

# Assumption College Kilmore



## Year 10 Subject Selection Handbook 2012

## KEY CONTACTS

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## MOVING INTO THE SENIOR SCHOOL

Year 10 is the beginning of your senior secondary education.

It is the time to be seriously thinking about your future and the types of occupations that you can realistically see yourself enjoying.

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

What are my strengths and interests? 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.

While you may not be able to answer these questions specifically, you should be developing a general idea. 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 over the next few weeks.

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:–

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

The study choices you make for Year 10 need to be guided by the post-school options you might like to pursue. The compulsory Year 10 studies ensure that most post-school pathways remain open to all students no matter what options they choose. However, careful choices must be made to enable you to pursue excellence through your VCAL or VCE courses in the future.

## YEAR 10, 2012 AT ASSUMPTION COLLEGE KILMORE

In Year 10 you will study six units per semester, a total of 12 units across the year. These units will be delivered at eight periods per fortnight.

Some of these units are compulsory. All students must study:

- Two units of Religious Education
- Two units of English
- Two units of Mathematics
- One unit of Humanities
- One unit of Science: 'Science for Life' or 'Science Unplugged'
- One unit of Physical Education: 'Physical Education' or '*Health in Australia*'

*NOTE: Students will be allowed to do a maximum of two units from the PE learning area, unless undertaking VET Sport & Recreation.*

You may choose three additional optional units. **One unit must come from the Arts/Technology range of options.**

The Year 10 options on offer are:

The Arts:

- Studio Art
- Visual Communication & Design A
- Visual Communication & Design B
- Media: Film
- Media: Photography
- Drama through Time
- Studio Art
- Theatre Companies and the Actor
- Music: Write It! Record It!
- VET Music Industry
- Dance
- VET Dance

The Humanities:

- Humanities – Economics
- Humanities – Geography
- Humanities – History
- Dollars and Sense

LOTE

- LOTE – French 1
- LOTE – French 2

Physical Education & Health:

- Saving Lives
- Sports Science

The Sciences:

- Science Unplugged
- Science for life

Technology:

- Design, Creativity & Technology (food)
- Design, Creativity & Technology (product design)
- Design, Creativity & Technology (textiles)
- Design, Creativity & Technology (wood)
- Interactive Multimedia
- Educational Software & Programming

Vocational Education  
and Training (VET)

- VET Automotive
- VET Building & Construction
- VET Engineering

Pathways

- PreCAL – preparation for VCAL

Students who have applied to complete a Unit 1 and 2 study in 2012, if accepted, will usually complete this study in place of two of the optional units.

Unit 1 and 2 Studies in Mathematics or Religious Education are on exception; these will replace the compulsory Mathematics or Religious Education units for successful applicants

## CHOOSING YEAR 10 OPTIONS

The choices you make for Year 10 are important ones. They can make your future studies easier by helping you develop key skills and knowledge in particular subject areas. However, very few options are prerequisites for further studies. This means that in most cases if you miss out on a particular Year 10 Option you are still able to take up that subject as a Year 11 student.

However, there are two Year 10 choices you make that will determine whether certain subjects are available to you in the future or not. These include:

### **Mathematics**

Your Mathematics choice determines which mathematics courses you can take in Year 11. You need to carefully read the advice given in this book and discuss your choice with your current Mathematics teacher.

### **LOTE (French)**

To study French in Year 10 you must have studied French in Year 9. You must choose to study French in Year 10 for both semesters if you wish to study French in VCE. Studying French in Year 12 gives students a bonus on their ATAR (Australian Tertiary Admission Rank).

There is some key information to know about particular Options next year:

### **Allocating Year 10 Options**

There are often limited places available in Year 10 Options. Also, some Option classes are blocked against each other. For example, Year 10 French and Year 10 Media may run at the same time – in this case a student would be unable to take both Media and French. Due to blocking, class sizes, and availability of resources, students may not get their first choices.

## CHOOSING VET IN YEAR 10

### **VET in the VCE**

- Choose a VET option if you enjoy being involved in the workforce, if you like a hands-on approach to learning and if you like learning in different ways and different places.
- Satisfactory completion of these units will contribute to a Victorian Certificate of Education AND they will earn a TAFE Certificate.

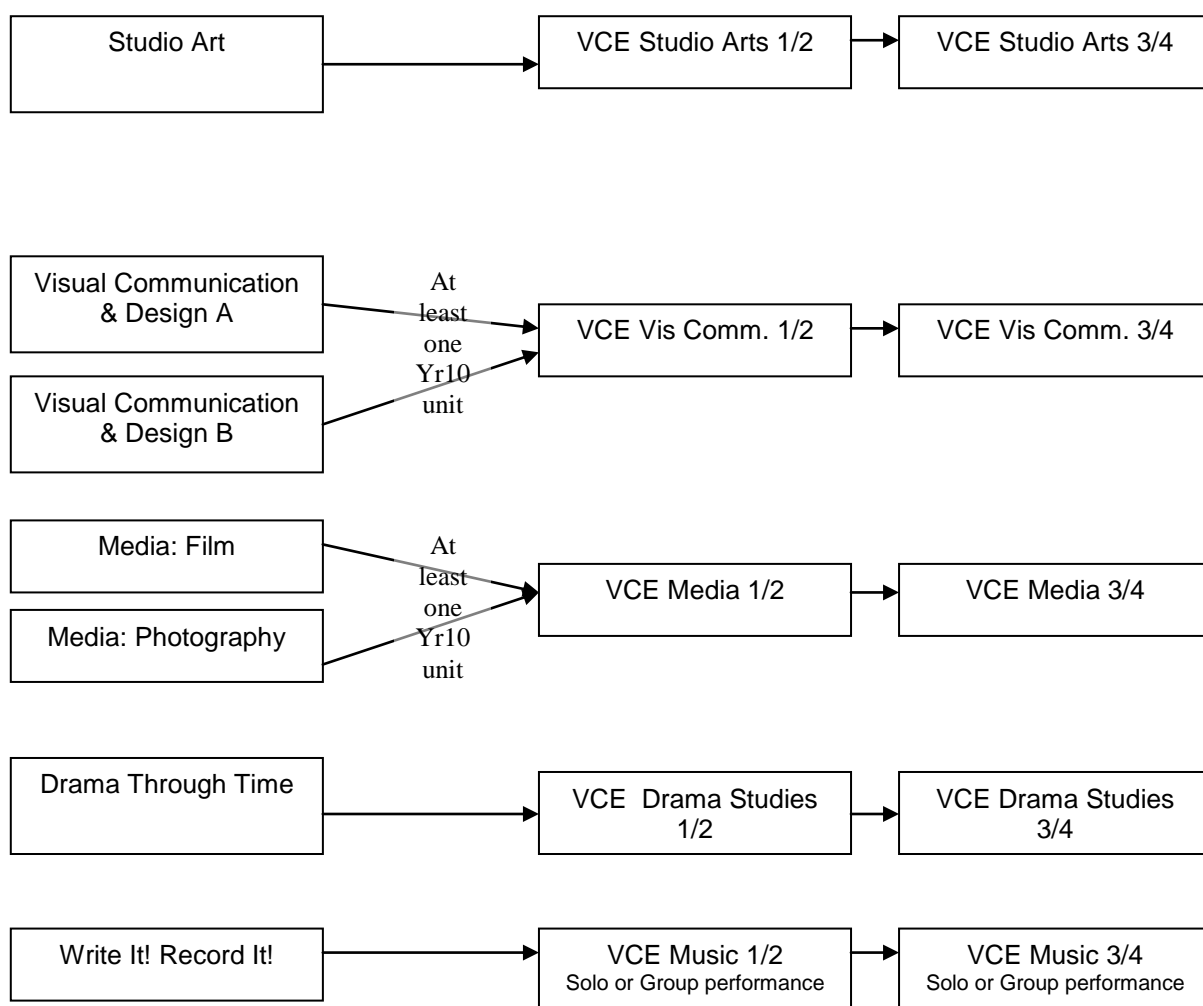
- Students who select VET will be trained under a National Training Package to industry standards, and will have competencies assessed at that level. Ordinarily, students need to complete two years of study.
- VET students will undertake some form of work placement, generally during school holidays, in the field in which they are training. This is a compulsory component of the VET course.
- Some aspects of VET courses involve travel. Students must travel to TAFE or other providers for the external VET programs. This is the responsibility of parent and student, and students will need to be prepared to catch up schoolwork missed on days they are on training.
- There will be some additional cost involved in doing a VET course, since Assumption has to purchase the delivery of courses from a TAFE. Details relevant to each course will be supplied to students who apply for a VET course **BEFORE** they make a commitment to the course.
- Any cost associated with the course will be charged to the student's College account. The College has to pay the full fee for the year to the TAFE College by the end of first term, and after attendance at the third scheduled TAFE day, students will be deemed to be enrolled for the whole year. **NO REFUNDS ARE POSSIBLE AFTER THAT DATE, whether the student completes the course or not.**
- In VET units you are judged 'Competent' or 'Not Yet Competent' across a wide range of skills and modules. You must be assessed as 'Competent' in ALL areas before earning your VET certificate.
- VET units that have a 'Scored Assessment' are examined and receive a study score.

