on various occupations, you should be aware by now that there are various types of post school options available to you, including different types of employment, course education, and training. Post – school options in Victoria include –

- Employment – part time, full time or casual
- Australian Apprenticeships
- Traineeships
- Vocational Education and Training (TAFE, Private Providers)
- Other possibilities, e.g. short course or external studies, etc
- University Degrees and other qualifications

VCE AT ASSUMPTION COLLEGE

The VCE is awarded to all students who satisfactorily complete (i.e. gain an "S") for at least 16 units of the study.

These units must include:

1. Three units of any English.
2. Three sequences of Units 3 & 4, other than English

At Assumption College all students must, therefore, do:

- Religious Education in Y11
- Four units of any English
- The student will decide on the remaining units.

Students are expected to enroll in twelve units in Year 11 (including TWO units of Religious Education) normally followed by ten units in Year 12, therefore attempting at least 22 units over two years. Some students who have already completed accelerated options in Year 11 may apply to complete only eight units in Year 12.

All students are also involved in a school-based Religious Education Program in Year 12.

Assessment in the VCE

The VCE is awarded to all students who satisfactorily complete and gain an 'S' for 16 semester length units, including at least three units of English and three sequences of Units 3 & 4 in studies other than English.

1. School Assessed Coursework will take the form of assignments, tests, reports and/or presentations and will be completed during class time.
2. SACs and SATs are assessed initially by the school and are subject to review by VCAA.
3. All students of 3/4 level studies MUST sit a General Achievement Test (GAT) set and corrected by VCAA.
4. Unit 3/4 mid-year/end of year exams are externally assessed.
5. Each 3/4 study includes at least one such examination.
6. SACs/SATs are reported by means of a letter grade, ranging from E (lowest) to A+ (highest), UG (ungraded) or NA (not assessed).
7. For each 3/4 level study students will also receive a study score ranking between 0-50.

Units 1 and 2 of all studies are assessed internally through School Assessed Coursework (SACs), these assessment tasks are sometimes referred to as "Outcomes".

Units 3 and 4 of all studies are assessed both internally (through SACs and SATs) and externally (through examinations).

VCE STUDIES OFFERED AT ASSUMPTION COLLEGE IN 2008

Note: Units chosen by a small number of students may not be offered.

STUDY	UNITS OFFERED
Accounting	Units 1,2,3,4
Agricultural and Horticultural Studies	Units 1,2,3,4
Biology	Units 1,2,3,4
Business Management	Units 1,2,3,4
Chemistry	Units 1,2,3,4
Design and Technology	Units 1,2,3,4
Economics	Units 1,2,3,4
English	Units 1,2,3,4
Geography	Units 1,2,3,4
Health and Human Development	Units 1,2,3,4
History	Units 1,2,3,4
Information Systems	Units 3,4
Information Technology	Units 1,2,3,4
Legal Studies	Units 1,2,3,4
Literature	Units 1,2,3,4
LOTE French	Units 1,2,3,4
(Other languages may be attempted by correspondence)	
Mathematics: Methods	Units 1,2,3,4
Mathematics: General	Units 1,2
Mathematics: Foundation	Units 1,2
Mathematics: Specialist	Units 3,4
Mathematics: Further	Units 3,4
Media	Units 1,2,3,4
Music Performance	Units 1,2,3,4
Physical Education	Units 1,2,3,4
Physics	Units 1,2,3,4
Psychology	Units 1,2,3,4
Religion and Society	Units 1,2,3,4
Studio Arts	Units 1,2,3,4
Texts and Traditions	Units 1,2
Theatre Studies	Units 1,2,3,4
Visual Communication and Design	Units 1,2,3,4

ENTRY TO STUDIES

Some studies include Victorian Curriculum and Assessment Authority (VCAA) advice that students should complete either one or both of Unit 1 and 2 before attempting Unit 3 in that study, or have equivalent experience, or be willing to undertake some preparation.

At Assumption College this advice applies to the following studies—

Mathematicsplease consult the Head of Mathematics for the various Mathematics combinations.

AccountingStudents are advised to do Unit 2 before attempting Units 3/4.

ChemistryStudents are advised to do Units 1 & 2 before attempting Units 3/4.

Information TechnologyStudents are advised to do Units 1 or 2 before attempting Units 3/4.

LOTEUnits 1 to 4

PhysicsStudents are advised to do Unit 2 before attempting Units 3/4.

VCE/VCAL RULES AND PROCEDURES

AWARD OF S/N

Students must complete all Learning Outcomes as described in the Study Designs. All work MUST be the student's own. A grade 'S' (satisfactory) or 'N' (not satisfactory) will be recorded for all Learning Outcomes.

DEADLINES

All deadlines are set by Assumption College and students will be informed of all these dates by Week 3 of the semester. It is up to the students themselves to make sure all deadlines are met. All work should be handed to the class teacher on the day concerned. Absence from school on the due date is not an acceptable excuse for not meeting a deadline. Teachers may alter a deadline provided the students are given **two week's** notice.

EXTENSIONS

Students unable to meet deadlines because of significant hardship may apply to the VCE/VCAL Coordinator for an extension of time. This must be submitted before the due date whether or not an extension has been granted.

REDEMPTION OF WORK

Students who receive a 'N' for an assessment task may resubmit work in order to gain an 'S'. Redemption of work must take place in the semester in which the work is undertaken. The original grade given to a task does not alter by completing a resubmission.

PLAGIARISM

Students must submit work that is clearly their own. Students are advised to keep all plans and drafts of work as proof of authentication. Students who breach this rule will have their work refused. A SAC/Outcome will have the plagiarised work crossed out and will only be marked on the work that can be authenticated. It may also be awarded (N) – 'not satisfactorily completed'.

ATTENDANCE

Students must attend 80% of classes to satisfactorily complete a unit. School Approved absences, for example, excursions, VET classes and leadership responsibilities are exempt. Illness requires a medical certificate.

SPECIAL PROVISION

Students experiencing significant hardship must apply for "Special Provision" for particular SACs/Outcomes. Applications may be made through the VCE/VCAL Coordinator who has the appropriate forms.

DEVELOPING GOOD WORK HABITS

STUDY SKILLS

AND ORGANISATIONAL/ FILING SKILLS

- 1 Date all hand-outs and work, and file in chronological order.
- 2 FILE hand-outs, unit outlines, lists of due dates, work requirement outlines and returned drafts **AS SOON AS YOU RECEIVE THEM** (the bottom of your bag is **not** a filing system!).
- 3 Carry a small hole punch, or a supply of plastic envelopes with you, to make this easy to do.
- 4 Enter due dates in your student handbook as soon as you receive them. Transfer them to a wall planner in your work area at home.
- 5 Work out a timeline that will enable you to meet all due dates, particularly if you have a number of pieces due at the same time.
- 6 Spend the first ten minutes planning your homework and study each night - start with the “must do by tomorrow” tasks, then spend some time on longer term assignments, then allow a short time for revision or study.
- 7 **ALWAYS MEET DEADLINES**
Don't look for ways to avoid them. Next year, your entire unit could depend on this. Parents can help by not supporting requests for notes asking for extensions, **unless there has been real hardship**, rather than procrastination.
- 8 **Ask for help**
....early if you need it, and as often as you need it. Make sure you are quite clear about what is required in completing a task.
- 9 **TAKE PRIDE IN DOING THE VERY BEST YOU CAN.**

VCE ACCOUNTING

WHO DO I TALK TO ABOUT THIS?
Ms. Szabo

This study shows how financial information is collected, sorted and recorded in such a way that it can be used to plan for the future and to make better decisions in the areas of personal and business finance. Accounting is useful for a student who may take a course in any area of the business studies/administration/management of hospitality/tourism sector, and also for anyone taking over a small/family business.

UNIT DESCRIPTIONS

Unit 1: Establishing and operating a service business

This unit focuses on accounting and financial management of a small business. The unit introduces the fundamental processes of gathering, recording, reporting, analyzing and interpreting financial information in a small business.

OUTCOMES

Outcome 1: Describe, explain and apply the knowledge, resources and skills necessary to set up a small business.

Outcome 2: On completion of this unit the student should be able to record, report, and explain financial information, manually as well as using ICT.

Outcome 3: Apply accounting skills to evaluate financial and non-financial information in order to make informed decisions for a small business.

Unit 2: Accounting for a trading business

This unit focuses on the accounting and financial operation of a small business. The unit introduces an accounting system based on the accrual approach. The system is applied to small trading businesses.

OUTCOMES

Outcome 1: Record and report financial data for a trading business manually.

Outcome 2: Record and report financial data for a trading business using an accounting software package.

Outcome 3: Select and use financial and non financial information to evaluate a business and suggest strategies that will improve performance.

Unit 3: Double entry for trading businesses

Unit 3 focuses on accounting and financial issues of a small trading business. The unit introduces a double entry system using the accrual basis of accounting. It emphasizes the role of accounting as an information system and the role of information technology in completing procedures.

OUTCOMES

Outcome 1: Record and report financial information using the double-entry accrual-based system for a single-activity sole-proprietor trading business.

Outcome 2: Record balance day adjustments, prepare financial reports and explain related aspects of the accounting system.

Unit 4: Control and analysis of business performance

The unit further develops the role of accounting as an information system, with the main focus on accounting information for management. Key performance indicators are used to evaluate business profitability, liquidity, stability and efficiency.

OUTCOMES

Outcome 1: Record and report manually using the double entry accrual-based system.

Outcome 2: Prepare analyse and evaluate a business using financial and non financial information and suggest strategies to improve the profitability and liquidity of the business.

End of year Examination contributes 33% of final study score.

VCE AGRICULTURAL and HORTICULTURAL STUDIES

WHO DO I TALK TO ABOUT THIS?
Mr. Jongbloed, Mr. Pannuzzo

The Australian and economic fabric is reliant on its primary industries. Agricultural and Horticultural Studies provides opportunities for students to experience these industries. The study allows students to develop and apply theoretical knowledge and skills to real world business and practices. They apply their acquired knowledge and skills to design, develop and manage a small agricultural or horticultural business as a project.

UNIT DESCRIPTIONS

Unit 1: Agricultural and Horticultural Operations

In this unit students study local agricultural and horticultural operations and the factors that influence these operations, including historical, environmental, social and economic factors. Students apply their knowledge and skills in researching the feasibility of a small agricultural or horticultural business project.

AREAS OF STUDY

1. **Elements of Australian Agricultural and Horticultural Systems:** This area focuses on how these elements influence the location of agricultural and horticultural businesses and the scientific approach to investigating these systems.
2. **Agricultural and Horticultural Operation:** This area of study allows the students to work individually and in a group to plan and conduct a small business project involving the care of living plants or animals, using the resources and time available to them.

Unit 2: Production

This unit focuses on an analysis of production systems in terms of physical, biological, social and economic factors and time. A scientific approach to investigating aspects of production is also included. The role of production systems in adding value to products is explored through an agricultural or horticultural business.

AREAS OF STUDY

1. **Biological Factors in Agriculture and Horticulture:** This area of study focuses on nutrition, reproduction, and genetics in plants and animals. The influence of biological factors and the role of scientific research are also covered.
2. **Production Systems and Processes:** This area of study explores the role of agricultural and horticultural businesses in adding value to products. The enterprise project is used to investigate and report on factors related to production processes, risk management and marketing.

Unit 3: Technology, Innovation and Business Design.

Technology in this study refers to the equipment and processes that can be used to maintain and enhance efficiency and effectiveness of agricultural and horticultural systems. To achieve sustainable systems, operators need to be aware of the available range of equipment and processes that may be used in their business.

AREAS OF STUDY

1. **Current Technology:** Using a case study approach, students will focus on the technologies used commonly in agriculture and specifically in one or two commercial businesses. It also includes techniques used by the operator of modifying soil, climate and topography.
2. **New and emerging Technology:** This focuses on new or emerging technology that has only been adopted by a small number of businesses. Students should use recent publications and the Internet to assist them in their research.
3. **Business Design:** This area focuses on the design of a small business project plan, including aspects of production, marketing and financial planning.

Unit 4: Sustainable Management

This unit focuses on the management of agricultural/horticultural systems within the context of ecological sustainability. It takes a holistic approach to issues associated with land, plant and animal management.

AREAS OF STUDY

1. **Business Plan Implementation and Evaluation:** This focuses on the continued operation of the small business project begun in unit 3. Students continue to monitor progress, record production skills and evaluate performance against the business plan.
2. **Sustainability in Agricultural and Horticulture:** This focuses concepts of sustainability and how they relate to productivity. Agricultural and horticultural practices have the potential to cause environmental degradation. The ability to identify, prevent and rectify environmental degradation is intrinsic to sustainable practice.
3. **Resource Management and Maintenance:** This area of study focuses on resource management practices within agricultural and horticultural systems and the role of government agencies in influencing these practices.

Contribution of units 3 and 4 to study score

1. Unit 3 SACs 33%
2. Unit 4 SACs 33%
3. End of year examination 34%

VCE BIOLOGY

WHO DO I TALK TO ABOUT THIS?
Mrs. Oliver, Ms. Prout,
Ms. Sheehan and Ms. VanderGert.

Biology is the study of living things: it is about understanding the natural world. It involves the study of living organisms, how they work and the interactions of organisms with each other and their natural environments. You will acquire practical skills in field and laboratory biology and develop an understanding in terms of the social, economic, technological and personal contexts of biological science.

UNIT DESCRIPTIONS

Unit 1: Unity and Diversity

This unit examines cell structure and functional unit of the whole organism. It investigates the challenges that all life forms encounter for obtaining nutrients and water, a source of energy, excretion and reproduction. Students explore the diversity of organisms and how their structure and functioning of systems assist in maintaining their internal environment.

AREAS OF STUDY

1. Cells in Action
2. Functioning Organisms

OUTCOMES

Outcome 1: Investigation of functioning cells

Outcome 2: Investigation of the relationship between organisms and how organisms meet their requirements for life.

Unit 2: Organisms and their environment

This unit examines the relationship between living things and their environment. Students investigate how features possessed by organisms affect their fitness and reproductive success. Students investigate how technologies are being applied to monitor natural ecosystems and to manage the environment.

AREAS OF STUDY

1. Adaptations of Organisms
2. Dynamic Ecosystems

OUTCOMES

Outcome 1: Investigation of the relationship between environmental factors and adaptations.

Outcome 2: A field investigation of the interactions between living things and the environment.

Unit 3: Signatures of Life

This unit examines the molecules and biochemical processes that are indicators of life. They consider the universality of DNA and investigate its structure. Students investigate the significant role of proteins in cell functioning. They investigate how cells communicate and the technological advances that have contributed to our knowledge and understanding of molecular biology.

AREAS OF STUDY

1. Molecules of Life
2. Detecting and Responding

OUTCOMES

Outcome 1: Practical investigations related to biochemical processes

Outcome 2: Investigation of co-ordination and regulation of organism's immune responses to antigens.

Unit 4: Continuity and Change

Students examine evidence for evolution of life forms over time. They examine the universality of DNA and conservation genes. Students study how genes are transmitted from one generation to the next. They examine the interrelationships between biological, cultural, and technological evolution.

AREAS OF STUDY

1. Heredity
2. Change over time.

OUTCOMES

Outcome 1: Analysis of evidence for the molecular basis of heredity and patterns of inheritance

Outcome 2: Investigation and evaluation of evidence for evolutionary change and evolutionary relationships

Contribution to 3 and 4 study score

- Written Examination (mid year) 33%
- School-assessed coursework 34%
- Written Examination (End of year) 33%

UNIT DESCRIPTIONS

This study examines the various types of business organizations that operate within Australia and the ways in which people manage them. You will study different sized firms, from the very small owner/manager type to the large corporation. The study is useful for students interested in any type of Business Studies/Management course.

Unit 1: Small Business Management

In this unit we look at the management of small business in Australia. You will focus on generic business concepts, which apply to organisations that vary in size, complexity and the industry in which they operate. Full consideration will be made by the student of the wide range of activities related to the planning and operation of small business.

AREAS OF STUDY

1. Business concepts
2. Small business: decision making, planning and evaluation
3. Day to day operations

OUTCOMES

- Outcome 1: Explain and apply a set of business concepts and relationships to a range of businesses
- Outcome 2: Apply small business management principles and practices and evaluate their effectiveness in various business situations
- Outcome 3: 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

In this unit we examine how management operates within a changing environment and how it responds to the forces of change, which it regularly meets in the commercial world. We also focus on the importance that communication plays in the management process as well as investigating the crucial role of marketing public relations in the current marketplace.

AREAS OF STUDY

1. Communication in Business
2. Managing the marketing function
3. Managing the public relations function

OUTCOMES

- Outcome 1: Identify and explain a range of effective communication methods used in business
- Outcome 2: Analyse effective marketing strategies and processes
- Outcome 3: Apply and analyse effective public relations strategies and tactics

Unit 3: Corporate Management

In this unit a detailed examination is made of the role and importance of large-scale organizations to the Australian economy, focusing particularly on key elements of these organizations and the many roles that Managers play. Management styles, skills and competencies are studied critically along with the ways in which these managers manage change within the dynamic global environment.

AREAS OF STUDY

1. Large-scale organizations in context
2. Organisational elements and the role of management
3. Operations Management

OUTCOMES

- Outcome 1: Identify and discuss major organizational elements and the role of management in large organisations
- Outcome 2: Explain, analyse and apply management styles and skills to different situations
- Outcome 3: Identify and evaluate the effectiveness of operations management

SACs/Outcomes

- | | |
|--------------------|-----|
| 1. Test | 25% |
| 2. Case study test | 25% |
| 3. Test | 50% |

School assessed coursework for Unit 3 contributes 25% of study score.

Unit 4: Managing People and Change

In this unit we examine human resource management practices and processes within large-scale organizations in Australia. A thorough investigation of the operations practices and processes involved in large business is also covered.

AREAS OF STUDY

1. Human Resource Management
2. The management of change

OUTCOMES

- Outcome 1: Identify and evaluate major practices and processes related to human resource management. Analyse and initially discuss issues and trends related to change and the effective management of human resources
- Outcome 2: Analyse and discuss the management of change in large organisations

SACs/Outcomes

- | | |
|---------------|-----|
| 1. Case study | 60% |
| 2. Test | 40% |

School-assessed coursework for Unit 4 contributes 25% of the study score. Units 3 and 4 examination contributes 50% of the study score.

VCE CHEMISTRY

WHO DO I TALK TO ABOUT THIS?
Mr. Murphy, Mr. Rovetto
and Mr. Tonkin.

Chemistry is the study of substances encountered in our everyday life. It enables us to understand how and why chemicals are being used and their effects on the environment. Successful completion of VCE Chemistry forms the basis for tertiary studies in a large number of courses such as Medicine, Dentistry, Pharmacy, Chemical Engineering, Nursing, Laboratory Technician and many more.

UNIT DESCRIPTIONS

Unit 1: The big ideas of chemistry

The story of chemistry begins with the building of the Periodic Table. The electron configuration of an element, its tendency to form a particular bond type and its ability to behave as an oxidant or reluctant can all be linked to its position in the Periodic Table. Students study the models for metallic, ionic and covalent bonding. They consider the widespread use of polymers as an example of the importance of chemistry to their everyday lives. Students are introduced to the development and application of 'smart' materials. Developing new materials has escalated with the use of synchrotron science that explores particle behaviour at an ever-decreasing size.

AREAS OF STUDY

Area of Study 1 – The Periodic Table
Area of Study 2 – Materials

OUTCOMES

Outcome 1: Investigation
Outcome 2: Investigation

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. Algae blooms, salinity, acid rain, depletion of ozone, photochemical smog, and global warming continue to have an impact on living things and the environment. Students will investigate how chemistry is used to respond to the effects of human activities on our environment. The principles and applications of green chemistry – benign by design – to processes and practices are included. The goal of these processes is to achieve hazard-free, waste-free, energy efficient synthesis of non-toxic products whilst maintaining efficiency.

AREAS OF STUDY

Area of Study 1 – Water
Area of Study 2 – The Atmosphere

OUTCOMES

Outcome 1: Investigation of equations
Outcome 2: Extended Experiment Investigation

Unit 3: Chemistry and the Marketplace

This unit adopts a global perspective by examining the large-scale industrial production of some chemicals. The work of chemists in these industries is examined. The investigation of quality control introduces students to a range of analytical techniques and the work of analytical chemists. All areas of study in this unit involve the design and performance of experiments, including the generation, collection and evaluation of experimental data.

AREAS OF STUDY

1. Analytical chemistry
2. Equilibrium
3. Industrial chemistry

OUTCOMES

Outcome 1: Product analysis
Outcome 2: Investigation of equilibrium
Outcome 3: Analysis of industrial processes

Unit 4: Energy and Matter

This unit examines the relationship between the production and use of energy in non-living and living systems. It provides an opportunity to revisit the concepts of the mole, chemical reactions, stoichiometry, equilibrium, organic chemistry and atomic structure and illustrates the development of chemical ideas within the context of the Periodic Table.

AREAS OF STUDY

1. Supplying and using energy
2. Food Chemistry
3. The Periodic Table: an overview of chemistry

OUTCOMES

Outcome 1: Investigation of energy transformations.
Outcome 2: Investigation of food chemistry
Outcome 3: Investigation of the Periodic Table

Contribution to 3 and 4 study score

- | | |
|--------------------------------------|-----|
| 1. Written Examination (mid year) | 33% |
| 2. School assessed coursework | 34% |
| 3. Written Examination (End of year) | 33% |

VCE DESIGN and TECHNOLOGY

WHO DO I TALK TO ABOUT THIS?
Mr. Kitching

All four units in this study will provide you with the opportunities to undertake production activities often related to industrial and commercial practices. Units 1 and 2 design and production activities will be teacher directed so you will develop knowledge and skills in investigation, design, production and evaluation. In Units 3 and 4 you will initiate and undertake a substantial and demanding major design and production task plus marketing research. You will be working primarily with wood, with metal and plastics as secondary materials. Maintaining a design folio forms a significant part in this subject's assessment.

UNIT DESCRIPTIONS

Unit 1: Materials, Processes and Design

This unit focuses on the properties of, and the selection of materials for, a specific purpose as well as safe use of equipment and machines used in the production process.

AREAS OF STUDY

1. Properties and Uses of Materials.
2. Methods of Communicating Ideas.
3. Production Processes.

OUTCOMES

1. Origins and properties of a range of materials.
2. Design and communication techniques.
3. Production.

Unit 2: Parameters of Design

The unit focuses on the origins of products and the considerations and constraints that may be imposed during the design process.

AREAS OF STUDY

1. Design Considerations and Constraints.
2. Materials in Design Development and Production.
3. Design and Realisation.

OUTCOMES

1. Design Brief.
2. Factors in the design process that influence the choice of materials.
3. Production.

Unit 3: Product Development

The unit focuses on social and economic factors in the design and manufacture of products for the mass market.

AREAS OF STUDY

1. Designing for Others.
2. Product Development in Industry.

OUTCOMES

1. Role of the Designer (test).
2. Product Design and Production (written report).
3. Design Folio and Production (external review).

Unit 4: Product Evaluation and Marketing

The unit focuses on the influences that product evolution and marketing have on the design process.

AREAS OF STUDY

1. Product Comparison.
2. Marketing Products.

OUTCOMES

1. Product Appeal and Function.
2. Marketing in the Design and Product Development (written report).
3. Design Folio, Production and Evaluation (external review).

Contribution to study score

1. End of year examination 30%
2. Unit 3 SACs 10%
3. Unit 4 SACs 10%
4. Units 3 and 4 SAT 50%

VCE ECONOMICS

WHO DO I TALK TO ABOUT THIS?
Mr. Edmonds

The study of economics focuses on decisions about how production occurs, how resources are allocated and how the proceeds of production are distributed. These are economic decisions taken by individuals, groups, businesses and governments, which not only affect the well-being of particular nations and their people, but also increasingly influence living standards regionally and globally. Decisions about the use of resources require an understanding of the interdependence of economic factors and outcomes of economic decisions. Economic, political and social forces influence economic decision making, the quality of which is fundamental to the overall well being of nations.

UNIT DESCRIPTIONS

Unit 1: The Australian Economy

The focus of this unit is the study of economic decision-making and economic issues of importance to the Australian economy in the twenty-first century.

AREAS OF STUDY

1. A market system
2. Economic issues and the Australian economy

SACs/Outcomes

Assessment tasks for this unit may include:

- Essays
- Folio
- Test
- Report
- Analysis of current newspaper articles and statistical evidence
- Debates
- Examination

Unit 2: Australia and the Global Economy

The focus of this unit is the study of Australia's external relationships and economic issues of importance in the global economy in the twenty-first century.

AREAS OF STUDY

1. Australia's external relationships
2. Economic globalisation

SACs/Outcomes

Assessment tasks for this unit may include:

Essay, debate, media review, folio, tests, case study, report, analysis of current newspaper articles and statistical evidence and examination.

Unit 3: Economic Activity and Objectives

The focus of this unit is the study of economic activity in Australia and the factors that affect the achievement of the objectives of the Australian economy.

AREAS OF STUDY

1. Economic activity in Australia
2. Economic objectives and performance in Australia

SACs

1. Essay
2. Multiple choice and structured questions test

Unit 4: Economic Management

The focus of this unit is the study of the management of the Australian economy, which concentrates on budgetary, monetary and microeconomic policy used by the Australian government.

AREAS OF STUDY

1. The nature, operation and evaluation of macroeconomic policy
2. The nature, operation and evaluation of microeconomic reform policies

SACs

1. Essay
2. Test

Contribution to Units 3 and 4 study score

1. Unit 3 SACs 25%
2. Unit 4 SACs 25%
3. End of year examination 50%

VCE ENGLISH

WHO DO I TALK TO ABOUT THIS?
Ms. Williams, Ms. Young, Mr. Naidu
and Mrs. Mahony.

COURSE DESCRIPTION

The study of English encourages the development of literate individuals capable of critical and imaginative thinking.

Units 1 and 2:

Units 1 and 2 cover three areas of study:

Reading and responding – Students read a variety of texts, and analyse how written structures and features can be used to construct meaning. They explore the ways in which texts are open to different interpretations, and construct responses that are supported by detailed textual evidence.

Creating and presenting - Students read widely and examine the effects of form, purpose, audience and context on the author's choice of language and structure. Students use this knowledge to create a range of written pieces for a variety of audiences and purposes.

Using language to persuade – Students identify and discuss how language is used in persuasive media texts in order to position readers. Students also make use of persuasive language techniques in order to present their own point of view.

Outcomes

Unit 1

Outcome 1: Identify and discuss key aspects of a set text, and construct a response in written or oral form.

Outcome 2: Create and present a range of texts, taking into account context, purpose and audience.

Outcome 3: Identify and discuss how language can be used to persuade readers and/or viewers.

Unit 2

Outcome 1: Identify and discuss key aspects of a set text, and construct a response in written form.

Outcome 2: Create and present a range of texts, taking into account context, purpose and audience.

Outcome 3: Identify and analyse how language is used in a persuasive text, and present a reasoned point of view in oral or written form.

Units 3 and 4:

Units 3 and 4 cover three areas of study:

Reading and responding – Students read a range of literary texts to develop critical and supported interpretations. In identifying and analyzing the values embodied in texts, students examine the ways in which readers or viewers are invited to respond.

Creating and presenting – Students explore texts and examine the choices made by authors in order to construct meaning. Students then draw on these ideas in the construction of their own written pieces.

Using language to persuade – Students analyse and compare the use of language in texts that debate a topical issue. Students then put forward their own sustained point of view making use of their understanding of persuasive language.

Outcomes

Unit 3

Outcome 1: Analyse how a text constructs meaning, conveys ideas and values, and is open to a range of interpretations.

Outcome 2: Create written texts for a specified audience and purpose, considering form, language and context.

Outcome 3: Analyse the use of language in texts that present a point of view, and construct a point of view on a selected issue.

Unit 4

Outcome 1: Develop and justify a detailed interpretation of a selected text.

Outcome 2: Create written texts for a specified audience and purpose, considering form, language and context.

Contribution to Units 3 and 4 study score

1. Unit 3 School Assessed Coursework: 25%
2. Unit 4 School Assessed Coursework: 25%
3. End of year examination: 50%

VCE GEOGRAPHY

WHO DO I TALK TO ABOUT THIS?
Mr. Pannuzzo

This study focuses on the geography of place and change. Each place on the Earth's surface possesses characteristics that make it unique and subject to change. Geographers investigate the changing pattern of places using a range of geographical resources and skills. They observe, describe, explain and analyse patterns of phenomena, which affect places at or near the surface of the Earth. Patterns of phenomena can be studied at a range of scales.

UNIT DESCRIPTIONS

Unit 1: Natural Environment

This unit investigates the geographical characteristics of natural environments and the ways in which they change. It investigates different aspects of places and the long and short-term changes generated by natural processes and human activities.

AREAS OF STUDY

1. Characteristics of natural environments
2. Changes in natural environments

SACs-UNITS 1 & 2

1. Recording and reporting on data collected in the field.
2. Data processing and presentations-maps, graphs, annotated visual display
3. Research reports
4. Written responses
5. Tests/Exam

Unit 2: Human Environments

This unit investigates the characteristics of rural and human environments, which are developed by human activities and their interaction with natural environments. Rural and urban environments are dynamic. They can be changed in the long or short term by advances in technology, individual and organizations' decisions as well as by natural and human processes and events.

AREAS OF STUDY

1. Characteristics of human environments
2. Change in human environments

Unit 3: Regional Resources

This unit investigates the characteristics of resources and the concept of a region. A resource is anything which occurs naturally or is created by humans, provided that people use it to satisfy a need or want. This study investigates processes and relationships that operate over various timeframes and the factors that determine development and use of regional resources.

AREAS OF STUDY

1. Use and management of an Australian water resource
2. Use and management of local resources

SACs

- Data Analysis
- Practical work exercises
- Field trip report
- Test

Unit 4: Global Perspectives

This unit investigates the geographic characteristics of global phenomena and their impact on people and places. Global phenomena are major natural or human events or processes that possess the capacity to affect the globe or significant parts of it and require more than a local or national response. Examples of global phenomena include the spread of human activities, El Nino, international tourism, climate change and the spread of telecommunications. As well as investigating the global scale of events or processes, it is also to be acknowledged that they have local and regional impacts.

AREAS OF STUDY

1. Global phenomena
2. Global responses

SACs

- Data Analysis
 - Analysis of geographic data
 - Individual Report
- *School-assessed coursework 50%
End of year Examination 50%

Contribution to units 3 and 4 study score

1. Unit 3 SACs 25%
2. Unit 4 SACs 25%
3. End of year examination 50%

VCE HEALTH and HUMAN DEVELOPMENT

WHO DO I TALK TO ABOUT THIS?
Mrs. N. Karasiewicz, Ms. D. Blackall
& Ms. A. Gunn

Health and Human Development studies the physical, social, emotional and intellectual development of individuals throughout their lifespan. Topics include family lifestyles, nutrition, and resource management. The subject is particularly relevant to students interested in teaching, childcare, welfare, social work, nursing and dietetics. This subject is useful to all students in preparation for independent living.

UNIT DESCRIPTIONS

Unit 1: Youth Health and Development

This unit examines the physical, social, intellectual and emotional development associated with youths and the resources available. It also examines the inherited and environmental factors that influence health and development.

AREAS OF STUDY

1. An understanding of health and development
2. Transition to adulthood
3. Challenges for youth

Unit 2: Individual and Community Health and Development

This unit examines the role that families, communities and governments play in optimizing the health of individuals across the lifespan.