## THE ARTS

Achieving success in the VCE in Arts subjects depends on developing skills and understanding of the areas of study. If you intend to take a VCE art subject then it is highly recommended that you study that area during Year 10 to build the skills necessary for excellence in VCE art studies.

Compulsory Units	Year 10 Options	Accelerated Options
<ul style="list-style-type: none"> <li>• none</li> </ul>	<ul style="list-style-type: none"> <li>• Studio Art</li> <li>• Visual Communication &amp; Design A</li> <li>• Visual Communication &amp; Design B</li> <li>• Media: Film</li> <li>• Media: Photography</li> <li>• Drama through Time</li> <li>• Theatre Companies and the Actor</li> <li>• Music: Write It! Record It!</li> <li>• Dance</li> </ul>	<ul style="list-style-type: none"> <li>• VCE Visual Communication &amp; Design - Units 1 &amp; 2</li> <li>• VCE Theatre Studies - Units 1&amp;2</li> </ul>

### Recommended Pathways into VCE arts studies:



## YEAR 10 OPTIONS – THE ARTS

### STUDIO ART

Students explore the techniques and styles of a variety of art forms, both traditional and contemporary. Students will be given a range of starting points and inspirations from which they will develop ideas and concepts for artworks. Through this exploration students will develop and extend both their skills and individual style, extending on their strengths and developing a sequential folio. The students will undertake exploration in a range of media including oil painting, acrylic painting, drawing in various media, printmaking, sculpture, digital photography, computer aided design and other experimental media. Students will trial a range of these media and refine skills in their media preference.

The course will include studying aspects of art history, particularly Australian and European. In this section of the course students will learn processes and approaches to art analysis and comparison as well as learn basic essay writing skills. This section of the course will amount to twenty five percent of the final assessment.

The assessment for this course will be cumulative and progress driven and include aspects of preparation, exploration and refinement in the Visual Diary and the completed artworks in the Folio. Tasks in art appreciation will include short answer questions, assignments and essays. This course stands alone or acts as an excellent preparation for VCE Studio Arts.

Assessment Items:

- Visual Diary
- Folio
- Art Appreciation

### VISUAL COMMUNICATION & DESIGN – IMPORTANT INFORMATION

Visual Communication and Design encompasses fields such as Graphic Design, Fashion, Architecture, 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.

Visual Communication A and B, have no prerequisite subjects, however if you are contemplating VCE Visual Communication & Design, it is highly recommended that you complete at least two units over the course of Year 9 and 10. The two units offered at the Year 10 level can be taken in any order.

### VISUAL COMMUNICATION & DESIGN A

Relevant student background:

Competency in general drawing.

Students must have a genuine interest in Design and demonstrate a willingness to learn.

#### Unit Description:

Students will be given opportunities to be involved in the typical fields of visual communication: Information design, Environmental design and Product Design and will utilise the drawing systems and conventions relevant to these design areas. Students will be introduced to how the Design Process is used when working in response to established communication needs. They will be encouraged to develop and extend their drawing and design skills through a variety of activities.

## **VISUAL COMMUNICATION & DESIGN B**

Relevant Student Background:

Competency in general drawing. Students must have a genuine interest in Design and demonstrate a willingness to learn.

### **Unit Description:**

Students will be given opportunities to be involved in self initiated and set projects by working from design briefs with a defined communication need, audience and purpose. They will continue acquiring skills in the area of conceptual drawing and rendering to visually depict design ideas and solutions. They will explore and develop these ideas using relevant materials, methods and media. The design elements and principles and their application in image generation will be explored. Design software such as Photoshop, and Illustrator and other image generation methods will be taught. Students will look at the context of design in contemporary and past design movements.

### **MEDIA – IMPORTANT INFORMATION**

It is advised that all students wanting to undergo a Media Pathway, follow the progression of media courses on offer from Year 10 to Year 12. This provides the benefit of increased exposure to all mediums on offer at the college as well as developing of the students' practical skills and own personal style. Any student undertaking the media courses by 'skipping' units in Year 10 and Year 11, will not have the benefit of learning these skills in detail at Year 12 and will be expected to learn them (for the most part) within their own time. This is not impossible, but quite time consuming.

### **MEDIA: FILM**

The Year 10 media film course is designed to allow students to investigate the film media to explore personal style and influences. There is equal emphasis placed on gaining media analytical skills and perfecting artistic practical skills using film. Principally, practical work will be undertaken in video (utilising digital editing technology). Theory components will focus mainly on film and television analysis. The concept of folio development and the role of media in society as a medium for expression of views and shaping of social standards are key advances on previous years of study in the discipline.

The assessment for this course will be cumulative and progress driven and include aspects of preparation, exploration and refinement in the Visual Diary and the completed media in the Folio. Tasks in appreciation will include short answer questions, assignments and essays. This course stands alone or acts as an excellent preparation for VCE Media.

Assessment Items:

- Visual Diary                      30% of total score
- Folio                                      60% of total score
- Media Appreciation              30% of total score

### **MEDIA: PHOTOGRAPHY**

The Year 10 media photography course is designed to allow students to investigate both darkroom and digital photography to explore personal style and influences. There is equal emphasis placed on gaining media analytical skills and perfecting artistic practical skills using photography. Practical work will be undertaken using darkroom techniques, developing and enlarging photographs as well as digital photography, a variety of computer software and digital editing technology. Theory components will focus on photographic media analysis. The concept of folio development and the role of media in society as a medium for expression of views and shaping of social standards are key advances on previous years of study in the discipline.

The assessment for this course will be cumulative and progress driven and include aspects of preparation, exploration and refinement in the Visual Diary and the completed

media in the Folio. Tasks in appreciation will include short answer questions, assignments and essays. This course stands alone or acts as an excellent preparation for VCE Media.

Assessment Items:

- Visual Diary 30% of total score
- Folio 60% of total score
- Media Appreciation 30% of total score

## **DANCE**

Students explore the techniques and styles of Jazz, Musical Theatre, Street Dance and Hip-Hop from the past and present. They will gain an understanding of how a variety of dance forms and styles can be utilised in their performance assessment. Students will learn a set musical number, which they will perform and be assessed in front of a live audience. They will also have an opportunity to work on their own short piece of performance which they can choreograph in small groups.

Throughout the unit students will develop analytical and appreciation skills and learn how to effectively analyse live performance. Styles such as Popping and Locking, Lyrical Hip-Hop, Breaking and Krumping will be examined and its origins will also be explored. At the end of this unit the students will have learned a set routine in the style of Hip-Hop and analyse the movement and non-movement components of a Hip-Hop routine.

To complete the Semester Elective in Dance, the students will sit an appreciation exam which should highlight their knowledge and exploration of the Musical Theatre and Hip Hop genres. The course stands alone or acts as an excellent preparation for VCE Dance.

Assessment Items:

- Performance Task
- Written Analysis
- Practical Performance Skills
- Workbook

## **DRAMA**

Drama provides students with experiences in which the intellect, the emotions, the imagination and the body are all involved and developed through expression, performance, observation and reflection. It also provides a means of increasing self-confidence and social awareness. Students learn through participation and the co-operative nature of Drama develops students' abilities to share and communicate.

This course aims to introduce the student to various theatrical styles through time. Students begin with Greek Theatre then move to Commedia Dell'arte and combine both these styles with a Physical Theatre performance piece. Each of these styles is explored extensively through research and practical exercises.

Drama offers Year 10 students an extensive journey through contrasting styles of theatre. Primarily practical, two major performances pieces are required as well as some written assignments. Through studied technique each performance will cover and combine unique skills from the solemn and restrained work of Greek theatre to the wild physical comedy of Commedia Dell'arte and the challenging application of Physical Theatre. The course stands alone or acts as an excellent preparation for VCE Drama.

Assessment Items:

- Performance Task
- Written Analysis

- Practical Performance Skills
- Workbook

### **MUSIC - WRITE IT! RECORD IT!**

The focus of this unit is on writing your own song and recording it to CD. You will learn some basic song writing techniques and simple recording skills so that you can produce a professional sounding CD.

Unit outline:

- Writing a song – developing lyrics, chord patterns, using sample loops, effective melodies, structure.
- Great Songwriters – A listening and analysis trip through the last 100 years of great songs.
- Recording – simple ideas about microphone placement and use of effects to make your recording sound great.
- Basic Theory – You will be using chords and rhythms to create your song. How do you write them down for others?
- Sibelius – How to use this software to help you compose your music and understand the basics of music theory.
- The Romantics – A brief look at the Romantic Movement in music history and some of the great composers like Chopin and Brahms etc.