AREAS OF STUDY

1. Health and development of young Australians
2. Adult health and development
3. Health care in Australia

SACs FOR UNIT 1 & 2

1. Data analysis
2. Media analysis
3. Reports-written and oral
4. Case Study analyses
5. Examination

Unit 3: Nutrition, Health and Development

This unit examines the burden of disease and analyses the inequities in health statistics across the lifespan. It explores a range of determinants and the role of nutrition in public health. This unit also evaluates the roles and responsibilities of both government and non-government initiatives in addressing health promotion for all.

AREAS OF STUDY

1. Understanding Australia's health
2. Promoting health in Australia

Unit 4: Global Health and Development

This unit examines the health of people in industrialized and developing countries. The focus of the study is to evaluate a range of sustainable health care initiatives developed by governments and international agencies to optimize global health and development.

AREAS OF STUDY

1. Development across the lifespan
2. Promoting health and development globally

SACs FOR UNIT 3 & 4

1. Written report
2. Data analysis
3. Case study
4. Structured questions

Contribution to units 3 and 4 study score

1. Unit 3 SACs 25%
2. Unit 4 SACs 25%
3. End of year examination 50%

VCE HISTORY

WHO DO I TALK TO ABOUT THIS?
Mr. Mortensen

History is the study of people; not only those who are famous but everyday people. It involves you in the study of events and looks at how we have been informed of these events. We do this by looking at film, newspapers, books, people's stories and art. Emphasis is placed on analysis and evidence. This prepares you for your future as you learn to analyse what we are told, how we are told and the way in which this affects society.

UNIT DESCRIPTIONS

Unit 1: Twentieth Century History 1900-1945

This unit focuses on European and American events during the first half of the 20th century. Throughout this period new forms of economic and political organization and cultural expressions, reflecting different responses to these changes, emerged. Topics covered include the Russian Revolution, the effects of the Great War, the Great Depression and the rise of Nazism.

AREAS OF STUDY

1. Crisis and conflict
2. Social life
3. Cultural expression

SACs

These may include:

1. Introductory activity on Social History (Biographical exercise)
2. Essay on the emergence of new political ideas and movements
3. Research activity on social life
4. Analytical exercise on cultural life
5. Examination (end of unit)

Unit 2: Twentieth Century History Since 1945

This unit provides the opportunity to investigate major themes and principal events of post-war history: The Cold War, The Vietnam War, the emergence of social movements such as the black civil rights movements, the peace movements and the troubles in Ireland.

AREAS OF STUDY

1. Ideas and political power
2. Social movements
4. The growth of internationalism
3. Cultural expression

SACs

These may include:

1. Introductory activity on specific post World War 2 event
2. Essay on the emergence of new political ideas and movements (cold war)
3. Research activity on social life
4. Analytical essay on cultural life
5. Examination (end of unit)

Unit 3: Revolutions

This unit deals with two areas. The first area involves an examination of the role of ideas, events, movements and leaders in the collapse of the old regime in France. The second looks at the emergence of a new society undergoing the changes of the French Revolution.

AREAS OF STUDY

1. Revolutionary ideas, movements and leaders
2. Creating a new society

SACs

These may include:

1. Analytical exercise (graphical and document)
2. Research Report

Unit 4 Revolutions

The first area of this unit is an evaluation of the extent to which the ideas of revolution in Russia were achieved. The second area of focus investigates the problems and conflicts encountered when initiating social and political change.

AREAS OF STUDY

1. Revolutionary ideas, events, movements and leaders
2. Creating a new society

SACs

These may include:

1. Historiographical exercise
2. Essay on the creation of the new society
3. End of year examination on units 3 and 4.

Contribution to units 3 and 4 study score

1. Unit 3 SACs 25%
2. Unit 4 SACs 25%
3. End of year examination 50%

VCE INFORMATION TECHNOLOGY

WHO DO I TALK TO ABOUT THIS?
Mr. Tonkin

VCE Information Technology UNIT DESCRIPTIONS

Unit 3: Software development

Units 3 and 4 are designed to be taken as a sequence. Unit 3 focuses on the techniques and procedures for determining the ability of networked information systems to meet organisational needs and on how the development of purpose-designed software, using a programming language, helps fulfill these needs. Students explore the roles and functions of networked information systems, and the types of networks. They apply three phases of the waterfall model of the systems development life cycle (SDLC): analysis, design and development. They use this concept as the methodology for making changes to networked information systems.

AREAS OF STUDY

1. **Systems analysis and design**
2. **Software development**

OUTCOMES

Outcome 1: Analyse a networked information system, and produce the physical design specifications for a modified or new networked information system.

Outcome 2: Design and code software modules, using a programming language

SACs

Outcome 1 is assessed by a written report and a labeled visual representation of a networked system

Outcome 2 is assessed by a completed software module and a written report

Unit 4: Software development

This unit focuses on techniques, procedures and strategies to develop, implement and evaluate proposed networked information systems. Students explore the technical, human, procedural, economic and management factors that need to be considered when undertaking these phases of the systems development life cycle (SDLC). The development phase is realised through the creation of software solutions using the programming language studied in Unit 3.

AREAS OF STUDY

1. **Software engineering**
2. **Systems Engineering: Development, Implementation and evaluation**

OUTCOMES

Outcome 1: Produce purpose-designed software that takes into account a networked information system objective and the needs of end-users.

Outcome 2: Propose and justify strategies for introducing to an organisation a networked information system that will operate in a global environment.

SACs

Outcome 1 is assessed by a technology solution in response to a design brief and a written report of user documentation

Outcome 2 is assessed by a written report or a test on the proposals for introducing the networked information system

Contribution to units 3 and 4 study score

1. Unit 3 SACs 25%
2. Unit 4 SACs 25%
3. End of year examination 50%

VCE INFORMATION TECHNOLOGY

UNIT DESCRIPTIONS

WHO DO I TALK TO ABOUT THIS?
Ms. Sultana

VCE: Unit 1: Information Technology in Action

This unit focuses on how individuals 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 create information that persuades, educates or entertains. They also explore how their lives are affected by ICT and strategies for influencing how ICT is applied. Students develop an understanding of the role technology plays in inputting, processing, storing and communicating data and information.

AREAS OF STUDY

1. IT techniques
2. Data Management
3. ICT Issues

Outcomes

Outcome 1

On completion of this unit the student should be able to transform an existing printed information product into an on-screen information product to meet a specific audience need, evaluate the success of this information product, and explain its likely impact on the audience's skills or work practices.

Outcome 2

On completion of this unit the student should be able to solve an information problem by collecting data and using database management software to manipulate that data.

Outcome 3

On completion of this unit the student should be able to contribute collaboratively to the creation of an on-screen information product that presents an analysis of a contemporary ICT issue and substantiates a point of view.

VCE: Unit 2: Information Technology Pathways

This unit focuses on how individuals and organisations, such as sporting clubs, charitable institutions, small businesses and government agencies use ICT. Students acquire and apply a range of knowledge and skills to create solutions and information products that meet personal and clients' needs. They also examine how networked information systems are used within organisations.

AREAS OF STUDY

1. Programming and pathways
2. Networks
3. Tools, Techniques and Procedures

Outcomes

Outcome 1

On completion of this unit the student should be able to demonstrate progression in the ability to use a programming or scripting language, record the learning progress electronically, and explain possible career pathways that require the use of the software skills.

Outcome 2

On completion of this unit the student should be able to represent a networked information system within an organisation, and describe the way a specified set of data flows through the system, where it is stored, and where it is processed.

Outcome 3

On completion of this unit the student should be able to work collaboratively to design a solution and an information product for a client, taking into account client feedback, solve the information problem, and evaluate the efficiency and effectiveness of the solution and product.

VCE: Unit 3: IT Applications

WHO DO I TALK TO ABOUT THIS?
Ms. Sultana

This unit focuses on how individuals or organisations use ICT to solve information problems and to participate actively in a society where use of ICT is commonplace. Students acquire and apply knowledge and skills in solving information problems to assist in decision-making and in managing tasks and timelines. The solutions and information products should meet the specific needs of organisations such as sporting clubs, newsagencies, charities, or the needs of individuals. Students also explore how the capabilities of networked information systems support teams of workers or learners to solve problems and share knowledge.

AREAS OF STUDY

1. Problem Solving
2. Organisations: Networks and collaborative problem-solving

Outcomes

Outcome 1

Propose and apply project management and problem-solving strategies to produce a solution and an information product, using database management software, which meets the decision-making needs of a specific audience.

Outcome 2

Design, create and evaluate a prototype website that meets an organisation's needs of sharing knowledge and collaborative problem-solving within a virtual team environment, and explain the requirements of the networked information system that supports the use of this website.

VCE: Unit 4: IT Applications

This unit focuses on how ICT is used by organisations to solve ongoing information problems and on the strategies to protect the integrity of data and security of information. Students develop and acquire knowledge and skills in creating solutions and information products using spreadsheet software that can be re-used in the future with new sets of data. When solving information problems, students apply all of the problem-solving stages: analysis, design, development, testing, documentation, implementation and evaluation. Students apply their ICT knowledge and skills to record their decision-making strategies when solving information problems and to reflect on the effectiveness of these strategies.

Students are required to use two types of software for Outcome 1: spreadsheet and web authoring or multimedia authoring.

AREAS OF STUDY

1. Organisations and information needs
2. Data and information security

Outcomes

Outcome 1

Use spreadsheet software to solve an ongoing information problem, taking into account the information needs of an organisation, and evaluate the effectiveness of their problem-solving strategies.

Outcome 2

Evaluate the effectiveness of the strategies used by an organisation to manage the storage, communication and disposal of data and information, and recommend improvements.

Contribution to units 3 and 4 study score

1. Unit 3 SACs 25%
2. Unit 4 SACs 25%
3. End of year examination 50%

VCE LEGAL STUDIES

WHO DO I TALK TO ABOUT THIS?
Mr. Edmonds, Mr. White

In Legal Studies students learn how laws are made and what the connection is between laws and our society. Students have the opportunity to learn their rights and responsibilities in society and can relate the law that they learn about to their own experience. Further, students learn about our courts and tribunals and how they resolve disputes, and consider whether our law and the operation of the legal system is just. Legal Studies is an area of study that is relevant to every student's daily life and provides students with the opportunity to form opinions of others, and formulate solutions.

UNIT DESCRIPTIONS

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 law making by parliament. It also focuses on the role and powers of the police and criminal trial process.

AREAS OF STUDY

1. Criminal law
2. The Courtroom

SACs: Assessment tasks for this unit may include-

- Structured assignment
- Essay
- Folio and report
- Case study
- Test
- Examination

Unit 2: Civil Law and the law in focus

This unit focuses on the resolution of civil disputes. It looks at the process of civil litigation and possible defences against civil claims. Additionally it also explores alternative avenues of dispute resolution.

AREAS OF STUDY

1. Civil Disputes
2. Civil law in action
3. The law in focus

SACs: Assessment tasks for this unit may include-

- Structured assignment
- Essay
- Action Plan and report
- Folio and report
- Case study
- Test
- Examination

Unit 3: Law Making

This unit enables students to develop an understanding of the institutions that determine laws and the process by which laws are made. It looks at why laws are necessary and the workings of the Commonwealth Constitutions. It addresses the strengths and weaknesses of law making bodies and the process used to reform the law.

AREAS OF STUDY

1. Parliament and the citizen
2. Constitution and the protection of rights
3. Role of the courts

SACs: Assessment tasks for this unit may include-

1. Folio
2. Assignment
3. Essay
4. Test

Unit 4: Evaluation of the Legal System

This unit explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution and evaluates their respective methods of dispute resolution. Students also develop an understanding of both criminal and civil pre-trial and trial process. The jury adversary and inquisitorial systems will also be reviewed in light of their strength and weaknesses.

AREAS OF STUDY

1. Criminal cases and civil disputes
2. Court processes and procedures

SACs: Assessment tasks for this unit may include- Folio, assignment, essay, and test.

Contribution to units 3 and 4 study score

1. Unit 3 SACs 25%
2. Unit 4 SACs 25%
3. End of year examination 50%

VCE LITERATURE

**WHO DO I TALK TO ABOUT THIS?
Mrs Mahony or Mrs McDonald**

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 reflect on their own interpretations and those of others. The study encourages independent and critical thinking in students' analytical and creative responses to a range of text forms such as poetry, novels, plays, film and short stories, drawn from past and contemporary social and cultural contexts.

UNIT DESCRIPTIONS

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

Areas of Study

1. Readers and their responses
2. Ideas and Concerns in texts
3. Interpreting non-print texts

SACs

1. Journal/Oral Presentation
2. Imaginative composition based on a text, consistent with the style and context of the original
3. Film interpretation and analysis

Unit 2: The focus of this unit is on students' critical and creative responses to texts, deepening understanding of style of narrative, characters, language and structure of text. Students extend their exploration of ideas and concerns of the text.

Areas of Study

1. The text, the reader and their contexts
2. Comparing texts

SACs

1. Creative interpretation and Response
2. Critical comparative essay

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 the text affects meaning, the social, historical and cultural contexts of works and the way views and values are represented in texts.

Areas of Study

1. Adaptations and Transformations
2. Views, Values and Contexts
3. Considering alternative viewpoints

SACs

1. Discussion of how meaning changes when form of text changes
2. Analytical essay
3. Analysis of a review

Unit 4: This unit focuses on students' creative and critical responses to texts. Students consider context, concerns, style and point of view in both the original text and in their re-created or adapted responses.

Areas of Study

1. Creative responses to texts
2. Close Analysis

SACs

1. Imaginative composition based on a text, consistent with the style and context of the original
2. Critical analysis of linkages, parallels and contrasts between different passages from a text

End of Year examination: Sustained critical analyses and interpretations of two different texts

Contribution to Units 3 and 4 study score

1. Unit 3 SACs 25%
2. Unit 4 SACs 25%
3. Examination 50%

VCE LOTE-FRENCH

WHO DO I TALK TO ABOUT THIS?
Ms Kay Gorman

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

The study of French develops the ability to understand and use a language which is widely learned internationally, and which is the "lingua franca" of many world organizations and international events. The ability to use and understand French also provides a direct means of access to the rich and varied culture of francophone communities around the world.

Knowledge of French can provide enhanced vocational opportunities in many fields, including banking, international finance, commerce, diplomacy, translating and interpreting. The study can also contribute a 10% bonus towards a student's ENTER.

UNIT DESCRIPTIONS

UNITS 1-4 COMMON AREAS OF STUDY

The areas of study for French comprise themes and topics, grammar, text types, vocabulary and various kinds of writing. They are common to all four units of the study.

The themes and topics are used to demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks. The grammar, vocabulary, text types and kinds of writing are linked, both to each other, and to the themes and topics. Together they add a further layer of definition to the knowledge and skills required for the successful achievement of outcomes. The common areas of study have been selected to provide the opportunity to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas.

There are three prescribed themes:

1. The individual
2. The French-speaking communities
3. The changing world

Unit 1

OUTCOMES

Outcome 1: Establish and maintain a spoken or written exchange related to personal areas of experience.

Outcome 2: Listen to, read and obtain information from written and spoken texts.

Outcome 3: Produce a personal response to a text focusing on real or imaginary experience.

Unit 2

OUTCOMES

Outcome 1:

Outcome 2: Listen to, read, extract and use information and ideas from spoken and written texts.

Outcome 3: Give expression to real or imaginary experience in written or spoken form.

Unit 3

OUTCOMES

Outcome 1: Express ideas through the production of original texts.

Outcome 2: Analyse and use information from spoken texts.

Outcome 3: Exchange information, opinions and experiences.

Unit 4

OUTCOMES

Outcome 1: Analyse and use information from written texts.