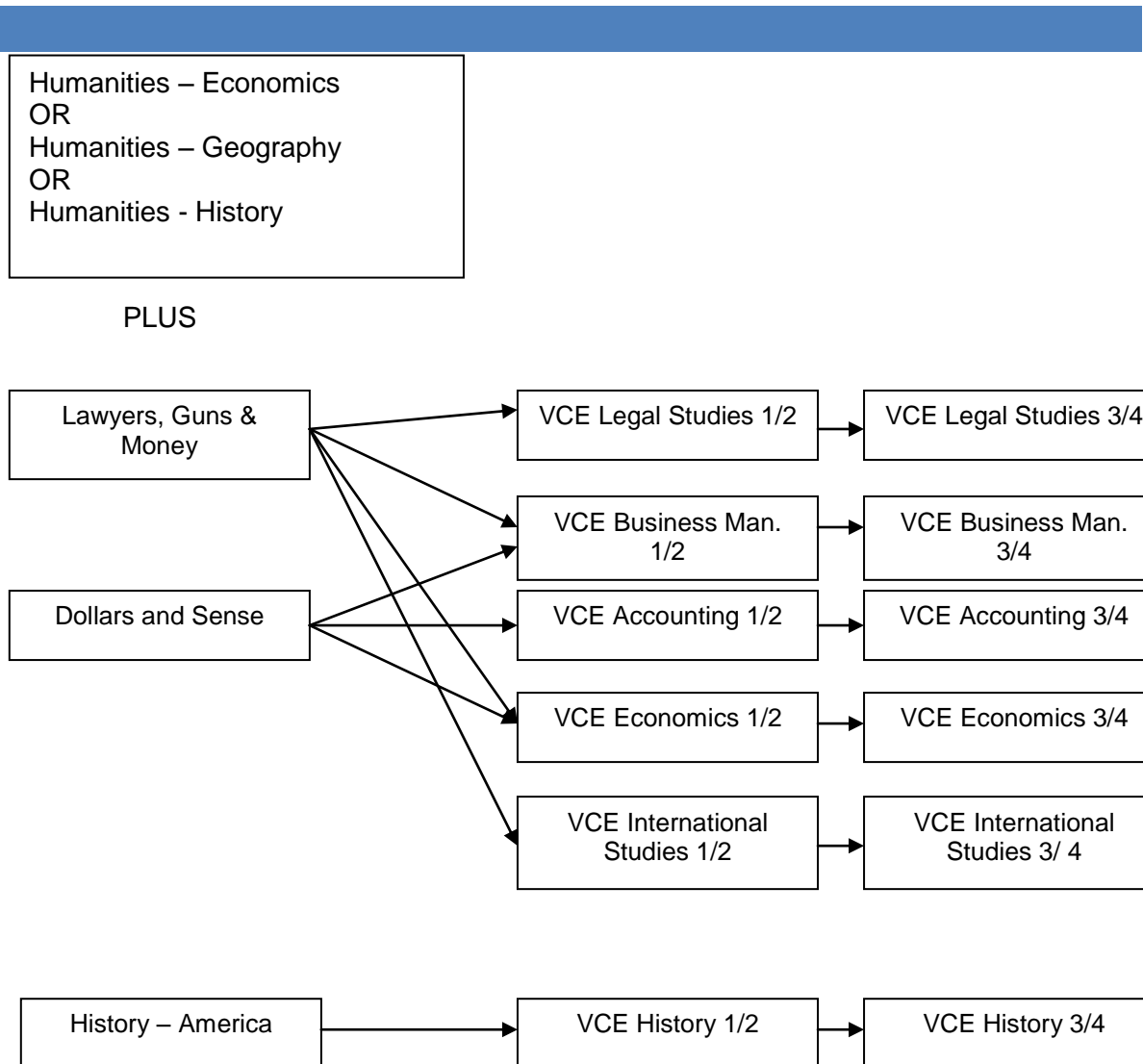
To do this unit you must play an instrument or sing at a reasonable level. It is advisable to be continuing private tuition. Completing this unit along with instrumental/vocal tuition should prepare you for VCE music.

Any questions should be directed to Mr. Barlow.

# THE HUMANITIES

Compulsory Units	Year 10 Options	Accelerated Options
Students must study one of: <ul style="list-style-type: none"> <li>• Humanities – Economics</li> <li>• or Humanities – Geography</li> <li>• or Humanities - History</li> </ul>	<ul style="list-style-type: none"> <li>• Humanities – Economics</li> <li>• Humanities – Geography</li> <li>• Humanities – History</li> <li>• History - American</li> <li>• Dollars and Sense</li> <li>• Lawyers, Guns, Politicians &amp; Money</li> </ul>	<ul style="list-style-type: none"> <li>• VCE Business Management Units 1&amp;2</li> <li>• VET in the VCE Business Services (Administration) Cert II</li> <li>• VCE Accounting Units 1 &amp; 2</li> <li>• VCE Economics Units 1&amp;2</li> <li>• VCE Geography Units 1&amp;2</li> <li>• VCE History Units 1&amp;2</li> <li>• VCE Legal Studies Units 1&amp;2</li> <li>• VCE International Studies units 1&amp;2</li> </ul>

## Recommended Pathways into VCE Humanities



## COMPULSORY UNIT – THE HUMANITIES

### **HUMANITIES - ECONOMICS**

One of the central themes is work and its place in Australian Industry and society. The study recognises the vocational, economic and social aspects of work and encourages students to undertake a theoretical and practical investigation of these aspects. A key feature of the study is the preparation of a resume and application letter for a job. For the purpose of this study, work may be in the context of paid or unpaid employment. Industry includes a broad range of business or social organizations.

Students become familiar with basic economic structures, factors and laws. They gain understanding of the market economy and its forces, the workforce and the notion of unemployment. Techniques and tactics of job-hunt is also integral part of this study.

This subject is designed for students to gain essential skills and competencies that employers are looking for in applicants in today's job market.

Students learn about the political and legal structures that impact upon all Australians. Consideration is given to our political history, the concepts of responsible government, the three levels of government and electoral education. Students also learn about the Australian Legal system and the processes that facilitate changes to the law and how these changes affect society.

### **HUMANITIES – GEOGRAPHY**

Students investigate topics that identify development in all regions of the globe. Students explore how physical and human factors interact to generate observable trends and patterns at various scales. Students are required to examine and analyse these global trends in terms of the impacts to the natural and human environments. Students apply their knowledge and understanding to provide strategies and recommendations to ameliorate the impacts on living standards. Topics to be investigated include the phenomena of population growth, urbanisation, and tourism.

### **HUMANITIES - HISTORY**

The course focus for this subject is 20<sup>th</sup> Century Australian history, with particular reference to: The Great Depression, World War II and Migration Issues. The aim is to have students analyse and understand these events from an Australian point of view, and to relate them to contemporary Australia.

Student learning is based on the collection of primary documents from various sources. Students are also set a major task in which they are given an opportunity to research and then demonstrate an understanding of one of the major topics studied.

In addition to the set tasks, students will be required to analyse political cartoons and other graphic material in order to demonstrate their historical understanding of 20<sup>th</sup> Century Australia.

## YEAR 10 OPTIONS – THE HUMANITIES

### **HISTORY - AMERICA**

This semester-long course will look at how America has become a country of such power and influence. The topics it will cover are the Declaration of Independence, American Civil war and its effects, the effects of slavery and Emancipation through to the Civil Rights movement and the influence of music, art and fashion on American lifestyle during the 20<sup>th</sup> century.

## **LAWYERS, GUNS, & MONEY**

This is a hybrid of Legal Studies & Business Management. The study is made up of two distinct units.

Business Management (money) examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in large-scale organisations.

Lawyers and Guns provide students with an analytical evaluation of the processes of law-making and the methods of dispute resolution. Students are able to develop an understanding of the impact our legal system has upon the lives of citizens and the implications of legal decisions on the Australian society. This study will also assist in the development of students' knowledge of their basic legal rights and responsibilities.

## **DOLLARS and SENSE**

Why do the rich get richer and the poor poorer?

Money is relatively easy to earn, but difficult to keep and make it multiply. What are the secrets to use money wisely and make it work for you?

In this subject you will investigate how to handle money and how to get value for it. Some of the issues studied are: income tax, loans, buying a car, mobile phone contracts, renting a house, credit v debit card, etc.

Are you interested in how the likes of Kerry Packer and Donald Trump have made their billions? Have you ever wondered which gives you the greater return shares or property? Don't know your bull from your bear market? Not quite sure how to accumulate the \$500 000 it's estimated that you'll need for a comfortable retirement? This unit will take steps towards answering these and other questions and demystifying the wonderful world of investment.

It will focus on investment in its different forms including property, shares, bonds, gold, currency and superannuation. It will look in turn at both how each form of investment works and the pros and cons associated with such. This unit also aims to look at the principles associated with successful investment such as diversification, buying low and selling high, being in for the long haul and the greater the risk the greater the gain.

You will be given the opportunity to test your learning as you play the Australian Stock Exchanges share market game in an attempt to increase your initial holding of \$50,000 through the buying and selling of shares of listed companies.

This unit offers students the chance to develop the economic life skills, which they may call on way beyond their final years of secondary schooling as they attempt to achieve financial security.