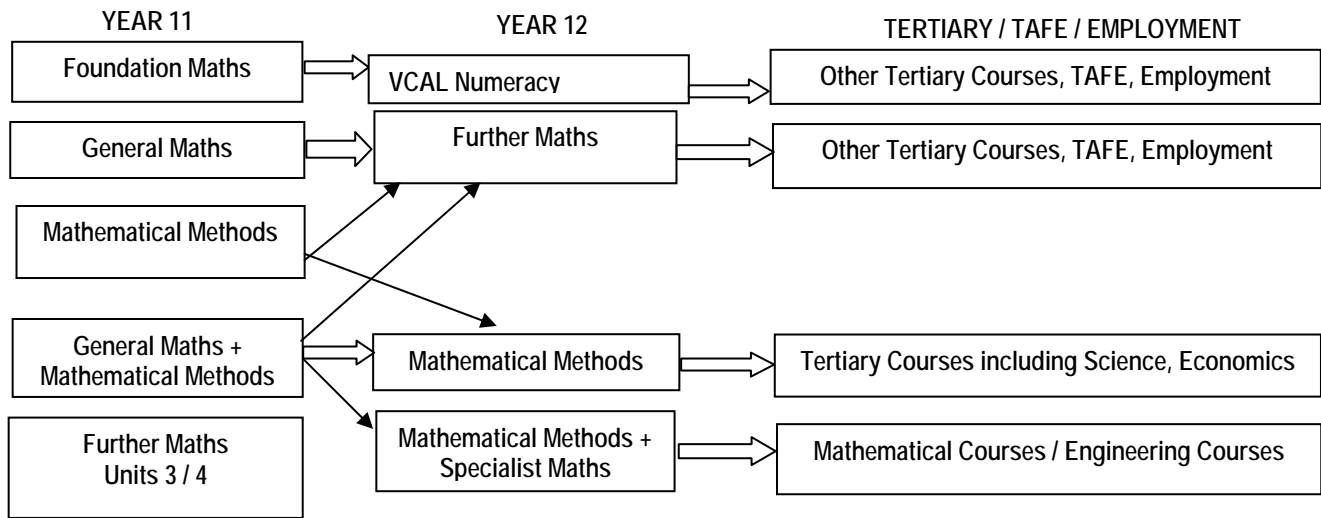
Outcome 2: Respond critically to spoken and written texts, which reflect aspects of the language and culture of French-speaking communities.

ASSESSMENT-The award of satisfactory completion for a unit is based on a decision that you have demonstrated achievement of the set outcomes specified for the unit. The decision will be based on the teacher's assessment of your overall performance on assessment tasks designated for the unit.

ASSESSMENT OF LEVELS OF ACHIEVEMENT-School assessed coursework and two end-of-year examinations will determine your level of achievement for Units 3& 4. School assessed coursework for Units 3&4 contributes 50% to the final score as does the results for the two end-of-year examinations. The end-of-year examinations are an oral examination and a written examination.

VCE MATHEMATICS

WHAT MATHEMATICS UNITS SHOULD YOU CHOOSE AND WHERE WILL THESE UNITS LEAD YOU?



Units 1 & 2: Foundation Mathematics

Foundation Mathematics provides for the continuing mathematical development of students entering VCE needing mathematical skills to support their other VCE subjects, including VET studies, who do not intend to undertake Units 3 and 4 Maths.

There is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study.

AREAS OF STUDY

1. Space and shape.
2. Patterns in number.
3. Handling data
4. Measurement and design.

SACs

1. Analysis tasks: (tests/examinations.)
2. Application tasks (Project – Investigation.)
3. Applications of technology.

Units 1 & 2: General Mathematics

General Mathematics provides a course of study for a diverse group of students. Some students will not only study mathematics beyond Units 1 & 2, some will undertake Further Mathematics and others will also be studying Mathematical methods 1 and 2, leading to Mathematical Methods 3 and 4 and Specialist Mathematics 3 and 4.

AREAS OF STUDY

1. Statistics and probability.
2. Functions and graphs.
3. Arithmetic
4. Algebra.
5. Geometry.
6. Trigonometry.

SACs

1. Analysis tasks (tests /examination.)
2. Application tasks (extended report) 1 per semester.
3. Applications of technology.

Units 1 & 2: Mathematical Methods 1 and 2

These units are designed to prepare you for all Units 3 and 4 Maths and later for tertiary studies including Science and Economics.

AREAS OF STUDY

1. Algebra.
2. Linear, quadratic, trigonometric, and exponential functions and graphs.
3. Probability
4. **Calculus.**

SACs

1. 2 Application tasks per unit (extended report).
2. Analysis tasks. (tests/exam).
3. Applications of technology.

It is strongly recommended that if you do Mathematical Methods you also do General Mathematics. This doesn't need to be done concurrently. You must do both maths before you can do Units 3/4 Specialist Maths. If you are not intending to do Specialist Maths and you didn't study General Mathematics in Year 10, it is still a good idea to study Mathematical Methods together. At the end of first semester, some students find themselves wanting to discontinue Mathematical Methods and continue on with General Mathematics. If they are not already in a General Mathematics class they may find there is no room for them or that it runs in a block, which interferes with their other studies.

NOTE: Students who have completed VCE Units 1 & 2 General Mathematics in Year 10 can choose the option of doing Year 12, VCE Units 3 & 4 Further Mathematics in Year 11 (providing the timetabling is possible).

MATHEMATICS

continued

WHO DO I TALK TO ABOUT THIS?

Mr. Jesse McInnes, Mrs. Cross, Mrs. Windsor. Ms. Sultana, Mrs. Pendlebury, Mr. Rovetto

UNIT DESCRIPTIONS

Unit 3 & 4: FURTHER MATHEMATICS

These Units are designed to follow on directly from completed General Mathematics either in Year 10 or Year 11. They are intended to provide a broad base of Mathematical experience which is considered suitable for employment or tertiary studies where mathematics is a supporting subject but not the main focus of the course. You may take these units on their own or with Mathematical Methods (3 & 4).

AREAS OF STUDY

1. Probability and Statistics (Core Units).
2. Number patterns and applications.
3. Business related mathematics.
4. Geometry and trigonometry.
5. Networks and decision mathematics.

SACs

1. Application task.
2. Three analysis tasks.
3. Two external examinations.

Contribution to units 3 and 4 study score

1. Unit 3 SACs 20%
2. Unit 4 SACs 14%
3. Two end of year examinations 66%

Unit 3 & 4: Mathematical Methods

These units follow on directly from Mathematical Methods (1 & 2).

They are intended to provide a suitable foundation for tertiary studies such as Science and Economics

You may take these units on their own or with Further Maths (Units 3 & 4) or Specialist Mathematics (Units 3 & 4).

AREAS OF STUDY

1. Functions and graphs.
2. Algebra.
3. Calculus.
4. Probability.

SACs

1. Application tasks.
2. Analysis tasks.
3. Two external examinations.

Contribution to units 3 and 4 study score

1. Unit 3 SACs 20%
2. Unit 4 SACs 14%
3. Two end of year examinations 66%

Unit 3 & 4: Specialist Mathematics

These units are designed to prepare you for a tertiary course in Mathematics and Engineering.

You must take Mathematical Methods 3 & 4 in conjunction with Specialist Maths 3 & 4.

AREAS OF STUDY

1. Coordinate geometry.
2. Circular trigonometric functions.
3. Calculus.
4. Vectors.
5. Mechanics.

SACs

1. Application task.
2. Analysis tasks.
3. Two external examinations.

Contribution to units 3 and 4 study score

1. Unit 3 SACs 20%
2. Unit 4 SACs 14%
3. Two end of year examinations 66%

VCE MEDIA

WHO DO I TALK TO ABOUT THIS?

Mr. Wilmann and Mr. Mortensen

The media have a significant impact on people's lives. They influence the way we spend our time and help shape the way we see the world and ourselves. In Media you will explore how films, TV programs, and other media products are constructed, you will explore the relationship between the media and society and you will construct your own media products using video and 35mm still cameras, digital cameras and computer software. Media compliments a range of programs in the humanities, communications, arts and graphics areas.

UNIT DESCRIPTIONS

Unit 1: Representation and Technology

The main purpose of this unit is 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 through practical submissions across several media including video, black and white and digital photography.

AREAS OF STUDY

1. Representation.
2. Technologies of Representation.
3. New Media.

OUTCOMES

1. Description of the construction of specific representations in the media.
2. Production and comparison of representation technologies.
3. New Media use and implications and investigations.

Unit 2: Media Production and The Australian Media Industry

The purpose of this unit is to enable students to develop an awareness of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills within specific stages of production activities of their choice. Students also analyse the contexts within which Australian media production takes place.

AREAS OF STUDY

1. Media Production.
2. Media Industry Production.
3. Australian Media Organisations.

OUTCOMES

1. Media Production.
2. Analysis of industry production issues.
3. Investigation of Australian media organisations.

Unit 3 & 4: Narrative and Media Production Design

The main aim of this study is to enable students to develop an understanding of production and story elements and the role and significance of narrative organisation in fictional media texts. In this context students also consider how production and story elements structure narratives to engage an audience. Students also develop practical skills through designing media productions and undertaking exercises related to aspects of the design process.

AREAS OF STUDY

1. Narrative.
2. Media Production Skills
3. Media Production Design.

Media Process, Social Values, and Media Influence

The main purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Students also develop an understanding of the role of social values in the construction of media texts and critically analyse issues raised about the role and influence of the media.

AREAS OF STUDY

1. Media Process.
2. Social Values.
3. Media Influence.

Contribution to unit 3 and 4 study score

1. Unit 3 SACs 8%
2. Unit 4 SACs 12%
3. Unit 3/4 SAT 35%
4. Unit 3 and 4 Examination 45%

VCE MUSIC PERFORMANCE

- SOLO

UNIT DESCRIPTION

WHO DO I TALK TO ABOUT THIS?

Mr. Barlow

What is Music Performance All About?

Central to the Music Performance Study is performance. Students may use two instruments. However, one must be chosen as the main one. Students may continue with an instrumental teacher at the College, or, by negotiation, with a private teacher.

Note: For solo and group performances, Learning Outcomes may involve evening and/or weekend concerts.

UNIT 1 AREAS OF STUDY

1. Performance Skill Development.
2. Music Craft.
3. Music language for performance

OUTCOMES

1. Performance of contrasting solo and group works, technical work and unprepared performance.
2. Analysis of influences and approaches on works being prepared for performance.
3. Recognition vocally, aurally, and with notation of scales, intervals, chords, rhythms, melodies, and instruments used in combination.

UNIT 2 AREAS OF STUDY

1. Performance skill development.
2. Contextual issues on, and analysis of, works.
3. Music language for performance.
4. Creative organization of sound

OUTCOMES

1. Performance of contrasting solo and group works, technical work and unprepared performance.
2. Analysis of contextual issues and styles of works being prepared and performed.
3. Recognise, sing, and write scales, intervals, and chords, transcribe rhythms and melodies, use conventions in music notation and describe how instruments are used in combination.
4. Devise a composition or improvisation that uses language from works being prepared for performance.

UNIT 3 AREAS OF STUDY

1. Solo performance.
2. Solo technique.
3. Ensemble performance.
4. Music language for performance.

OUTCOMES

1. Interpret and perform a range of selected solo works.
2. Performance of technical work, exercises, and a study to enhance the selected solo or ensemble works and unprepared performance skills.
3. Contribute to interpretation in a performance of an ensemble program.
4. Analyse an ensemble work, theory and aural comprehension.

UNIT 4 AREAS OF STUDY

1. Solo Performance.
2. Solo technique.
3. Ensemble performance.
4. Music Language for performance.

OUTCOMES

1. Interpret and perform selected solo works in a range of styles and characters.
2. Perform technical work and exercises on their main instrument.
3. Contribute to the performance of an ensemble program.
4. Analyse music through identifying and describing musical characteristics in a selected group work, theory and aural comprehension.

Contribution to units 3 and 4 study score

1. Unit 3 SACs 15%
2. Unit 4 SACs 10%
3. End of year Solo performance examination 50%
4. End of year aural and written examination 25%

VCE MUSIC

GROUP PERFORMANCE

WHO DO I TALK TO ABOUT THIS?

Mr. Barlow

UNIT DESCRIPTION

What is Music Performance All About?

Central to the Music Performance Study is performance. Students may use two instruments. However, one must be chosen as the main one. Students may continue with an instrumental teacher at the College, or, by negotiation, with a private teacher.

Note: For solo and group performances, Learning Outcomes may involve evening and/or weekend concerts.

UNIT 3 AREAS OF STUDY

1. Performing in a group.
2. Aspects of performance.
3. Music language and aural perception

OUTCOMES:

1. Present and perform works from a range of musical styles.
2. Analyse a variety of elements affecting their ensemble performance.
3. Recognise and describe the structure and sound of selected characteristics of music.

UNIT 4 AREAS OF STUDY

1. Preparing and presenting group performances.
2. Part writing or improvisation.
3. Music language and aural perception

OUTCOMES:

1. Present and perform works from a range of musical styles.
2. Create an arrangement or an improvisation and analyse the techniques used.
3. Describe and evaluate the sound and structure of selected characteristics of music.

Contribution to units 3 and 4 study score

1. Unit 3 SACs 10%
2. Unit 4 SACs 15%
3. End of year Solo performance examination 50%
4. End of year aural and written examination 25%

WHO DO I TALK TO ABOUT THIS?

Ms. M. Stirling, Ms. A. Legg

Mr. S. McCarthy, Mr. S. Schottner &

Ms. M. O'Neill

VCE PHYSICAL EDUCATION

UNIT DESCRIPTIONS

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. A theoretical and practical approach towards physical activity is taken in this study. It provides the means by which theory and practice are integrated. The study prepares students for such fields of study as human movement, nursing or physiotherapy as well as providing valuable knowledge and skills for participating in their own sport and physical activity pursuits.

Please note: Unit 3 / 4 Physical Education is 80% theory and 20 % practical based.

Unit 1: Learning and Improving Skill

This unit looks at a range of factors that influence learning and improve physical skills and the role of the coach in making this happen. Students study sports psychology concepts and the effect of these concepts in the sporting arena. The unit approaches the biomechanics of physical skills from the perspective of improving physical performance. Students will use practical activities to enhance theoretical understanding.

AREAS OF STUDY

1. Movement analysis
2. Coaching for Enhanced Performance

SACs

1. Written Report.
2. Test.
3. Oral Presentation.
4. Laboratory Reports.
5. Data Analysis
6. Case Study Analysis
7. Multimedia Presentation
8. Report on Participation in a Practical Activity

Unit 2: The Active Body

This unit examines specific body systems, the major components and functions of the body systems and their contributions and interactions during physical activity. Students will be introduced to the major energy systems used during physical activity. Students will also look at the range of physical activities and how to classify physical activity in terms of type and experiences. They will study the health consequences of inactivity and understand the concept of the Stages of Change model as a framework.

AREAS OF STUDY

1. Body Systems and Performance
2. Impact of Physical Activity on the Individual

SACs

1. Written Report.
2. Test.
3. Oral Presentation
4. Laboratory Reports.
5. Data Analysis
6. Case Study Analysis
7. Multimedia Presentation
8. Report on Participation in a Practical Activity

Unit 3: Physiological and participatory perspectives of physical activity.

This unit focuses on patterns of physical activity and the National Physical Activity Guidelines. Using various subjective and objective methods, students assess their own and others' activity levels. Students will then analyse the advantages and limitations of these various methods. Throughout the unit students will look at physical activity promotion in schools, community settings and the workforce. Students then look at both individual and population-based strategies, media campaigns, and marketing and policy development in relation to physical activity promotion. This unit also explores energy systems, fatigue and recovery. It examines the way in which energy is created through oxygen and food supplies. Students will conclude the unit by considering the physiological effects of muscular fatigue and recovery rates.

AREAS OF STUDY

1. Monitoring and promotion of physical activity.
2. Physiological requirements of physical activity.

SACs

1. Written Report
2. Test
3. Data Analysis
4. Test.

Unit 3 SACS = 25% Contribution to study score

Unit 4: Enhancing Physical Performance.