# ENGLISH

## YEAR 10 SEMESTER 1 – ENGLISH

In Semester 1, all students complete a compulsory English unit which explores a range of texts and issues. This unit is designed to give students the background and knowledge to develop their analytical and writing skills. It also provides students with the necessary language skills to prepare them for their second semester English choice, as well as VCE English Units 1 and 2.

Students complete a variety of assessment tasks, including Text Response Essays, Persuasive Language Analysis, and Oral Presentations. Texts studied include William Shakespeare's *Macbeth*, as well as media texts relating to contemporary news issues.

## YEAR 10 SEMESTER 2 – ENGLISH OPTIONS

In Semester 2, students are able to select from three possible English units. Each unit will assess students' ability to analyse and respond creatively to a range of texts based upon a particular theme. Students are encouraged to carefully consider the English choice, and to make a selection based upon their own interests.

All students will complete the same number and form of assessment tasks, irrespective of the unit selected. Assessments tasks consist of:

- Text Response Essay
- Extended Narrative Folio piece
- Persuasive Oral Presentation
- End of Semester Exam

The differences in the Semester Two choices are outlined below.

### ENGLISH: HUMANITY AND WAR

Students explore a range of texts relating to the theme of **Humanity and War**. A variety of texts, such as *All Quiet on the Western Front*, inform students' understanding of war, and assists them in developing an appreciation of the impact of such conflict upon both the individual and society as a whole. Students respond analytically, creatively, and persuasively to the theme, and are encouraged to develop their own texts that reflect insight and depth of understanding.

### ENGLISH: PREJUDICE AND DISCRIMINATION

Students explore a range of texts relating to the theme of **Prejudice and Discrimination**. A variety of texts, such as *To Kill a Mocking Bird*, inform students' understanding of differing forms of prejudice. Students are encouraged to explore the ways in which judgements based on racial or gender inequality can have an impact upon both individuals and on society as a whole. Students respond analytically, creatively, and persuasively to the theme, and are encouraged to develop their own texts that reflect insight and depth of understanding.

### ENGLISH: SOCIETY AND CONTROL

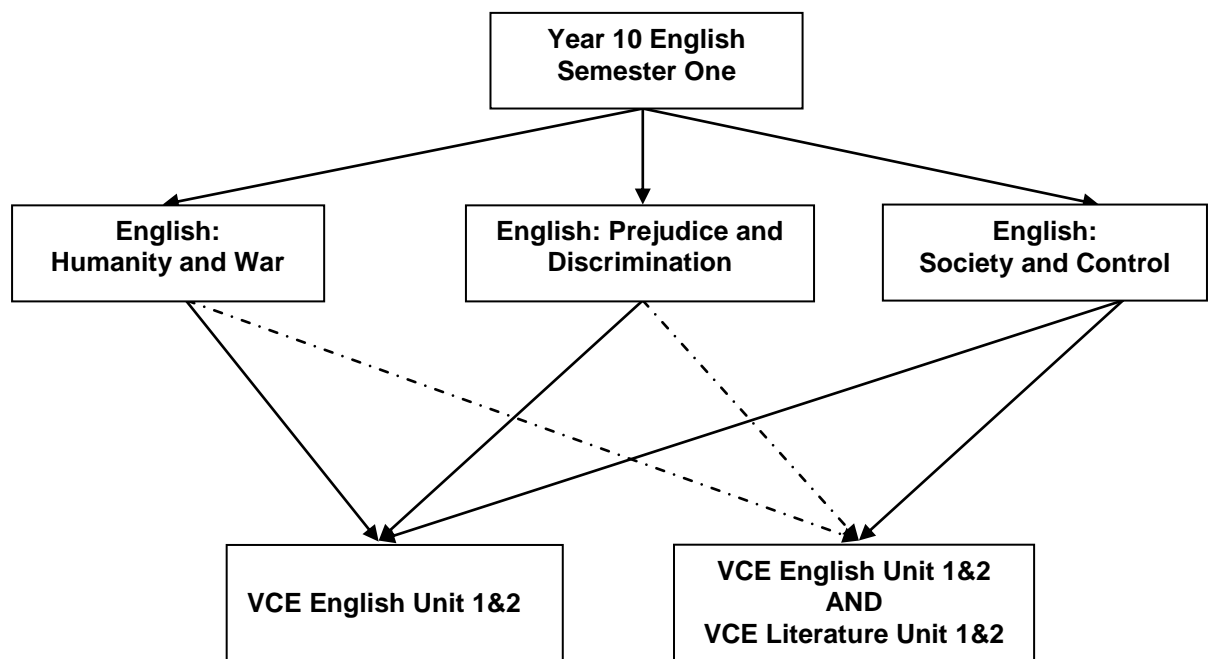
*This unit provides the opportunity for challenging and in-depth text analysis, and as such is intended for high-achieving and highly motivated English students.* Students read and respond to a range of complex texts, such as *Nineteen-Eighty-Four*, and *The Lord of the Flies*. Through their exploration of a variety of themes and issues, students explore the ways society can act to constrain individuality and freedom. Students respond analytically, creatively, and persuasively to the theme, and are encouraged to develop their own texts that reflect insight and depth of understanding. It is recommended that students intending to study Literature at VCE level select this option.

Note: Texts listed in this course outline are indicative only, and may be subject to change. For an up-to-date list of texts, please refer to the official college booklist.

## ENGLISH PATHWAYS

Compulsory Unit – Semester One	Student Choices – Semester Two
<ul style="list-style-type: none"> <li>Year 10 English</li> </ul>	<ul style="list-style-type: none"> <li>English: Humanity and War</li> <li>English: Prejudice and Discrimination</li> <li>English: Society and Control</li> </ul>

### Possible Pathways into VCE English at ACK



**YEAR 10 OPTIONS – LOTE**

**FRENCH 1 & FRENCH 2 – VET CERT III in Applied Languages**

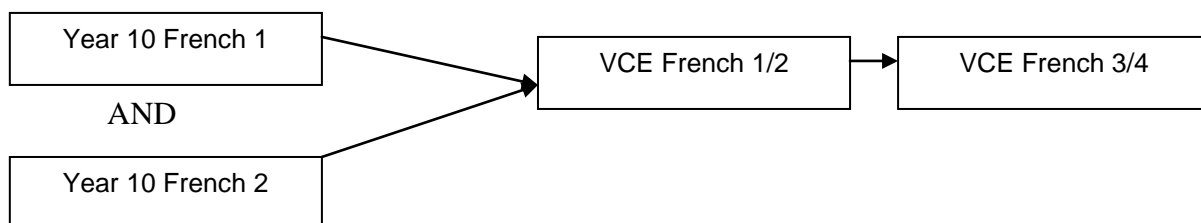
Students have the opportunity to undertake Certificate III in Applied Languages. As with Certificate II, the emphasis is on oral communication, however students will also expand on their understanding and use of French within the world of teenage experience on topics drawn from areas of general interest, other key learning areas and the media. They will write short paragraphs and begin to explore the more complex forms of grammar, vocabulary and syntax. They will also increase in their knowledge and understanding of French culture.

Over-all, students will further develop their reading, writing, speaking and listening skills.

**Assessment Tasks:**

- Class work
- Assessment tasks as required in fulfillment of VET Cert III in Applied Languages, which will include role-plays, written tasks, oral assessments, etc.

**Required Pathway for ACK French students**



**The Assumption College Kilmore – Externat Sainte-Marie Lyon French Exchange Program**

At the end of Year 10, students who intend to continue their studies of French into Years 11 and 12, are invited to apply to participate in the Assumption College Kilmore – Externat Sainte-Marie Lyon French Exchange Program. Successful applicants will be selected on their academic ability and their desire to continue with and improve their French. As they will be representing the College, their capacity to live the College Code of Conduct will also be taken into consideration. The selected group will spend 4 days in Paris visiting sights of historical and cultural importance before departing for Lyon, where they will spend 2-3 weeks in a home-stay situation, living with a French family and attending school. During the school day students will attend class in the mornings and participate in a variety of cultural, sight-seeing and/or learning activities in the afternoon. In the evening and on the weekends they will spend time with their host family, enjoying whatever activities the family may be doing at that time.

More information about the Exchange Program is contained in the booklet “Assumption College French Exchange Program: Information for Students and Parents”. This booklet will be distributed to students in Semester 1. It also contains all of the forms which need to be completed by those wishing to apply for the program.

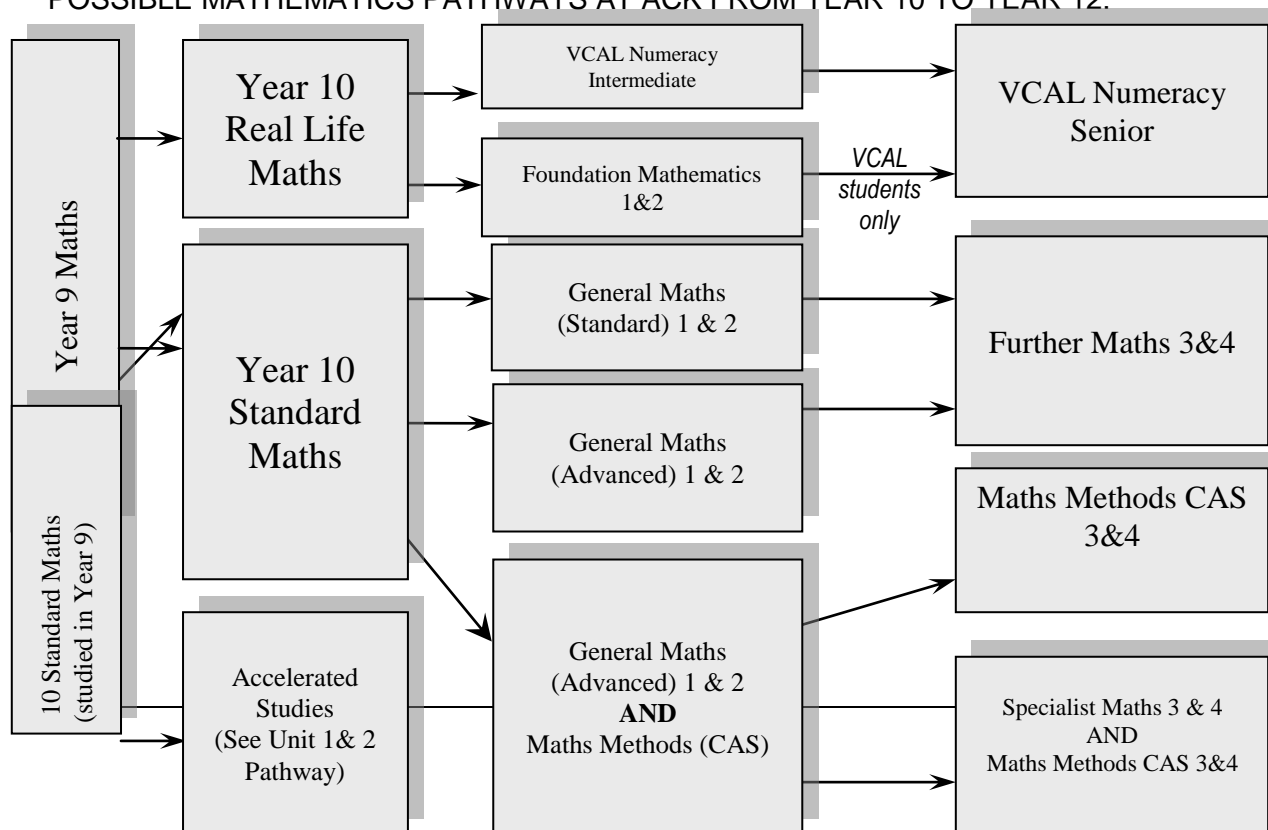
# MATHEMATICS

All students **must** choose one of the Mathematics options. ALL options in some way affect VCE and VCAL options available to students in Years 11 & 12.

Please read the following information carefully, and use it as a guide to making your selection. You must speak to your current Mathematics teacher and discuss the options and information with them. **You should also find out if a particular Mathematics subject is a prerequisite for any tertiary courses you are interested in** as this may impact on your choice of Mathematics.

Compulsory Units	Accelerated Options
<b>Students must study one of:</b> Real Life Mathematics Units 1 and 2 OR Standard Mathematics Units 1 and 2 OR An accelerated Option	VCE General Mathematics (Standard) Units 1 & 2 VCE General Mathematics (Advanced) Units 1 & 2 VCE Mathematical Methods (CAS) Units 1 & 2

## POSSIBLE MATHEMATICS PATHWAYS AT ACK FROM YEAR 10 TO YEAR 12:



## COMPULSORY UNITS – MATHEMATICS

### YEAR 10 STANDARD MATHEMATICS:

**A sound grasp of all Year 9 concepts is essential for this course.** Choosing Standard Mathematics means that Mathematics will be available to students in both Years 11 and 12.

Topics studied in Year 10 Standard Mathematics are: Rational and Irrational Numbers, Expanding and Factorising Algebraic Expressions, Linear Graphing, Measurement, Probability, Statistics, Quadratics and Trigonometry.

The Standard Mathematics course is designed to prepare students for General Mathematics and/or Mathematical Methods (CAS) in Year 11. Students who intend to study Mathematical Methods (CAS) in Year 11 are required to choose Pre-Methods as preparation for Mathematics Methods (CAS). It is also possible to study Mathematical Methods (CAS) in Year 11 without having taken General Mathematics, but it is strongly recommended that students who take Mathematical Methods (CAS) also choose General Mathematics. Both Mathematical Methods (CAS) and General Mathematics (Advanced) must be studied if the student wishes to study Specialist Mathematics in Year 12.

### YEAR 10 REAL LIFE MATHEMATICS:

Real Life Mathematics is designed for those students who have a basic understanding of the concepts taught in Year 9 Mathematics. This course is designed for those students who are only intending to study FOUNDATION MATHEMATICS in Year 11.

*Please note: Real Life Mathematics does not allow students to study any VCE Mathematics in Year 12.*

This subject looks at the way Mathematics is used to represent, describe and explain aspects of everyday life. Topics include number, fractions, percentages and decimals. Examples of what may be covered in the course are: students learn to use money in the context of grocery shopping to calculate the better buy items and compare the cost for equal quantities. They may also look at how to use ratio and proportion to adjust recipes to cater for the correct number of people and avoid food wastage.

Depending on the student's ability, students may complete some topics from the Year 10 Standard Mathematics course as part of the Real Life Maths course. Some students may be invited to simultaneously complete units from the Certificate 1 in General Education for adults. The benefits of completing some units include: a student may eventually complete the Certificate 1 in General Education, go onto Certificate 2 in year 11, potentially using the completed units to shorten another TAFE course (transfer), and enhanced skills and employability. (Note: students will not receive the Certificate 1. Students complete only some units from the Certificate 1. The College does not offer the Certificate 1 in full.)

## PHYSICAL EDUCATION OR HEALTH IN AUSTRALIA

Compulsory Units	Year 10 Options	Accelerated Options
Physical Education or Health in Australia	Saving Lives Sports Science ( <i>only one may be selected</i> )	VCE Physical Education Units 1 & 2 VCE Health & Human Development Units 1 & 2 VET Sport & Recreation Units 1 & 2

### Compulsory Unit – Physical Education & Health

*NOTE: All students must select one of the compulsory units*

#### PHYSICAL EDUCATION

The focus of this course is High Performance where students develop an understanding on how to write a training program to improve a skill from their chosen sport. Biomechanics and Skill Acquisition in Sport is also explored. The practical activities are designed to complement the theory lessons, where students will participate in competitive sports and peer teaching. This course is a great introduction to VCE Physical Education.

**OR**

#### HEALTH IN AUSTRALIA

This course explores the eight National Health Priority Areas which include: Arthritis & Musculoskeletal Conditions, Asthma, Cancer Control, Cardiovascular Health, Diabetes Mellitus, Injury Prevention & Control, Mental Health and Obesity. Students will develop an understanding what the conditions are, risk factors and prevention strategies. Practical classes are based on activities that promote lifelong physical activity which can help prevent many of these conditions. This course is a great introduction to VCE Health and Human Development.

### Year 10 Options – Physical Education & Health

#### SAVING LIVES

This course aims to develop a student's knowledge, judgment, technique and physical ability to carry out basic first aid skills and safe water rescues. Practical swimming sessions will be conducted at the Kilmore Leisure Centre. These sessions will focus on a range of rescue techniques, swimming and life saving strokes, survival skills, accompanied rescues, spinal injuries, search and rescue and initiative tasks. A range of first aid skills will be covered, including the control of bleeding, fractures and shock. Students will be taught the key principles of resuscitation and be assessed on both CPR skills. The unit also comprises theoretical components requiring an understanding of self-preservation, recognizing an emergency, priorities of a rescue and emergency care. Successful completion of this course will result in students receiving the Level 2 First Aid (as recognized by National First Aid) and Bronze Medallion awards (as recognized by the Royal Life Saving Society).

#### Prerequisite

Students who select this subject will need to have the potential to complete a continuous swim of 100m freestyle, 100m survival backstroke, 100m sidestroke and 100m breaststroke in less than 13 minutes.

**Please note**

- Students will need to take responsibility for updating their Bronze Medallion certificate and CPR qualification annually. First Aid will need to be updated every 3 years.
- Students must pass both the practical and theoretical components of the unit to gain both awards.
- Students must be able to attend and participate in more than 80% of practical classes at Kilmore Leisure Centre.

**Assessment Tasks**

Practical survival skills; Injury management; CPR; Assignments; Examination; First Aid Workbook.