This unit focuses on fitness components and assessment of fitness. Students will consider the ways in which fitness can be improved by the application of appropriate training principles and methods. This will be achieved through participation in activity, data collection, fitness testing and fitness training. Throughout the unit students will examine how individuals adapt both physically (training response) and mentally (physiological factors) to a training program. Students will learn to identify a range of strategies in relation to enhancing performance and recovery from exercise. The unit will conclude with a focus on both legal and illegal practices of enhancing performance.

AREAS OF STUDY

1. Enhancing fitness through training.
2. Strategies for enhancing sports performance.

SACs

1. Laboratory Report.
2. Test.
3. Written Report
4. Test.

Unit 4 SACS = 25% Contribution to study score

End of Year examination contributes 50% to study score

VCE PHYSICS

WHO DO I TALK TO ABOUT THIS?

Mr. Wels

Physics is about studying phenomena that are all around us and trying to understand how these things work. We study things that seem to just happen, like light and sound; and try to work out where these things come from and how they travel. We also need to apply the principles of physics to practical situations such as sports and energy production. The study of Physics will enable you to pursue a range of careers from medicine to engineering to electronics.

UNIT DESCRIPTIONS

Unit 1: Wave like Properties of Light and Radioactivity

In this unit you will use conceptual models to describe and explain observed physical phenomena. These models will be developed within the areas of study (1) Wave like properties of light and (2) Nuclear and radioactivity physics. A detailed study on nuclear energy will also be presented.

AREAS OF STUDY

1. Wavelike properties of light.
2. Nuclear and radioactivity physics
3. Nuclear Energy

SACs

1. Tests.
2. Assignments.
3. Experimental Investigations.
4. Practical Activities
5. Examination.

Unit 2: Motion Electricity, and Astrophysics

In this unit you further develop your understanding of physics through the application of models to more complex phenomena. Newtonian ideas of motion will be extended to a greater range of movements and more abstract ideas. Understanding of electricity and electronics will be broadened and deepened together with the use of mathematical models. A detailed study on Astrophysics will also be presented.

AREAS OF STUDY

1. Movement.
2. Electricity.
3. Astrophysics.

SACs

1. Tests.
2. Assignments.
3. Experimental Investigations.
4. Practical Activities
5. Examination.

Unit 3: Motion, Electronics, Photonics, Structure and Materials

This unit focuses on ideas that underpin much of the technology found in areas such as communications, commerce and industry. You will study motion in one and two dimensions, electronics and photonics together with investigating structure and materials.

AREAS OF STUDY

1. Motion in 1D and 2D.
2. Electronics and Photonics.
3. Investigating structures and materials.

SACs

1. Tests,
2. Reports
3. Experimental work

Unit 4: Light and Matter, Electric Power and Recording and Reproducing Sound

In unit 4, you will consider models to explain complex interactions of light and matter. A field model is applied to the generation of electric power. A detailed study on recording and reproducing sound is presented.

AREAS OF STUDY

1. Electric Power.
2. Interaction of Light and Matter
3. Recording and Reproducing Sound.

SACs

1. Tests,
3. Reports
3. Experimental work

Contribution to units 3 and 4 study score

1. Unit 3 SACs 17%
2. Unit 3 mid year examination 33%
3. Unit 4 SACs 17%
4. Unit 4 end of year examination 33%

VCE PSYCHOLOGY

WHO DO I TALK TO ABOUT THIS?
Ms. Prout, Mr. Naidu, Mrs. Moro and
Miss Fitzgerald

Psychology is the systematic study of thoughts, feelings, and behaviour. It is a chance to enhance your understanding of yourself and others. You will develop an awareness of the role of psychology in a range of careers. You will develop skills in psychological research, and an appreciation of ethical considerations in this research. Psychology helps develop your communication skills and as a science, depends on and extends your critical and analytical thinking.

UNIT DESCRIPTIONS

Unit 1: This unit is designed to enable students to understand psychology as a science, concerned with thoughts, feelings and behaviours. Topics covered include: Social groups, perceptual and cognitive development and research methods in psychology.

SACs

Tasks will be selected from the following.

1. Empirical Research Activities.
2. Tests.
3. Annotated Posters.
4. Essays.
5. Multi Media Presentations.
6. Analysis of Research Designs.

Unit 2: This unit introduces the role of the nervous system in behaviour. The unit also focuses on differences among people in 'normality' and intelligence, and personality. It further explores social attitudes such as identity and discrimination.

SACs

Tasks will be selected from the following.

1. Empirical Research Activities.
2. Tests.
3. Annotated Posters.
4. Essays.
5. Multi Media Presentations.
6. Analysis of Research Designs.

Unit 3 This unit develops student understanding of the biological basis of behaviour, visual perception, and states of consciousness. It includes the role of the nervous system in understanding human behaviour, and the way in which sensory information is acquired, processed, stored and used.

SACs

Tasks will be selected from the following.

1. Empirical Research Activities.
2. Tests.
3. Annotated Posters.
4. Essays.
5. Multi Media Presentations.
6. Analysis of Research Designs.

School-assessed coursework for Unit 3 will contribute 17% to the final assessment. The mid-year examination will contribute 33%.

Unit 4 This unit develops student understanding of memory and learning as they relate to everyday experience. The unit is also designed to enable students to develop their knowledge and skills in psychological research methods.

SACs

Three tasks will be selected from the following.

1. Empirical Research Activities.
2. Tests.
3. Annotated Posters.
4. Essays.
5. Multi Media Presentations.
6. Analysis of Research Designs.

School-assessed coursework for Unit 4 will contribute 17% to the final assessment. The end of year Examination will contribute 33%.

VCE RELIGION and SOCIETY

Units 3 and 4

WHO DO I TALK TO ABOUT THIS?

Ms. Young

Our focus in this study is the religious tradition of Catholicism. Our learning begins with the study of Catholic core beliefs and the meaning that these beliefs can bring to significant life experiences. Various aspects of Catholicism - including the interplay between religious beliefs and significant life experiences, and religious challenges and responses - then remain the focus of our study throughout the year.

Completion of Religion and Society Units 1 and 2 is not a prerequisite, nor is prior knowledge of Catholicism. This subject does, however, require highly developed reading skills and a significant workload (as befits any 3 / 4 sequence). All students who have completed Unit 2 are eligible to select this subject, however consultation with your Unit 2 teacher is recommended.

UNIT DESCRIPTIONS

Unit 3: The Search for Meaning

This unit focuses on core religious beliefs and the ways in which they create meaning for religious communities and individuals. These beliefs refer to views about ultimate reality held by individuals, groups, organisations and whole societies. The continuity and maintenance of religious belief is studied, as is the meaning that religious beliefs bring to significant life experiences.

AREAS OF STUDY

1. Meaning in Religious Traditions.
2. The Continuity and Maintenance of Religious Beliefs.
3. Life Experience and Religious Beliefs

OUTCOMES

1. Explain and evaluate the significance of a range of core beliefs within one or more religious tradition/s.
2. Explain continuity in a core religious belief or beliefs and developments in the expression of a core religious belief or beliefs.
3. Draw conclusions about the interplay between religious beliefs and significant life experiences.

Unit 4: Challenge and Response

This unit focuses on internal and external developments which challenge significant beliefs of the selected tradition/s, and which may produce enduring historical or social consequences for the tradition/s or for their social milieu. Students explore historical profiles of religious traditions, and analyse decisive occasions of religious challenge and response. They also consider the implications of religious belief for action on behalf of social justice and for assessment of new problems arising from social and technological change.

AREAS OF STUDY

1. Historical Challenges to Religious Traditions
2. Contemporary Challenges and their Impact

OUTCOMES

1. Analyse how one or more religious tradition/s responded to a significant internal or external challenge, and evaluate the outcome for the tradition/s.
2. Analyse the interplay between religious beliefs and the vision of each tradition for society, and the way one or more specific core issues are confronted in attempting to implement the vision.

Contribution to Units 3 and 4 Study Score

- Unit 3 SACs 25%
- Unit 4 SACs 25%
- End of year examination 50%

VCE STUDIO ARTS

WHO DO I TALK TO ABOUT THIS?
Miss Pearce

Studio Arts enables students to specialise in a particular form of studio production. Students generate, explore, and communicate ideas through specific studio forms and develop and use specialised skills in a range of media techniques. The theoretical component of the study informs students' practice through an investigation of how selected studio forms have developed, an examination of artists' working methods and a study of professional practices and art industry issues.

UNIT DESCRIPTIONS

Unit 1: Artistic Inspiration and Techniques

The focus of this unit is the investigation of sources of inspiration, which generate creative activity, and the exploration of a wide range of materials and techniques as tools for translating ideas, observation and experiences into visual form.

AREAS OF STUDY

1. Inspiration and Investigation: focuses on investigating sources of inspiration and recording observations and ideas.
2. Materials and Techniques: focuses on developing skills in using materials and techniques and in examining their application for artists from different times and locations.

OUTCOME 1:

Source ideas and inspiration and use a variety of methods to translate these into visual form.

OUTCOME 2:

Explore and use a variety of materials and techniques to record and develop ideas and sources of inspiration

OUTCOME 3:

Discuss how artists from different times and locations interpret sources of inspiration and use materials and techniques.

Unit 2: Design Exploration and Concepts

The focus of this unit is to establish an effective design methodology and develop skills in the visual analysis of art works.

AREAS OF STUDY

1. Design Exploration: focuses on the development of design process methodology for the production of art works.
2. Design Aesthetics: focuses on an analysis of the ways in which various visual forms are used to communicate ideas and develop style.

OUTCOME 1:

Develop a design process methodology in order to explore sources of inspiration and produce art works.

OUTCOME 2:

Examine and discuss the ways in which design elements and principles, signs, symbols, and images are used in a variety of art works to communicate ideas and develop style.

Unit 3: Studio Production and Professional Practices

The focus of this unit is the implementation of the design process leading to the production of a range of solutions. Students use a work brief to define an area of exploration and apply a design process to explore and develop their ideas.

AREAS OF STUDY

1. Design Process: this area of study focuses on defining and determining the parameters and framework for an area of exploration and the development of art works through the application of a design process and the use of a work brief. The art works will be completed in Unit 4.
2. Professional Practices: this area of study focuses on traditional and contemporary practices of artists in particular art forms together with the ways in which artists develop distinctive styles and approaches to subject matter.

OUTCOME 1:

Present a design process that defines an area of exploration in a work brief, explores and develops the ideas described in the work brief and produces a range of potential solutions.

OUTCOME 2:

Examine and discuss traditional and contemporary working practices in relation to a particular art form (s) and the ways in which artists interpret artistic influences, cultural contexts, and ideas in developing distinctive styles and approaches to subject matter.

Unit 4: Studio Production and Industry Contexts

The focus on this unit is to produce a cohesive folio of finished art works and to gain an understanding of artists' involvement in the art industry.

AREAS OF STUDY

1. Studio Production: focuses on the production of a cohesive folio of art works, which has developed from a design process and which resolves the aims and intentions set out in the work brief formulated in Unit 3.
2. Art Industry Contexts: The process of taking a finished artwork out of the studio and into the public view involves artists in an extensive industry of art. This unit focuses on the different components of the arts industry, their influences on artists and their work and issues relating to the public display, promotion, and critique of art works.

OUTCOME 1:

Produce a cohesive folio of finished art works which has developed from a design process and which resolves the aims and intentions set out in the work brief formulated in Unit 3.

OUTCOME 2:

Research, analyse, and evaluate roles and methods involved in the presentation of art works to an audience and discuss contemporary art industry issues.

Contribution to units 3 and 4 study score

1. Unit 3 SACs 33%
2. Unit 4 SACs 33%
3. End of year examination 34%

VCE TEXTS and TRADITIONS.

WHO DO I TALK TO ABOUT THIS?
Ms. Young

Texts and Traditions is the study of how texts, ancient and new, sacred and secular, scriptural and doctrinal impact on certain traditions. The texts studied are closely associated with the Catholic tradition and how they are interpreted within the Church. Students will investigate the types of texts associated with the Church, their place and use within the Catholic Tradition; their historical development; the ways in which their message is shaped and communicated; the questions and methods appropriate to textual commentaries and skills of investigation, description, analysis and interpretation appropriate to the study of texts.

Texts and Traditions requires students to develop their analytical and interpretative skills. If you enjoy English, History or Literature, this may be the R.E. choice for you!

UNIT DESCRIPTIONS

Unit 1: Narrative Texts and Traditions

This unit examines the place of narrative within a religious tradition. Story-telling is one of the major forms of literature in religious traditions. Other common types of sacred literature are codes of law, prophecy, songs of praise, wisdom sayings, apocalyptic writings, and others. This unit explores the variety of narrative at the source of a tradition, the importance of narrative for the tradition, and how we might find and describe its meaning for the earlier and continuing tradition.

AREAS OF STUDY

1. Exploring Narrative.
2. The Formation and Exegesis of Narrative.
3. Later Uses and Interpretations of Narrative.

Unit 2: Texts in Society

In this unit texts are studied as a means of investigating themes such as justice, racism and gender roles. The texts selected for study should therefore be among those which can be sources of ideas about these or other themes in society. Some of the texts may call for change in attitudes and values. Others may call for changes in social and political institutions. Others again may justify or support existing social and political institutions. The investigation includes consideration of the social context within which the texts were produced, the conditions under which they are currently read, the reasons for reading them, the kinds of authority attributed to them by traditions, and the ways in which the texts shape, and are shaped by, the content of the message contained in them.

AREAS OF STUDY

1. The Texts in the Past.
2. The Texts Today.

VCE THEATRE STUDIES

WHO DO I TALK TO ABOUT THIS?

Mr. Huf

Theatre studies focuses on the interpretation of playscripts and the production of plays from the pre-modern era to the present day. Students apply stagecraft including acting, to study the nature, diversity and characteristics of theatre as an art form. Throughout the study students work with playscripts in both their written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre.

UNIT DESCRIPTIONS

Unit One: This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works prior to the 1880s in both their written form and performance.

Outcome 1

Identify and describe the distinguishing features of playscripts from the pre-modern era.

Outcome 2

Apply acting and other stagecraft to interpret playscripts from the pre-modern era.

Outcome 3

Analyse a performance of a playscript from the pre-modern era in performance.

Unit Two. This unit focuses on studying theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era focusing on works from the 1880s to the present.

Outcome 1

Identify and describe the distinguishing features of playscripts from the modern era of theatre.

Outcome 2

Apply stagecraft to interpret playscripts from the modern era.

Outcome 3

Analyse and evaluate stagecraft in a performance of a playscript from the modern era.

Unit Three. This unit focuses on an interpretation of a playscript through the four designated stages of production: planning, production development, production season, and production evaluation. Students specialize in two areas of stagecraft, working collaboratively in order to realize the production of a playscript. They analyse the influence of stagecraft on the shaping of the production. Students also attend a performance selected from the prescribed *Theatre Studies Unit 3 Playlist* published by VCAA.

Outcome 1

Apply stagecraft to interpret a playscript for performance to an audience and demonstrate understanding of the stages of the production process.

Outcome 2

Analyse the use of stagecraft in the development of a playscript for production, incorporating the specifications appropriate for each stage of the production process.

Outcome 3

Analyse and evaluate ways in which a written playscript selected from the prescribed playlist is interpreted in its production to an audience.

Unit Four. In this unit students study a scene and associated monologue from the *Theatre Studies Performance Examination* (monologue list) published annually by VCAA, and develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research.

Outcome 1

Perform an interpretation of a monologue from a playscript.

Outcome 2

Develop a theatrical brief that presents an interpretation of a scene.

Outcome 3

Analyse and evaluate acting in a production from the described playlist.

VCE VISUAL COMMUNICATION and DESIGN.

WHO DO I TALK TO ABOUT THIS?
Ms. Stewart

Visual Communication is a bridge between an idea and its intended audience. In the fields of Graphic Design, Fashion, Architecture, Industrial Design, Multimedia, Advertising and Marketing, Designers use text and images to communicate information to specific audiences. They work with clients, developing and refining ideas to find visual solutions for them.

The study involves the use of freehand drawing and instrumental drawing conventions, design elements and principles. It also involves the application of a design process in response to the needs set down by a brief. Design software and other methods of image generation are used to create examples of visual communication.

UNIT DESCRIPTIONS

Unit 1: Visual Communication

Students will prepare instrumental drawings of objects and explore free-hand drawing from direct observation. The unit involves the study of a range of drawing methods, including Australian Standard conventions. Students develop practical skills in the application of design elements and principles and information and communications technology. The role of the design process in the production of visual communication is also studied.

AREAS OF STUDY

1. Instrumental Drawing
2. Freehand Drawing and Rendering
3. Design Elements and Principles
4. Design Process

OUTCOMES

1. An understanding of instrumental drawing systems
2. The use of free-hand drawings to develop rendered images
3. Application of design elements and principles to satisfy a specific purpose
4. An exploration of the Design process.

Unit 2: Communication in Context

Students develop and refine practical skills by generating images and developing them through freehand drawing, instrumental drawing and the use of information and communications technology. Students develop an awareness of how the design process facilitates exploration and experimentation and how information and ideas are communicated to specific audiences. Contemporary and historical example of visual communication will be explored.

AREAS OF STUDY

1. Representing and communicating form
2. Developing imagery
3. Developing visual communication solutions
4. Visual communication in context

OUTCOMES

1. Freehand and instrumental drawings to communicate form
2. Freehand drawing in the development of three-dimensional images
3. Application of the design process to develop a solution to a set task
4. Description and analysis of historical and contemporary examples of visual communication.

Unit 3: Communication in Context

This unit involves the application of the design process to satisfy a specific communication need. Students will analyse and evaluate existing examples of visual communication. The production of visual communication within the context of a professional setting will be examined.

AREAS OF STUDY

1. Visual Communication Design
2. Visual Communication Analysis
3. Professional Practice in Visual Communication

OUTCOMES

1. Application of the design process in response to a communication need
2. Analysis and evaluation of the effectiveness of a range of visual communications
3. Examination of the roles and relationships within the context of professional practice

Unit 4: Communication in Context

Students are expected to apply their knowledge of the design process to prepare one brief. They will apply their practical skills in the development and production of two distinct final presentations through the application of the design process.

AREAS OF STUDY

1. The Brief
2. Developmental work
3. Final Presentations

OUTCOMES

1. Prepare a brief in response to a client's communication need
2. Produce developmental work that explores design concepts in response to the brief
3. Produce two distinct final presentations that satisfy the specifications of the brief

Contribution of units 3 and 4 to study score

1. Unit 3 SACs 33%
2. Unit 4 SACs 33%
3. End of year examination 34%

Vocational Education and Training (VET) in Schools

WHO DO I TALK TO ABOUT THIS?

Mrs. Carol Fisher

What is VET in V.C.E

As part of their VCE or VCAL Certificate, students may choose a Vocational Education and Training Course. This will enable the student to gain a certificate in an industry area of their choice, showing that they have demonstrated the required competencies and skills to industry standards. In all cases, they will also complete a structured Work Placement. Certificates can be studied under a National Training Package to either Level 2 or part of Level 3. Contributions of VET courses to the ENTER score vary from a scored assessment to a 10% increment depending on the course. Courses contribute from 2-8 units towards a VCE or 1-2 units towards a VCAL.

How does it work?

- The student will study either a VCE or VCAL certificate and VET course across either Years 10 and 11 or Years 11 and 12.
- In some cases, the student will travel to Goulburn Ovens TAFE, Seymour Campus, or other designated campus, on one day every week or fortnight.
- In some cases, the student may have to travel to another school for a full day each week.
- In some cases, the student can undertake the VET certificate at Assumption College Kilmore or TAFE.
- In some cases, where travel to another training provider is involved, the student will have to catch up on work missed. However, teachers will help with this and TAFE days are advertised for the whole semester in advance, so students can plan ahead. In Year 12, students may be given extra time to help with this. If a student chooses a course offered completely at Assumption College this will not be an issue.
- The student has to apply to undertake a VET course, and staff will look at the student's ability to keep up to date, as well as aptitude in the required subject areas.

If accepted, it is expected that students will attend **ALL TAFE days**, including those, which fall on **ACK exeat days**. TAFE days will take priority over other ACK events such as House Athletics

Benefits of doing a VET Course

- Two certificates (VCE or VCAL + VET) obtained.
- Develop work-ready skills in a real industry setting.
- Substantial credit towards apprenticeships and traineeships.
- Opens up a greater range of pathways - University, TAFE, or Workplace.
- VET courses can contribute to the ENTER Score.
- Experience different working and learning environments.
- A head start in the employment marketplace.
- School studies are often more meaningful.
- VET qualifications and national portability.

Things to consider:

- It requires an ability to adjust to different workplace and learning environments.
- Travel arrangements are the responsibility of the parent and student.
- There is a need to keep pace with all school work, even though some days are spent away from school.
- The school has less ability to control peak periods of intensive work and assessment.
- There are costs involved. These range from \$50.00 - \$500 per semester.
- STUDENTS WHO COMPLETE FIRST YEAR VET IN YEAR 10 NEED NOT RE-APPLY. They will be contacted during the subject selection process to determine if they wish to undertake 2nd year.

VET IN SCHOOLS

What kind of student do I need to be?

You need to be

- Very well organised
- Hard working
- Motivated
- An independent learner
- Someone who wants a wide set of options in the VCE or VCAL.

In 2008, we are considering the following programs. Whether all of these programs run is dependent on arrangements with neighbouring TAFE's, as well as student numbers.

- Hospitality
- Business Administration
- Automotive
- Multimedia
- Equine Industry
- Engineering
- Building and Construction
- Community Service – Childcare
- Electro technology
- Community Recreation
- Hairdressing
- Beauty
- Music

Australian School Based Apprenticeships

These are available to individual students who meet certain criteria (e.g. 15 years or older)

They are dependent on the student finding a willing employer to employ them.

The apprentice is responsible for TAFE fees of approximately \$300 to \$800 per year. (Less with a Health Care Card)

Students usually work one day per week and attend TAFE one day per week or block release is one week per month.

- Students must catch up on missed classes.
- All Apprenticeships and Traineeships can be commenced while at school including Plumbing and Electrical Apprenticeships.
- A great way to get a head start in a chosen career.
- Paid work and structured training.
- 'Competency based' which means you can complete your training faster if you reach the required skills level.
- Leads to nationally recognized qualifications and skills which provide the basis for further education and training over the course of your working life.
- A pathway from school to work.

More information available at Australian Apprenticeship Centres or visit the Australian Apprenticeship website at:

www.australia.gov.au/australianapprenticeships

21560VIC Certificate II in Automotive Technology Studies

Pre-apprenticeship

A pre-apprenticeship is a nationally recognised qualification that has an automatic training and duration credit into the apprenticeship in the same industry area. A pre-apprenticeship training program prepares the student for entry into a trade based apprenticeship by equipping the student with foundation knowledge and skills.

Formal pre-apprenticeship arrangements have been approved by the Office of Training and Tertiary Education (OTTE) for 21560VIC Certificate II in Automotive Technology Studies.

Credit in the VCE

Students who complete the 21560VIC Certificate II in Automotive Technology Studies qualification will be eligible for four units credit towards their VCE: two units at Unit 1–2 and a Unit 3–4 sequence.

Aims

The aims of the VET VCE Automotive program are to:

- Provide students with the skills and ability to achieve competencies which will enhance their employment and further training prospects within the Automotive and Allied industries.
- Provide students with 'work ready' knowledge and skills applicable to a variety of career paths in the automotive industry.

Completion Requirements

Students must achieve four core and five compulsory units to be awarded units 1 and 2.

Program Outline

VCE VET Units 1 & 2

Core Units

- Follow workplace occupational health and safety procedures
- Use and maintain workplace tools and equipment
- Contribute to workplace communication
- Establish relations with customers

Compulsory Units

- Carry out maintenance and/or component servicing operations
- Identify automotive parts/components/accessories
- Read in the workplace
- Use numbers in the workplace
- Access and retrieve computer data

Provider (Registered training Organisation)

Year 10, 11 or 12-Seymour Technical High School or Kangan Batman TAFE-Coburg Campus (depending on availability)

Related Jobs: Automotive Mechanic, Light, Heavy or Marine. Auto Electrician, Auto Parts Interpreter, Engine Reconditioner.

BSB20101 Certificate II in Business

(With selected units from BSB30201 Cert. III in Business Administration)

Credit in the VCE

Students who complete the Certificate II in Business with additional units of competence from Certificate III In Business Administration will be eligible for four units credit towards their VCE: two units at Unit 1–2 and a Unit 3–4 sequence.

Unit 1 & 2

Aims

The aims of the VCE Business Administration Program are to:

- Provide participants with knowledge and skill development for the achievement of competence to enhance their employment prospects with a broad range of business and industry settings
- Enable participants to gain a recognised credential and make a more informed choice of vocational and career paths

VCE VET Units 1 & 2

Compulsory Units

- Communicate in the workplace
- Work effectively with others
- Use business technology
- Provide information to clients
- Participate in workplace safety procedures
- Produce simple word processed documents

Electives:

Select 2 of the following

- Work effectively in a business environment
- Process and maintain workplace information
- Deliver a service to customers
- Implement improved work practices
- Handle Mail
- Create and use simple spreadsheets
- Participate in environment work practices

Provider (Registered Training Organisation)

Year 10-Assumption College Kilmore

Year 11 and 12-Goulburn Ovens Institute of TAFE

Related Jobs:

- Administration Assistant
- Medical Receptionist
- Clerical Officer
- Hotel/Motel Front Office Attendant
- Office Administration
- Secretary
- Word Processing Operator

21327VIC Certificate II in Equine Industry

Credit in the VCE

Students who complete Certificate II in Equine Industry will be eligible for five units credit towards their VCE: three units at 1–2 and a Unit 3–4 sequence.

Unit 1 & 2

Program Details

Aims

The aims of the VCE VET Equine Industry Program are to:

- Provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects within the equine or equine related industries
- Enable students to gain a recognised credential and make more informed choice of vocational and career paths

Completion Requirements

The following information needs to be in conjunction with the accredited curriculum document for 21327 VIC Certificate in Equine Industry.

Program Structure

VCE VET Units 1 & 2

Compulsory Units

- Work effectively in Equine Industry
- Identify and develop a career path in equine industry
- Introduction to occupational health and safety procedures
- Horse riding or driving skills
- Handle horses safely in the equine industry
- Carry out regular horse observation

Elective:

- Assist in preparation of a horse for competition

Provider (Registered Training Organisation)

Years 10, 11 and 12-Assumption College Kilmore

10 Practical training Days-Aurum Equestrian Centre, Bolinda. Parents need to transport student and horse or pay for use of school horse.

Related Jobs:

- Stable Hand
- Farm Hand
- Stock Work
- Horse Industry
- Horse Recreation

THH21802 Certificate II in Hospitality (Operations) with selected units of competence leading to Certificate III in Hospitality

Credit in the VCE

Students who complete the Certificate II in Hospitality (Operations) with additional units of competence leading to Certificate III in Hospitality will be eligible for four units credit towards their VCE: two units at Unit 1–2 and a Unit 3–4 sequence

Unit 1 & 2

Program Details

Aims

The aims of the VCE VET Equine Industry Program are to:

- Provide participants with training and skill development for the achievement of competence in areas such as commercial cookery, front office management, house keeping and food and beverage service
- Provide access to a range of potential career paths within the hospitality industry

Completion Requirements

To successfully complete the program, students must undertake the training required and be assessed competent in all the units of competence selected for their program

Program 1:

Minimum Certificate II

Compulsory Units

- Work with colleagues and customers
- Work in a socially diverse environment
- Follow Occupational health and safety procedures
- Develop and update hospitality industry knowledge
- Follow workplace hygiene procedures

Elective:

- Use basic methods of cookery
- Organise and prepare food
- Present Food
- Prepare sandwiches

Additional electives:

- Develop and update local knowledge

Provider (Registered Training Organisation)

Year 10-Assumption College Kilmore

Year 11 and 12-Goulburn Ovens Institute of TAFE-Seymour Campus

Related Jobs:

- Hospitality
- Restaurant
- Hospital
- Industrial Kitchen
- Tourism
- Chef

CHC20202 Certificate II in Community Services Work

Credit in the VCE

Students who complete the CHC20202 Certificate II in Community Services Work and selected units of competence from CHC30802 Certificate III in Community Services Work and CHC30402 Certificate III in Children's Services will be eligible for up to five units credit towards their VCE: up to three units at Unit 1–2 and a Unit 3–4 sequence.

Units 1 & 2

Aims

The aims of the VET VCE Community Services program are to:

- Provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the community services or community services related industries
- Enable participants to gain a recognised credential and to make a more informed choice of vocation or careers path

Program Structure

VCE VET Units 1 & 2

- Prepare for work in the Community Service Industry
- Communicate with people assessing the services of the organisation
- Follow the organisations policies, procedures and programs
- Work with others
- Follow OHS procedures
- Apply basic first aid
- Introduction to disability work
- Orientation to aged care work
- Work effectively in the health industry
- Identify and address specific client needs
- Support community resources
- Support the activities of existing groups
- Apply advanced first aid
- Support the development of children in the service
- Communicate with children
- Ensure children's health and safety

Provider (Registered Training Organisation)

Years 10,11 and 12-Kangan Batman TAFE-Moreland Campus

Related Jobs:

- Aged Care Work
- Community Work in Alcohol and other Drugs/ Child Protection/Justice/Statutory Supervision
- Children's Services
- Disability Work
- Mental Health Work (Non Clinical)
- Youth Work

21393VIC Certificate II in Building and Construction

(Partial completion- Students can do a 7 week program to complete Pre App. over Christmas School Holidays)

Pre-apprenticeships

A pre-apprenticeship is a nationally recognised qualification that has an automatic training and duration credit into the apprenticeship in the same industry area. A pre-apprenticeship training program prepares the student for entry into a trade based apprenticeship by equipping the student with foundation knowledge and skills.

Formal pre-apprenticeship arrangements have been approved by the Office of Training and Tertiary Education (OTTE) for 21393VIC Certificate II in Building and Construction.

Credit in the VCE

Students who complete VCE VET Building and Construction (430–446 nominal hours) will be eligible for four units credit towards their VCE: two units at Unit 1–2 and a Unit 3–4 sequence.

Units 1 & 2

Aims

The aims of the VET VCE Building and Construction program are to:

- Provide participants with knowledge and skill development to enhance their employment prospects within a building and construction industry
- Enable participants to gain credit towards a nationally recognised credential and to make a more informed choice of vocational and career paths.

Program Structure

VCE VET Units 1 & 2

- Career Studies
- Building and Construction Industry introduction
- Communications for the building industry
- Workplace safety and environmental procedures
- Basic first aid
- Leveling
- Safe handling of plant and power tools
- Introduction to scaffolding
- Carpentry hand tools

Provider (Registered Training Organisation)

Years 10, 11 and 12-Kangan Batman TAFE-Broadmeadows Campus

Related Jobs: Carpenter/Plumber/Bricklayer/Roof Tiler/Concreter/House Painter/Scaffolder.

21566VIC Certificate II in Engineering Studies

Pre-apprenticeships

A pre-apprenticeship is a nationally recognised qualification that has an automatic training and duration credit into the apprenticeship in the same industry area. A pre-apprenticeship training program prepares the student for entry into a trade based apprenticeship by equipping the student with foundation knowledge and skills.

Formal pre-apprenticeship arrangements have been approved by the Office of Training and Tertiary Education (OTTE) for 21566VIC Certificate II in Engineering Studies.

Credit in the VCE

Students who complete either the 21566VIC Certificate II in Engineering Studies or the 21565VIC Certificate III in Engineering Studies are eligible for four units credit towards their VCE: two units at Unit 1–2 and a Unit 3–4 sequence. Students cannot receive credit for both programs.

Units 1 & 2

Aims

The aims of the VET VCE Engineering Studies program are to:

- Provide participants with the knowledge and skills to achieve units of competence that will enhance their employment prospects in engineering or engineering related industries
- Enable participants to gain a recognised credential and make a more informed choice of vocation and career paths.