**SPORTS SCIENCE**

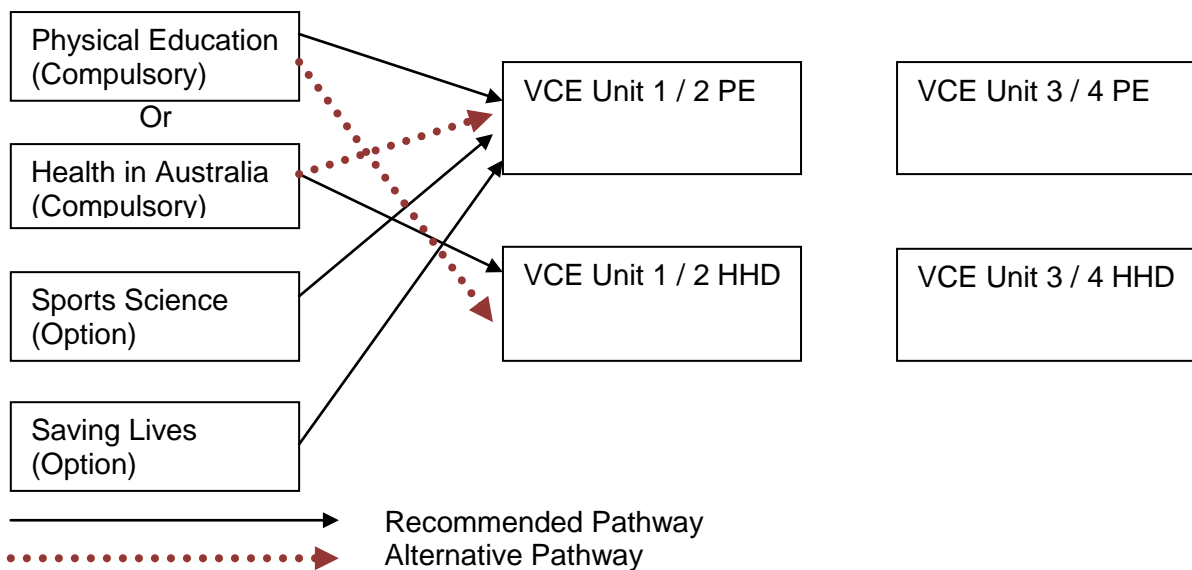
This unit provides the opportunity for students to acquire the fundamental skills and knowledge required by a Fitness Leader or Sports Coach. The theory and practical aspects of the course go hand-in-hand with theoretical components being applied to the practical and vice-versa.

Students will gain an understanding of:

- The reasons people choose / choose not to be involved in physical activity;
- The benefits of fitness to society;
- The importance of their own fitness level, how to develop it and how to test it via 'The Australian Fitness Testing Awards' program;
- The basic principles of training and fitness;
- The energy systems of the body;
- The different training methods;
- The structure of a training program;
- How to write a training program; and
- The current trends and issues in fitness.

**Assessment Tasks:**

Practical Reports; Practical Assessment; Tests; Examinations; Assignment.



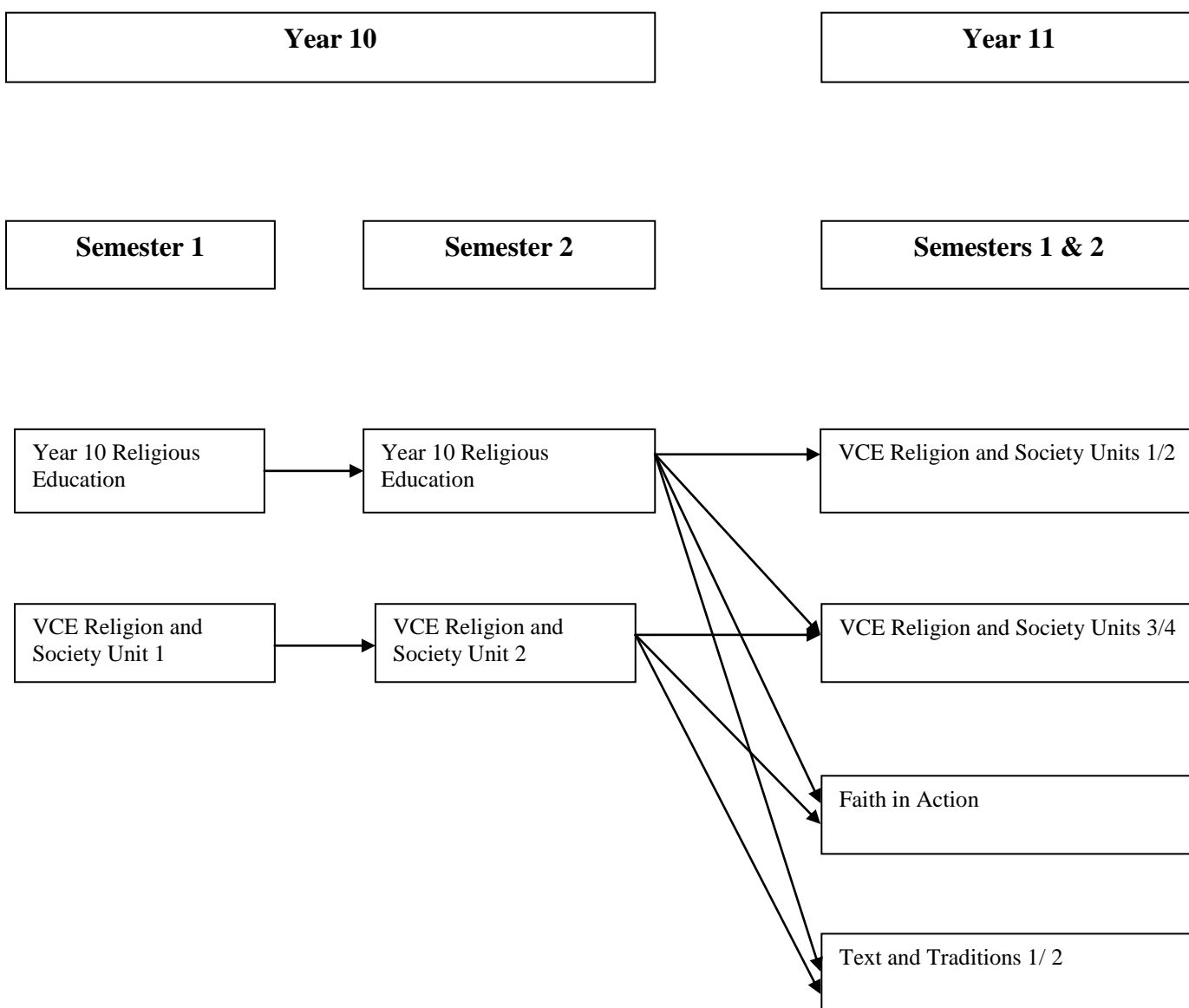
## RELIGIOUS EDUCATION

Religious Education continues to be a compulsory and rigorous study at Year 10 and 11 at Assumption College. There are two choices that can be made at Year 10 leading to further choices offered at Year 11. At Year 12, there is no formal academic study but all students attend a fortnightly two hour seminar program throughout the year.

### Year 10 Options:-

1. Year 10 RE program based on the Melbourne Diocesan 'To Know, Worship and Love' curriculum.
2. VCE *Religion and Society* Units 1 and 2 – an accelerated option at Year 10 that forms a highly recommended (but not mandatory) foundation for those wishing to consider Religion and Society Units 3 and 4 at Year 11. See the 'Choosing Accelerated Options' in this handbook for the advantages of this option.

### Religious Education options at ACK



### Option 1:

#### Year 10 *To Know, Worship and Love* program (Melbourne Archdiocese):

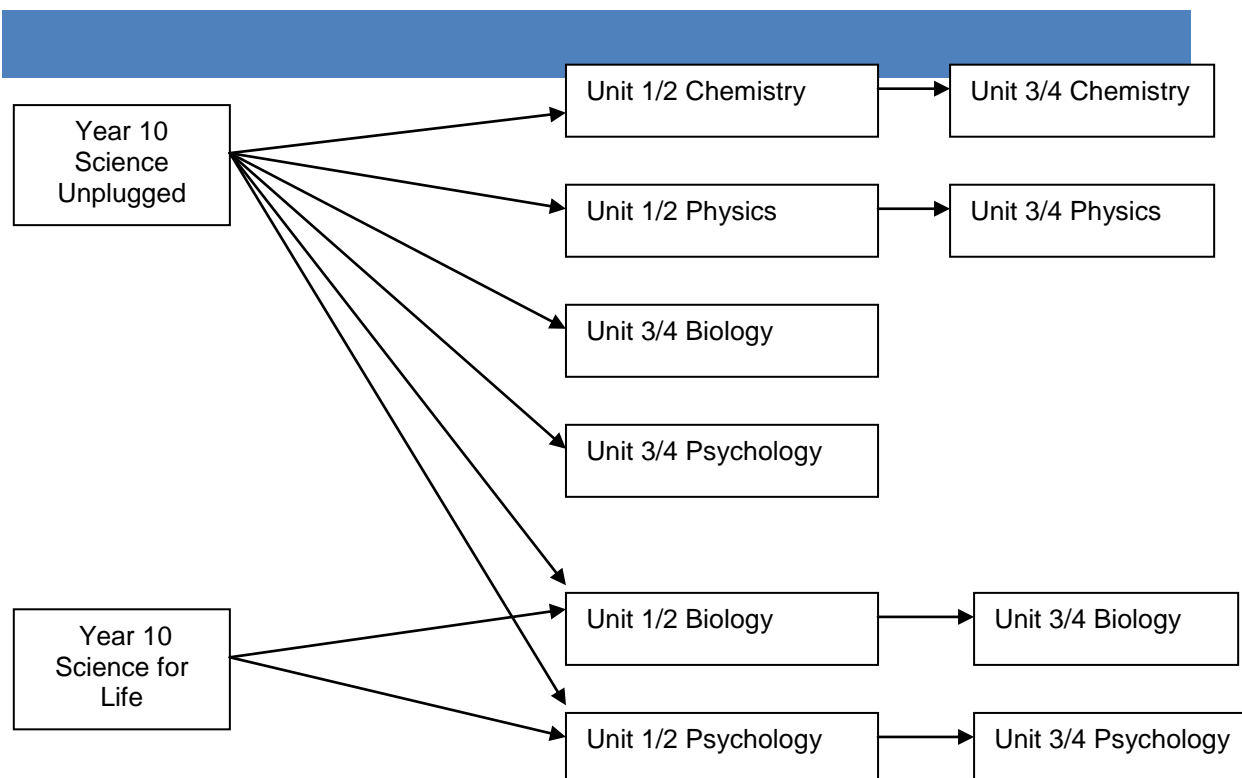
This course follows on from Yr 7-9 Religious Education and in Year 10 includes the following topics over the year:

- **Church history:** early Christians; Monasticism; Eastern churches; the Reformation.
- **Social justice:** Justice in Scripture and in Catholic social teaching.
- **Gospel:** A study of the formation and background to the four Gospels with a special focus on Mark's Gospel.
- **Eucharist:** The symbols and components of the Eucharist together with its meaning and nature and how it connects with everyday life.
- **Indigenous religion:** The spirituality and beliefs of some indigenous religions including the Australian Aborigines.
- **Moral Responsibility:** Stages in making moral decisions.

## THE SCIENCES

Compulsory Units (you must choose <u>one</u> of the following)	Year 10 Options	Accelerated Options (VCE)
Science for Life or Science Unplugged	Agricultural & Horticultural Studies	Unit 2 Agriculture & Horticulture Unit 1/2 Biology Unit 1/2 Psychology

### Recommended Pathways into VCE Sciences



**PLEASE NOTE:** This diagram describes only some of the pathways into VCE Sciences recommended by the College. All VCE Unit 1/2 Sciences are available to all students in Year 11 upon the completion of 'Science for Life' in Year 10. However, the science faculty suggests that 'Science Unplugged' is an excellent preparation for studying Unit 1/2 Chemistry or Physics, or Unit 3/4 Biology or Psychology as Year 11 students. It is recommended that you DO **NOT** select 'Science Unplugged' if a future pathway in senior science is **not** intended.

## COMPULSORY UNIT - THE SCIENCES

**NOTE:** One of the following options must be selected.

### SCIENCE FOR LIFE

This is the recommended option for those students who do not wish to further their Science pathway beyond Year 10. The subject covers each of the following areas:

**Physics (Road Science)** – During this topic students will engage in an interactive module where they will look at principles of speed and acceleration, carry out car accident simulations and perform many hands on practical activities.

**Biology (Genetics & Evolution)** – This unit covers genetics and inheritance where students are given the opportunity to extract DNA and carry out a DNA fingerprint. Students then look into the theory of evolution with a focus on where we came from and how we have evolved.

**Chemistry (Chemistry Basics)** – This topic focuses on the nature of chemicals and the interactions between different substances. Students will learn how to read and use the periodic table to explain chemical reactions.

**Psychology (Introduction to Psychology)** – During the Psychology unit students will have an introduction to Psychology as a Science. They will start to explore some interesting theory on thoughts, feelings and behaviour of organisms.

### SCIENCE UNPLUGGED

This is the recommended option for those students who are considering completing any of the four VCE Sciences in the future. This unit will include student research where students will be given the opportunity to further develop their knowledge in an interest area. The subject covers each of the following areas:

**Chemistry (Chemical Reactions)** – This topic involves studying and describing chemical reactions. Other areas covered include factors affecting the rate of chemical reactions, writing chemical formula and balancing chemical equations. Students will conduct many experiments to compliment the theory.

**Psychology (Introduction to Psychology)** – During the Psychology unit students will have an introduction to Psychology as a Science. They will start to explore some interesting theory on thoughts, feelings and behaviour of organisms.

**Biology (Genetics & Evolution)** – In this unit students look at the role of DNA as the blueprint for controlling characteristics in organisms. Students extract DNA and separate it using gel electrophoresis. They also examine patterns of inheritance through generations of a family. Finally, students explore the theory of evolution, particularly how natural selection explains the diversity of living things.

**Physics (Energy & Motion)** – This is a practical based unit where students investigate how energy is transferred in interactions like car crashes and pendulums. Students also look at how we can measure speed, force, acceleration and make predictions about the movement of an object.

## YEAR 10 OPTIONS – THE SCIENCES

### AGRICULTURAL & HORTICULTURAL STUDIES

Students study local agricultural and horticultural operations and the factors that influence these operations. Students apply their knowledge and skills in researching the feasibility of a small agricultural or horticultural business project.

#### **Areas of Study:**

- Elements of Australian Agricultural and Horticultural Systems – focuses on how elements influence the location of agricultural and horticultural businesses and the scientific approach to investigating these systems.

- Agricultural and Horticultural Operation – students work individually and in a group to plan and conduct a small business project involving the care of living plants or animals.

## TECHNOLOGY

Compulsory Units	Year 10 Options	Accelerated Options
None	Design, Creativity and Technology (Food) Design, Creativity and Technology (Product Design) Design, Creativity and Technology (Textiles) Design, Creativity and Technology (Wood) Interactive Multimedia Educational Software & Programming	VCE Food & Technology Units 1 & 2 VCE Information Technology Units 1&2 VET Interactive Digital Media

### Year 10 Options – Technology

#### DESIGN, CREATIVITY AND TECHNOLOGY (FOOD)

This unit is called “Food Around the World” and in it students work through investigating, designing, producing and evaluating to make a variety of food dishes from around the world. Countries studied include France, Austria, Italy & Sri Lanka. By working through this process students are encouraged to use their skills to develop and make food dishes that are practical examples of the countries studied. They undertake research related to design ideas, meal planning & food product packaging. The safe and hygienic use of a range of cooking tools and equipment is covered as students become more independent and skilled.

The completion of a well presented folio that relates to the various countries studied is a critical part of the course. This includes a number of different investigative tasks to ensure students understand how to put together a quality folio. The products made are evaluated which includes the appearance and taste. Many aspects of the course prepare students for Year 11 Food and Technology. If students are undertaking VET Hospitality it is a complementary subject to this study and you may consider doing both at the same time.

#### DESIGN, CREATIVITY AND TECHNOLOGY (PRODUCT DESIGN)

Students make at least two products probably three by working through investigating, designing, producing and evaluating. The final results will be seating such as an attractive bench or fold up seat and containers ie. larger blanket type chests with hinged lids right down to small delicate boxes. The use of a range of materials such as wood, metal, plastic and glass is considered for use in the products. Students research design ideas; materials; the social and environmental impact of using different types of materials. The safe use of a range of tools and equipment is covered as students become more independent and skilled.

The completion of a well presented folio that relates to the final products is a critical part of the course. This includes a number of different drawing methods. The products made are evaluated for functionality, quality and appearance. Many aspects of the course prepare students for Year 11 Product Design and Technology (Wood).

## **DESIGN, CREATIVITY AND TECHNOLOGY (TEXTILES)**

This unit is called “Absolutely Fabulous” and, focuses on creating an after five/special occasion garment and an accessory. Students will also learn millinery (hat making) skills to create a unique fascinator.

Students work through investigating, designing, producing and evaluating using textiles to make textile garments. Students are encouraged to use and develop their skills to produce a range of products that they have designed or adapted from a commercial pattern. Students undertake research related to design ideas; materials; construction and finishing processes and the social and environmental impact of using different types of textiles. The safe use of a range of specialised tools and equipment is a major focus as students become more independent and skilled.

The completion of a well presented design folio that relates to a final product is a critical part of the course. This includes a number of different drawing methods. The products made are evaluated for functionality, quality and appearance. Both units prepare students for Year 11 Product Design and Technology – (Textiles). If students are undertaking VET Applied Fashion Design and Technology it is a complementary subject to this study and you may consider doing both at the same time.

## **DESIGN, CREATIVITY AND TECHNOLOGY (WOOD)**

Students work through investigating, designing, producing and evaluating to make a small piece of furniture out of wood. Students are encouraged to design and make a product that they have designed. They do research related to design ideas; materials; the social and environmental impact of using different types of timbers. The safe use of a range of tools and equipment is covered as students become more independent and skilled.