The Certificate II in Engineering Studies provides a pathway into an engineering apprenticeship

The Certificate III in Engineering Studies provides a pathway into technician and para-professional occupations

Modules Studied

- Apply principles of occupational health and safety in work environment
- Develop an individual career plan for the engineering industry
- Perform basic machining process
- Apply basic fabrication techniques
- Use computers for engineering related work activities
- Apply basic computational principles in engineering work activities
- Use hand tools
- Use power tools/hand held operation

Provider (Registered Training Organisation)

Years 10,11 and 12-Kangan Batman TAFE-Broadmeadows Campus

Related Jobs: Mechanical Engineer/ Panel Workers/ Welder/ Boiler Maker/Fabrication Trades

CUF20601 Certificate II in Multimedia

Credit in the VCE

Students who complete the Certificate II in Multimedia qualification will be eligible for two units credit at Unit 1–2 towards their VCE.

Students who then complete the Certificate III in Multimedia qualification will be eligible for a Unit 3–4 sequence towards their VCE.

Consequently, students completing both Certificates II and III in Multimedia will receive four units credit: two at Unit 1–2 and a Unit 3–4 sequence

VCE VET

Units 1 & 2

Aim

The aims of the VET VCE Multimedia program are to:

- Provide participants with the knowledge and skills to achieve units of competence that will enhance their employment prospects in multimedia industry
- Enable participants to gain a recognised credential and make a more informed choice of vocational and career paths

Modules Studied

Core Units

- Develop and apply industry knowledge
- Follow Health, safety and security procedures

Compulsory Units

- Create, manipulate and incorporate 2D graphics
- Identify components of multimedia
- Incorporate text into multimedia presentations
- Incorporate audio into multimedia presentations
- Produce and manipulate digital images
- Update web pages
- Use an authoring tool to create an interactive sequence

Provider (Registered Training Organisation)

Year 10-Assumption College Kilmore

Year 11 and 12-Kangan Batman Institute of TAFE-Broadmeadows

Related Jobs:

- Advertising Industry
- Film and Television
- Newspapers
- Internet related Business
- Theatre Design
- Real Estate

21583VIC Certificate II in Electrotechnology (Shared Technology)

Credit in the VCE

Students who complete 21583VIC Certificate II in Electrotechnology (Shared Technology) will be eligible for up to four units credit towards their VCE: two units at Unit 1–2 and a Unit 3–4 sequence.

VCE VET Units 1 & 2

Aim

The aims of the VET VCE Electrotechnology program are to:

- Provide participants with the knowledge and skills to achieve units of competence that will enhance their employment prospects in electrotechnology industry
- Enable participants to gain a recognised credential and make a more informed choice of vocational and career paths

The Certificate II in Electrotechnology (Shared Technology) provides a pathway into industries that are likely to combine different types of technologies. These industries include automotive, building and construction, electrical, electronics, engineering, information technology and telecommunications.

Program Structure

CERTIFICATE II IN ELECTROTECHNOLOGY (SHARED TECHNOLOGY)

Compulsory Units

- Carry out a shared technology project
- Perform basic network and computer assembly
- Perform basic network and computer maintenance
- Install, maintain and modify customer premises communication cabling – ACA restricted rule
- Install and test a home theatre system
- Build a small wireless LAN
- Install and test a home entertainment system
- Set up and operate a wireless intercom system
- Set up and operate a wireless communication link
- Assemble and connect an extra low voltage battery power source
- Maintain rechargeable battery system
- Identify and locate building blocks of a centralized power generation system
- Set up an extra low voltage emergency power supply system (not exceeding 32V)
- Set up and test an embedded control system
- Test and verify correct operation of a 'by-wire' control system
- Construct and configure a basic robotic system
- Place, secure and terminate optical fibre cable
- Use phototonic equipment in communication technology

Provider (Registered Training Organisation)

Year 10,11 and 12-Kangan Batman TAFR-Broadmeadows Campus or Victoria University-Sunshine Campus (depending on availability)

Related Jobs:

- Data Communications Worker
- Electronics Servicing Worker/Electrician
- Business Equipment Servicing

CUS30201 Certificate III in Music Industry (Technical Production)

Credit in the VCE

Students who complete Certificate II in Music Industry (Foundation) will be eligible for four units credit at Unit 1–2 towards their VCE.

Students who complete Certificate III in Music will be eligible for up to five units credit towards their VCE: up to three at Unit 1–2 and a Unit 3–4 sequence.

Students who complete Certificate III in Music Industry (Technical Production) will be eligible for up to five units credit towards their VCE: up to three at Unit 1–2 and a Unit 3–4 sequence.

The aims of the VCE VET Music Industry program are to provide participants with knowledge and skill development for the achievement of competence to enhance employment prospects within the music industry.

In 2007 two streams of the Certificate III in Music Industry will be offered subject to sufficient numbers. Certificate III in Music is designed for students interested in: learning to work in a band or ensemble; writing/ composing material as an individual or in a group; learning to arrange music for different styles; rehearsing and performing in a band; improvisation; performing in a recording studio; managing the business; marketing and negotiation for an individual or band in the music industry. It could also be of interest for people who would like to compose music for the popular market or Film and TV and or work in popular music fields.

Students undertaking Certificate III in Music Industry (Technical Production) or Certificate III in Music are eligible for up to five VCE VET units on their VCE Statement of Results: three at Unit 1-2 level and a Unit 3-4 sequence. Students who complete assessment tasks in the 3-4 sequence of VCE VET Music Industry will be eligible for a study score which contributes towards the students ENTER. Upon completion of the VET VCE Music Industry program, students will have achieved CUS30101 Certificate III in Music or CUS30201 Certificate III in Music Industry (Technical Production).

Program structure

VTMU 1&2

Units of competence

- Develop and update music industry knowledge
- Establish and maintain work and contractual relationships
- Follow health, safety and security procedures in the music industry
- Lay sound tracks
- Install, align and test sound equipment
- Operate audiovisual equipment
- Repair and maintain sound equipment
- Set-up, operate and de-rig portable sound recording equipment

VTMU 3&4

Units of competence

- Edit sound using digital systems
- Operate sound mixing console
- Operate sound reinforcement system
- Mix sound sources

PHILOSOPHIES OF LIFE

WHO DO I TALK TO ABOUT THIS?

Ms. C. Young, Mr. B. Gabrielle

Mr. R. McCracken

The Philosophies of Life course has been developed in order to build on students' learning in 'Religion and Society Unit 2: Ethics and Morality' and to further develop the students' understanding of the human person, his/her place in the world and interpersonal relationships. Through a variety of learning experiences, students will be challenged to reflect deeply upon their humanity in the light of the Catholic Christian Tradition. Students will also be challenged to critically compare and contrast their personal and formal relationships in the modern world with Gospel Values.

Unit One: Investigation Of Various Philosophies Of Life

This unit focuses on a presentation and discussion of the major questions asked by the Greek philosophers about humankind's existence, reasons for being, and humankind's search for meaning. While students investigate a range of philosophical ideas the key focus of this unit is the Catholic Christian philosophy.

Key Content Areas

- Ancient Greek philosophers
- Major areas of philosophical thought
- The big questions in life
- The Catholic Christian philosophy
- The core beliefs of Catholicism

Assessment

- Summary of an Ancient Greek philosopher's ideas
- Major research task on a core belief of Catholicism
- Exam on the core beliefs of Catholicism
- Reflective Journal

Unit Two: Ethical Issues and the Christian Response

This unit focuses on the key issues and concepts involved with Ethics, Morality and the Christian Response to ethical issues in our world. This study will involve investigating the vocation of St Marcellin Champagnat and the Marist Brothers, one's own place in the world, an individual's interactions with others in society, what it means to actively live the Catholic Christian Tradition, and the consequences of one's actions.

Key Content Areas:

- Concepts of good and evil
- Morality
- Conscience
- Ethics and ethical issues
- St Marcellin Champagnat and the Marist Brothers
- Living the Gospel Values

Assessment:

- Reflective Journal entry on the organisation of a community service and the philosophy behind such a service
- Group debate on an ethical issue
- Research Task: Communication of information on an ethical issue
- Exam
- Community or personal project

Please note: For students enrolled in a VCAL Certificate, Unit 2 contributes one Personal Development Skills unit towards their VCAL certificate. This subject is not an accredited V.C.E. subject. Preference will be given to VCAL students.

VCAL Personal Development Skills Foundation Unit 1

WHO DO I TALK TO ABOUT THIS?

- Mr. McCracken
- Mr. O'Neill
- Mr. O'Donnell

Unit Purpose

The purpose of this unit is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. Students design, organise and undertake a project related to one of the following:

- Personal Development
- Health and Fitness
- The Community
- Family

Learning Outcomes

1. Plan and organise a simple activity
2. Solve problems specific to an established goal
3. Demonstrate knowledge specific to an established goal
4. Demonstrate skills specific to an established goal
5. Demonstrate teamwork skills

Assessment

Evidence of successful performance of the learning outcomes can include, but is not restricted to:

- A portfolio of accumulated evidence
- Teacher observation and/or checklists
- Evidence accumulated through project or program participation
- Self-assessment inventories
- Oral or written reports

VCAL Personal Development Skills Intermediate Unit 1

WHO DO I TALK TO ABOUT THIS?

- Mrs. Moro
- Ms. Helyar
- Mr. O'Donnell

Unit Purpose

The purpose of this unit is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. Students design, organise and undertake a project related to one of the following:

- Personal Development
- Health and Fitness
- The Community
- Family

Learning Outcomes

1. Plan and organise a complex activity
2. Demonstrate self-management skills for goal achievement
3. Demonstrate knowledge, skills and abilities in the context of an activity or project
4. Identify responsibility and leadership skills
5. Utilise interpersonal skills to communicate ideas and information

Assessment

Evidence of successful performance of the learning outcomes can include, but is not restricted to:

- A portfolio of accumulated evidence
- Teacher observation and/or checklists
- Evidence accumulated through project or program participation
- Self-assessment inventories
- Oral or written reports

VCAL Personal Development Skills

Senior Unit 1

WHO DO I TALK TO ABOUT THIS?

- Mrs. Moro
- Mr. O'Donnell

Unit Purpose

The purpose of this unit is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. Students design, organise and undertake a project related to one of the following:

- Personal Development
- Health and Fitness
- The Community
- Family

Learning Outcomes

1. Plan and organise to completion a complex project goal involving a range of related activities
2. Understand cultural values and cultural awareness
3. Apply strategies to improve organisational communication
4. Demonstrate leadership skills for group and teamwork
5. Use decision-making skills in a group or team context

Assessment

Evidence of successful performance of the learning outcomes can include, but is not restricted to:

- A portfolio of accumulated evidence
- Teacher observation and/or checklists
- Evidence accumulated through project or program participation
- Self-assessment inventories
- Oral or written reports

VCAL Work Related Skills

Foundation Unit 2

WHO DO I TALK TO ABOUT THIS?

- Mrs. Moro
- Ms. Helyar
- Mr. O'Donnell

Unit Purpose

The Work Related Skills Foundation unit provides a focus for the development of work related and pre-vocational skills in the context of practical work related experiences. The focus is on:

- Integrating new learning about work skills with prior knowledge and experiences
- Enhancing the development of Key Competencies through work related contexts
- Developing basic critical thinking skills that apply to problem solving in work situations
- Developing basic planning and work related organisational skills
- Developing transferable skills for work related contexts

Learning Outcomes

1. Collect, analyse and organise information to prepare for a basic work related activity
2. Undertake basic planning and organisation of work related activities
3. Communicate basic work ideas and information
4. Work with others and in teams to complete a basic work related activity
5. Use mathematical ideas and techniques in a basic work related activity
6. Solve problems relevant to a basic work related activity

Assessment

Evidence of successful performance of the learning outcomes can include, but is not restricted to:

- A portfolio of accumulated evidence
- Teacher observation and/or checklists
- Evidence accumulated through project or program participation
- Self-assessment inventories
- Oral or written reports

Students undertake Work Placement 1 day per week for a semester

VCAL Work Related Skills

Intermediate Unit 2

WHO DO I TALK TO ABOUT THIS?

- Mrs. Moro
- Ms. Helyar
- Mr. O'Donnell

Unit Purpose

The Work Related Skills Intermediate unit provides a focus for more complex development of work related and pre-vocational skills in a context appropriate to the task. The focus is on:

- Integrating more complex learning about work related skills with prior knowledge and experiences
- Enhancing the development of Key Competencies at a more complex level in relevant work related contexts
- Developing more complex critical thinking skills that can be applied to work related problem solving situations
- Developing more complex work related planning and organisational skills that incorporate evaluation and review
- Developing more complex work related skills, which can be transferred to other work contexts.

Learning Outcomes

1. Collect, analyse and organise information for a work related goal
2. Plan and organise activities for a work related goal
3. Communicate ideas and information for a work related goal
4. Work with others and in teams to achieve a work related goal
5. Use mathematical ideas and techniques for a work related goal
6. Solve problems for a work related purpose

Assessment

Evidence of successful performance of the learning outcomes can include, but is not restricted to:

- A portfolio of accumulated evidence
- Teacher observation and/or checklists
- Evidence accumulated through project or program participation
- Self-assessment inventories
- Oral or written reports

Students undertake Work Placement 1 day per week for a semester

VCAL Work Related Skills

Senior Unit 2

WHO DO I TALK TO ABOUT THIS?

- Mrs. Moro
- Mr. O'Donnell

Unit Purpose

The Work Related Skills Senior unit provides a focus for the development of work related and vocational skills in a workplace context or appropriate simulation. The focus is on:

- Integrating learning of increasing complexity of work related skills with prior knowledge and experiences about work
- Further enhancing the development of Key Competencies through increasingly complex work related activity
- Developing increasingly complex critical thinking skills that apply to problem solving situations in the work context
- Developing planning and organisational skills that incorporate evaluation and review
- Applying increasingly complex transferable skills to work related contexts

Learning Outcomes

1. Collect, analyse and organise information in a work environment
2. Plan and organise activities in a work environment
3. Communicate ideas and information in a work environment
4. Work with others and in teams in a work environment
5. Use mathematical ideas and techniques in a work environment
6. Solve problems in a work environment

Assessment

Evidence of successful performance of the learning outcomes can include, but is not restricted to:

- A portfolio of accumulated evidence
- Teacher observation and/or checklists
- Evidence accumulated through project or program participation
- Self-assessment inventories
- Oral or written reports

Students undertake Work Placement 1 day per week for a semester

VCAL LITERACY SKILLS UNITS: INTERMEDIATE

WHO SHOULD I TALK TO ABOUT THIS?

- Mrs. McDonald
- Ms. Harwood

READING and WRITING ORAL COMMUNICATION

The purpose of the Literacy Skills Units is to develop the knowledge, skills and understanding needed for reading, writing and communicating in the social contexts of family, employment, further learning and the community. Based on a real-life approach to literacy, the curriculum is developed to meet the needs of the learner. Students work with a wide range of texts on everyday subject matters, including some unfamiliar material. Students learn to identify the audience and purpose of texts and produce texts that link several ideas or pieces of information. Students learn to identify how, and if, the writer has achieved his or her purpose, and form a point of view about the text.

Four Domains of Literacy will be used to achieve the unit outcomes:

- **Literacy for Self Expression** focuses on personal and family life and the cultures which shape these
- **Literacy for Practical Purposes** focuses on forms of communication used in the workplace
- **Literacy for Knowledge** focuses on theories and concepts which are relevant to education and training
- **Literacy for Public Debate** focuses on matters of public concern and the forms of argument, reason and criticism which are used in this context

Learning Outcomes:

1. Reading, Writing and Speaking for Self Expression
2. Reading, Writing and Speaking for Practical Purposes
3. Reading, Writing and Speaking for Knowledge
4. Reading, Writing and Speaking for Public Debate

Assessment:

A range of assessment indicators will be used to determine satisfactory performance of the learning outcomes and associated tasks. These will include

- group and class discussion,
- debates
- oral presentations,
- reading and writing a range of texts,
- comprehension exercises,
- publishing articles,
- letters,
- forms,
- reports
- graphic organizers.