The completion of a well presented folio that relates to the final product is a critical part of the course. This includes a number of different drawing methods. The products made are evaluated for functionality, quality and appearance. Many aspects of the course prepare students for Year 11 Product Design and Technology (Wood). If students are undertaking VET Building and Construction it is a complementary subject to this study and you may consider doing both at the same time.

## **INTERACTIVE MULTIMEDIA**

Students will be using a variety of software and hardware tools to create an interactive multimedia project. In the process students will develop skills in the use of ‘Flash’, ‘Dreamweaver’, and ‘Fireworks’ software to create components for the project. Students will have to prepare a design brief, develop project management skills and test their final product. Assessment will be based on the design and the final project. This subject is a useful precursor to VET Interactive Digital Media.

## **EDUCATIONAL SOFTWARE AND PROGRAMMING**

In small groups or individually, students develop software in the guise of an educational adventure game related to themes and topics they are studying in other classes. Students will be using ‘GameMaker’ software or similar. Aspects covered will include:

- A design brief
- Project management skills
- Creating / incorporating still and moving images into a software platform
- Some programming skills including algorithm development
- Debugging and testing the software product

Assessment will be based on the design, the components of the software package, and the final software product.

## PRE-CAL

The Pre-CAL unit is offered as a one semester unit at Year 10 level. It is designed to appeal to those students who perhaps have an interest in going into training at a TAFE institute, starting an apprenticeship or traineeship, or going into employment after completing school. The Pre-CAL unit is based on 'applied learning', or 'hands-on learning'. If a student chooses to do Pre-CAL they are not obligated to go on to do the VCAL; it is simply another option for them to consider in helping with their decisions about possible pathways.

The purpose of this unit is to prepare students for participation in a VCAL program by exposing them to a variety of experiences and activities like those that are currently a part of the VCAL units. This is a 'taster' program designed to give the students an insight into what they can expect if they choose to go on with a VCAL program, as well as having them involved in very 'hands on' activities and experiences. The outcomes are achieved through the students' participation in and planning of a health or community service goal or activity.

The focus of the unit is on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through the 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

Students complete the learning outcomes of the Personal Development Skills – Foundation level – Unit 2 as part of their Pre-CAL. This may contribute to the achievement of their VCAL certificate the following year, with recognised prior learning being acknowledged.

Pre-CAL is a great choice of subject for those students who enjoy 'hands on', practical experiences, or wish to go on to work in a trade or industry in the future.

## VET IN SCHOOLS

Students may choose to include a VET program in their Year 10 studies.

### **Why do a VET Program?**

The World has changed! Industry, employers and providers of further education now expect more.

First year of VET is equivalent to Year 11 (Unit 1 & 2) and second year VET is equivalent to Year 12 (Unit 3 & 4)

Having a qualification to include in your resume, such as a Certificate II or higher, can be an advantage in applying for jobs or applying for entry into higher education courses.

### **You can do a VET in a wide range of Industries; here is just a sample of a few:**

- Aero skills Aviation Maintenance - New at Kangan TAFE
- Allied Health - Mercy Health at Seymour Hospital

- Animal Studies - 2 years Online (must have 5 days placement organised each year)
- Automotive Studies (Paint and Panel) - New at Kangan TAFE
- Automotive Studies (Electrical) - New at Kangan TAFE
- Automotive-Pre Apprenticeship - Seymour P-12 College
- Aviation Certificate II in Flight Operations Cabin Crew - Kangan TAFE
- Aviation Certificate IV in Commercial Pilot Aeroplane Licence - Gawne Aviation Shepparton
- Beauty - Headmasters Collins St. Melbourne
- Building and Construction - Kangan TAFE
- Business Management - ACK
- Community Services
- Dance
- Engineering - Kangan TAFE
- Equine - Online Course
- Fashion and Design - Kangan TAFE
- Hairdressing - 1 year course Pre Apprenticeship Headmasters Collins St. Melbourne
- Hospitality - New at ACK in 2012
- Information Technology - Online
- Interactive Digital Media - ACK
- Laboratory Skills - NEW at ACK IN 2012
- Music Technical Production - Broadford Secondary College
- Sport and Recreation - ACK

**VCE VET PROGRAM SUMMARY FOR 2012 (Please see below web site)**

<http://www.vcaa.vic.edu.au/vcaa/vet/vcevetprogsummary.pdf>

A VET program can be a very individual choice.  
Please contact me for further information.

Mrs Carol Fisher  
Pathways Coordinator  
Assumption College Kilmore  
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Mobile: 0409 112 973  
Email: [carol.fisher@assumption.vic.edu.au](mailto:carol.fisher@assumption.vic.edu.au)

**SCHOOL BASED APPRENTICESHIPS/TRAINEESHIPS**

Young Australians can get a head start with their careers by beginning an Australian Apprenticeship while still working towards their senior secondary school certificate. Australian School-based Apprenticeships are a great career option, allowing young Australians to get credits towards a vocational qualification and earn a wage while completing their senior secondary certificate. You must be 15 years of age.

*How do I find an Australian School-based Apprenticeship?*

Australian Apprenticeships are available in over 500 occupations, so chances are there will be one that matches your interests. Talk to your school's career advisers, pathways coordinator or teachers about Australian School-based Apprenticeships.

Investigate your training and career options at:

- [www.myfuture.edu.au](http://www.myfuture.edu.au)
- [www.aajobpathways.com.au](http://www.aajobpathways.com.au)
- [www.jobguide.deewr.gov.au](http://www.jobguide.deewr.gov.au)

- [www.aatinfo.com.au](http://www.aatinfo.com.au)
- [www.grouptraining.com.au](http://www.grouptraining.com.au)

First find an employer willing to take you on as an Australian School-based Apprentice. (a part-time Australian Apprentice).

You can do this by:

- looking in the job vacancy ads in your local paper or on the web
- contacting the Job Services Australia provider in your region
- contacting employers in the industries you'd like to work in. Go and see them and leave a copy of your résumé
- contacting a Group Training Organisation.



Assumption College Year 11 VCE student Jessica Pendlebury. Finalist in the 2011 Victorian School Based Apprentice of the year.

Certificate IV in Veterinary Nursing.

## RULES FOR VET AND SBAT IN 2012

Students and parents please read and understand these rules. Speak to the Pathways Coordinator if you have any questions. SBAT students make sure you notify your employer NOW of the obligation days listed below that you are not able to work as you must attend ACK on these days. If you have TAFE on any of these days see Mrs. Fisher to assist you with making alternative arrangements for TAFE.

### **Attendance**

Assumption College students must abide by the College's Code of Conduct whilst they are at TAFE, in the work place or with other relevant Registered Training Organizations. Failure to do so will result in the matter being referred to their House Coordinator.

Students will arrange with their subject teacher to sit any examinations that fall on a TAFE day on an alternative day. Students must attend all scheduled VET classes with the exceptions of:

- Illness- in this instance a medical certificate is required.
- Retreat and Reflection Days
- Assumption Feast Day
- Champagnat Day

Please note that at times some TAFEs or RTOs may provide different information or advice regarding attendance. Please be reminded that you are an Assumption College student and therefore bound by ACK's policies, expectations and procedures.

### **No withdrawal from VET**

VET courses run over all 4 terms. Students who undertake a VET course are committed to the full year. Students are **unable to change their mind** and pull out of their VET course once they have commenced. Some TAFEs allow two week probation where the student may withdraw in the first two weeks. If this is the case the student should contact the Pathways Coordinator immediately to discuss the situation. This does not apply to Hairdressing and Beauty courses.

### **Missed classes at Assumption**

It is the responsibility of the student to catch up on any schoolwork they miss whilst at TAFE. VET/SBAT Students are given study periods in their timetable to allow this to happen. Students must follow up with their subject teachers regarding missed classes.

### **Structured Work Place Learning**

All students must complete 5 days 1<sup>st</sup> year and 10 days in 2<sup>nd</sup> year of Structured Work Place Learning **during the school holidays** with an employer working in the area of the student's chosen VET. Example: those doing Hairdressing need to find work with a Hairdresser. It is the responsibility of the student to find a suitable employer. Students must get a Structured Work Place Learning Form, available from the Pathways Coordinator, filled out by the employer, student and parents and signed by the Principal of Assumption College **before** they attend the work place so that they are covered for Work Cover. This signed and completed form must be given to the Pathways Coordinator before they commence placement. Assessment forms will be sent to the employers for feedback to the student and parents on the placement. Work Placement is an appropriate and important component of all VET programs. It complements the structured training undertaken at the Registered Training Organisation (RTO). It can often turn into a real job offer for the student in the future.

It provides for:

- Enhancement of skills development
- Practical application of Industry knowledge
- Assessment of units of competence as determined by the RTO
- Increased employment marketability

### **Study Score**

A Study Score is available in some VET programs. Students are able to undertake a VCAA examination in the following VET programs:

Business Administration, Community Services, Dance, Engineering Studies, Equine Industry, Hospitality Operations, Media, Music Industry, Community Recreation (Sport & Recreation) Electrotechnology, Financial Services, Furnishings, Information Technology and Laboratory Skills.

### **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 Coordinator or the Year Level Co-ordinator.*