These units will be assessed as S or N.

VCAL LITERACY SKILLS UNITS: SENIOR

WHO SHOULD I TALK TO ABOUT THIS?

➤ Mrs. McDonald

READING and WRITING ORAL COMMUNICATION

The purpose of the Literacy Skills Units is to develop the knowledge, skills and understanding needed for reading, writing and communicating in the social contexts of family, employment, further learning and the community. Based on a real-life approach to literacy, the curriculum focuses on developing skills required for further study. Students work with a range of complex texts, including some abstract concepts and technical details. Students produce texts that incorporate a range of ideas, information, belief or processes. Students learn to identify the views shaping the text and the language devices and forms appropriate to those texts and to express an opinion about texts.

Four Domains of Literacy will be used to achieve the unit outcomes:

- **Literacy for Self Expression** focuses on personal and family life and the cultures which shape these
- **Literacy for Practical Purposes** focuses on forms of communication used in the workplace
- **Literacy for Knowledge** focuses on theories and concepts which are relevant to education and training
- **Literacy for Public Debate** focuses on matters of public concern and the forms of argument, reason and criticism which are used in this context

Learning Outcomes:

1. Reading, Writing and Speaking for Self Expression
2. Reading, Writing and Speaking for Practical Purposes
3. Reading, Writing and Speaking for Knowledge
4. Reading, Writing and Speaking for Public Debate

Assessment:

A range of assessment indicators will be used to determine satisfactory performance of the learning outcomes and associated tasks. These will include

- group and class discussion,
- debates and oral presentations,
- giving instructions and conducting interviews
- reading and writing a range of complex texts
- comprehension exercises, text analysis
- publishing articles,
- letters,
- forms,
- reports
- graphic organizers.

These units will be assessed as S or N.

VCAL NUMERACY SKILLS UNITS: INTERMEDIATE

WHO SHOULD I TALK TO ABOUT THIS?

➤ Mrs. Pendlebury

Purpose

The Intermediate Unit of Numeracy looks at maths applied to tasks which are part of the student's normal routine and also outside their immediate personal environment such as the workplace and the community.

The purpose is to enable students to develop everyday numeracy to make sense of their daily personal and public lives.

By the end of the year, students should be able to attempt a series of operations or tasks with some confidence, be able to select the appropriate method or approach required, and would be able to communicate their ideas both verbally and in written form.

They should be at ease with straightforward calculations either manually and/or using a calculator.

Students will also learn to use a basic spreadsheet using the computer program EXCEL.

Three Domains of Numeracy (Intermediate Level) that will be used to achieve the unit outcomes:

- **Numeracy for Practical Purposes** – this addresses aspects of the physical world to do with designing, making and measuring.
- **Numeracy for Interpreting Society** – this relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or community.
- **Numeracy for Personal Organisation** – this focuses on the numeracy involving personal organisation such a money, time and travel.

Learning Outcomes:

5. Numeracy for a Practical Purposes – Design
6. Numeracy for a Practical Purposes – Measuring
7. Numeracy for Personal Organisation – Money and Time
8. Numeracy for Personal Organisation – Location
9. Numeracy for Interpreting Society – Data
10. Numeracy for Interpreting Society – Numerical Information

Assessment:

A range of assessment indicators will be used to determine satisfactory performance of the learning outcomes and associated tasks. These will include

- group and class discussion,
- internet research work,
- oral presentations,
- project work completed individually or in groups,
- competency exercises and textbook tasks,
- competency tests,
- EXCEL exercises,
- posters,
- making and designing 3-dimensional objects,
- surveying and reporting results found,
- Journal entries of Numeracy in the workplace

These units will be assessed firstly as S or N and then with graded assessment for the major project tasks.

POST-SECONDARY OPTIONS

EMPLOYMENT

While the labour market is in a state of rapid change, it is important to take a positive attitude to the opportunities that do arise in full time positions in the paid workforce, and to prepare adequately so that advantage can be taken of these opportunities. Many Australian Apprenticeships and Traineeships require certain VCE or VCAL studies. Up to date information on job prospects, skill shortages and the workplace in general can be accessed on www.workplace.gov.au.

WHAT IS AN APPRENTICESHIP?

Australian Apprenticeships are a way to learn a vocation and to be paid while you learn. They combine on-the-job training with formal TAFE studies. Most Australian Apprenticeships culminate in the award of Certificate 111 in the area studied. You will need to be employed for the duration of your apprenticeship training, which usually lasts for three or four years. Most employers would prefer their Australian Apprentices to have satisfactorily completed VCE Units 1 and 2 (Year 11) or VCAL at least.

WHAT IS A TRAINEESHIP?

A Traineeship is similar to an Apprenticeship but is usually for one year. It is an opportunity to enter the workforce while still receiving formal education. Traineeships combine work with formal training, which is usually delivered off-the-job at TAFE, or with another approved training provider. Some traineeships are conducted entirely on-the-job. Traineeships result in the award of Certificate 1 or 11 depending on the area studied

TAFE

TAFE offers a range of courses in more than 30 Colleges and 100 campuses across Victoria. TAFE Colleges provide training for many different types of occupations, as well as apprenticeships, traineeships and pre-apprenticeships. TAFE Colleges offer the following qualifications:

Certificate 11 Courses

Are skills based and qualify people to undertake work which often requires job entry level skills.

They generally require:

- Satisfactory completion of VCE Units 1 & 2 or VCAL
- They are usually at the same level as a traineeship certificate.

Certificate III Courses:

Is about the same level as a Trade Certificate, or that obtained by an Australian Apprentice. Some employers prefer an Australian Apprenticeship qualification as they believe there is more on - the - job training involved.

Certificate IV Courses

These qualify students for a range of supervisory and middle-management positions. They can be completed in one year full-time post Year 12 study or an equivalent of part-time study.

Diplomas and Advanced Diplomas

Diplomas usually require two years full time study or equivalent part time study. Emphasis is on practical skills and a general understanding of the field, leading to a para-professional qualification. Advanced Diplomas usually require 3 years full time or equivalent part time study. It involves study at a more advanced level than a diploma, but still with some emphasis on practical skills. Diplomas and Advanced Diplomas are also offered by some Universities.

HIGHER EDUCATION - UNIVERSITY

Bachelor Degrees

Provide professional qualifications for a higher level of work responsibility in occupational fields, with an emphasis on theory and the development of transferable skills. Some courses are vocational, leading to careers in clearly identified areas (e.g. Accounting) while others are " generalist" with no particular industrial skills component. Further training is sometimes needed on completion of these courses to gain work - place skills.

HIGHER EDUCATION-TERTIARY ENTRANCE

MINIMUM ENTRANCE REQUIREMENTS

The minimum entrance requirements for all universities are:

- Satisfactory completion of the VCE.
- Satisfactory completion of Units 3 and 4 of English.

EQUIVALENT NATIONAL TERTIARY ENTRANCE RANK (ENTER)

Many tertiary institutions and courses specify a "clearly in" score which applicants must usually obtain if they wish to enter a particular course. Your ENTER will be derived from your study scores.

SCORE CALCULATION

Your ENTER will be calculated by the Victorian Tertiary Admissions Centre (VTAC). While it is not possible to calculate your ENTER, its calculation will be based on your study score in English; your best three other study scores and 10% of up to two more study scores. The study scores used in the ENTER calculation will be adjusted to take account of the group of students taking a study compared to other studies, and differences in the difficulties of the VCE studies.

"CLEARLY IN" ENTER SCORES

ARE NOT pre-determined and cannot be predicted. They are affected each year by the quality and number of applicants seeking admission, changes in quotas and the percentage of school leavers and other categories to fill the quotas.

SELECTION INTO COURSES

At the present time this is a two-stage process. However, this could change in the future. The rank order produced by the score aggregate will be varied around the "clearly in score" in the light of broader criteria. Offers of places will then be made from the re-ranked order of merit. Broader criteria could involve an interview, and some use of detailed personal particular forms as part of assessment. SACS and examination results can be taken into account. In addition, there are special category applicants who have suffered disadvantage, and so on.

HIGHER EDUCATION-TERTIARY ENTRANCE

The best four studies must include English and are normally those in which the highest scores are obtained. However, some courses may specify that the course in a prerequisite study be included in the best four. An applicant may therefore be considered for entry to several courses with different scores, based on the same VCE results

BONUS STUDIES

Some Universities will award "bonuses" for a student's program of studies. For example, in the "Arts" course at the Australian Catholic University (Aquinas campus), bonuses will be awarded to students who have completed Units 3 & 4 of a LOTE.

PREREQUISITE STUDIES

As well as meeting the minimum entrance requirements for tertiary institutions, and obtaining a Tertiary Entrance Rank, you must also meet the prerequisite studies specified by particular courses. These vary from one course to the next. The same course (eg. Engineering) can also have different prerequisite studies at different institutions.

IT IS YOUR RESPONSIBILITY TO CHECK PREREQUISITE STUDIES VERY CAREFULLY BEFORE YOU SELECT YOUR VCE UNITS OF STUDY.

A number of institutions also have special entry requirements in addition to, or instead of, a Tertiary Entrance Rank. You may be required to attend an interview, for example, or present a folio of work. In planning for tertiary courses therefore, you must take into account the following factors:

1. Prerequisite Studies
2. Tertiary Entrance Rank
3. "Best Four" Requirements Special
4. Entry Requirements Bonus Studies
5. Minimum entrance requirements

It is important that you

1. Consult current resources (see Resource section in this booklet)
2. Consult appropriate people (eg. VCE Mentors)
3. Check your subjects and their eligibility.
4. It is vital that you consult VICTER on www.vtac.edu.au

USE OF ACK RESOURCES

LOCATION AND USE OF RESOURCES

Points to remember

As soon as you receive an assignment or SAC

- Clarify exactly what is required.
- Consult dictionary, to understand terms.
- Consult teacher if necessary.
- Have a plan for your assignment or SAC.

INFORMATION RETRIEVAL

- Be specific about your requirements.
- Remember that it can take time to locate appropriate resources.
- Keep in mind related terms.
- Ask Library staff for help.
- Record all sources used or consulted - for bibliography and so that you can easily locate them again. Be aware of the rules relating to copyright and plagiarism (if in doubt, ask)
- Develop the ability to take notes and highlight as you read.

RESEARCH SKILLS

Make sure you are aware of the following in relation to the school library and your local library...

Hours of opening, how to use the catalogue, loan period, access to word processing and the internet (bookings may be required), cost of photocopying.

Have a clear understanding of the resources available and how to access them...

- Books (including reference)- computer catalogue
- Audiovisual materials- computer catalogue
- Periodicals-indexes such as "Guidelines" to locate articles then use hardcopy edition CD ROMS- computer
- People/organisations - telephone directory either hardcopy or online
- Internet- computer
- Other Libraries - many libraries have their catalogues on the internet
- State Library - a very useful source of hard to find information
- Newspapers - 'Echo newspaper index (computer), Internet sites, hardcopy edition.
- School Library intranet site – computer

Also be aware that some materials may have been reserved for the units of work you are completing. Always ask!

Bibliography ES

Listed below are some general rules for bibliographies, however there are additions and variations to these. Consult the Librarian if in doubt.

Entry for a book

Author' s surname, author' s first name, title of book, place of publication, publisher, date of publication.

USE OF ACK RESOURCES

Entry for audiovisual materials

Author, (if one is noted) Title, format, place of production, Production Company, date of production.

Entry for periodical articles

Author, title of article, title of periodical/journal, place of publication, volume and issue number, date of publication, page numbers

Entry for newspaper articles

Author, title of article, title of newspaper, date, page numbers.

THE POST COMPULSORY PATHWAYS ROOM IN STUDENT SERVICES HAS THE FOLLOWING RESOURCES:

INTERNET ACCESS

A directory of web sites allows access to all information relating to post-school options. An outstanding site is

www.workplace.gov.au

CAREERS INTEREST TESTING

A series of questions are asked and the student's answers determine where their career interest lies.

VTAC COURSE LINK

A program where the student's subjects determine the courses that are available to them with the required prerequisite subjects available through Internet: www.vtac.edu.au

JOB GUIDES

A guide which determines all jobs available throughout Victoria and the training required for these jobs. Available on line:

www.jobguide.dest.gov.au

TAFE GUIDES

Guides that list all TAFE courses throughout Victoria and Australia.

VTAC GUIDES

ENTER

Tertiary Entrance Requirements Handbooks are available from the Post Compulsory Pathways Co-ordinator, the VCE/VCAL Co-ordinator, and the Year 10 Co-ordinator.

A guide that lists all university and TAFE courses available to post-Year 12 (Units 3 and 4) students.

The Careers Room in student services also has all university handbooks and university and TAFE course brochures. As well as this there is an extensive video library described different courses and careers.

GLOSSARY OF TERMS

Appeal (Student)

1. Students appeal to a nominated school tribunal against penalties imposed for breach of school rules (e.g. late submission or non-attendance), or against "Consideration of Disadvantage" decisions.
2. Appeal to VCAA against penalties for breach of rules relating to assessment (e.g. against a decision not to authenticate work).

Assessment tasks

Assessment tasks established by the school for the assessment of levels of performance on key aspects of Units 1 and 2. The results are not reported to VCAA.

Attendance requirements

The minimum attendance requirement at Assumption College is 80% of the scheduled class time in order to satisfactorily complete a VCE unit.

Authentication

The procedure followed by students and teachers for assessing that the work is genuinely the student's own.

Dates

Completion dates for SACs/SATs are determined by the school, and notified to students by the third week of the semester.

Consideration of disadvantage

The school-based procedure whereby schools and VCAA are able to formally acknowledge that a student has been unable to perform at an optimal level because he or she has experienced significant hardship during the course of his or her VCE studies.

Declaration by students

An agreement signed by all students, before undertaking any VCE studies, to abide by VCAA regulations.

Learning Outcomes

What you must know-or be able to do-by the time you have finished a unit.

Non-satisfactory (N)

Unit result when VCE Assessment Tasks or Learning Outcomes have not been satisfactorily completed.

Non-assessed (NA)

No work was submitted for assessment, or work was withdrawn from any assessment.

Pathways

Term used to describe different vocational directions and options which VCE students may take as they move through the broad area of education and training, e.g. from VCE to TA FE to higher education.

Plagiarism

Taking and using another person's thoughts, writing, and/or ideas as your own without acknowledging your source.

School Assessed Coursework (SACS)

This assesses how you have performed the assessment tasks specified in the study designs. These must be done mainly in class.

Satisfactory (S)

Result for unit or Work Requirement or Learning Outcome that has been satisfactorily completed.

Semester

Equivalent to half a school year, or two terms.

Study

A sequence of half year Units in a particular curriculum area, for example: English, Mathematics, and Japanese.

Unit

A semester-length unit of study.

Victorian Curriculum and Assessment Authority (VCAA)

Body responsible for curriculum, assessment, and certification of Years 11 and 12 levels in Victoria.

Victorian Tertiary Admissions Centre (VTAC)

The organisation responsible for administering a joint selection system on behalf of Victorian institutions of higher education and TAFE colleges.

School Assessed Tasks (SATs)

A task done in school to assess how you are performing in units 3 and 4, set and marked by Teachers according to VCAA specifications.

FURTHER INFORMATION AND HELP

If you would like to talk to someone about any matters regarding this handbook, feel free to contact any of the following.

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MR CHRIS WHITE	CAREERS CO-ORDINATOR

DISCLAIMER

To the best of our knowledge, information provided in this handbook is correct at the time of printing. Given that course content and career pre-requisites are subject to change, the College takes no responsibility for incorrect information. Students should check information with VCE/VCAL Co-ordinator, Post Compulsory Pathways Co-ordinator or the Year Level Co-ordinator.