

Senior School Studies in 2016 at Red Cliffs Secondary College

Dear Students, Parents and Guardians of new and current students, welcome to Red Cliffs Secondary College and studies in years 10, 11 and 12.

Red Cliffs Secondary College provides high quality education to students in years 7 -12 and caters for the varying needs and aspirations of those students in terms of their academic and social development. At all times we have a strong commitment to educating and developing the whole student.

The Senior School at Red Cliffs Secondary College places great emphasis on students having a positive attitude to every aspect of school life and on generating an enthusiasm for self-directed learning and becoming informed active global citizens.

Our emphasis is on developing confident and purposeful young adults with realistic aspirations for meeting the challenges they will face in their chosen careers. As members of the Senior School, Year 10 students are challenged and supported to think positively about their future pathways and their leadership responsibilities. Students have the opportunity to participate in a range of curricular and co-curricular activities to expand their horizons.

Every student in the senior school is assisted through individual careers counselling to develop an individual career pathway that provides a global perspective and a sense of direction. A strong, integrated and holistic wellbeing program seeks to provide students with an additional element of support and care.

The purpose of this handbook is to provide students and their families with information about the Senior School and the subjects that will be offered. It is vital that students in the Senior School plan carefully and make informed decisions that enable them to fulfil both academic and personal goals.

The best advice is to choose studies:

- Which the student enjoys;
- In which the student achieves success;
- That the student may need for future study (prerequisites) or work;
- Which maintain and develop the student's special skills and talents.

Each student should ensure that he/she is fully informed before making decisions about his/her course of study. The teaching staff are committed to assisting all students to achieve success.

Qualities required from the students to assist in this journey are:

- A desire to do one's best at all times in all aspects of school life and learning ;
- A commitment to their studies;
- Determination and perseverance when things become difficult;
- Dedication to their studies and personal growth
- Discipline at school, the workplace and at home.

These qualities are necessary to meet the challenges of the final years of secondary schooling and allow students to succeed. Students need to establish sound work habits and learn to set priorities for their commitments at school and at home. Red Cliffs Secondary College aims to encourage all senior students to invest effort and time into achieving success and doing their best.

Although the senior schooling years can be challenging at times, we hope our students will also find them enjoyable and some of the most memorable of their school years.

Welcome to the senior years of study at Red Cliffs Secondary College in 2016 and beyond.

Narelle Greenwood
Senior School Coordinator
Red Cliffs Secondary College

Helen Popovski & Sara Broster
Assistant Principals
Red Cliffs Secondary College

David Browne
Principal
Red Cliffs Secondary College

Senior School Studies at Red Cliffs Secondary College



Red Cliffs Secondary College is in a very unique position to be able to offer six continuous years of secondary education to students from across the district. This handbook provides comprehensive information to our current students and for students joining us from other schools, to help them plan their path through years 10, 11 and 12.

Many options are available to senior students at Red Cliffs. A comprehensive range of VCE, VET and VCAL programs are available to prepare students for further education at TAFE or universities, or into employment.

Subject selection is one part of the process for a successful senior secondary education. The college has a number of key people to provide any extra support and assistance to students. Careers and further education advice, work experience options, course counselling and a caring wellbeing team are all in place to ensure that the journey through the senior years of secondary schooling are as smooth and as successful as possible.

Mr. David Browne
Principal



Red Cliffs Secondary College is perfectly placed for students to continue and further develop the positive working relationships with their teachers in the Junior Years of their schooling into the Senior Years as they commence studies in Year 10, VCE, or VCAL. Students new to our school will find our holistic approach to learning & wellbeing an ideal place to thrive in the senior years. We look forward to working with students, parents/guardians and staff to see students achieve at their optimum and embrace the concept of life long learning

Mrs. Helen Martin & Ms. Sara Broster
Assistant Principals



As Careers / Pathways Coordinator, I provide assistance with course selection information and access to a comprehensive library of career information, including specific University/ TAFE information. As well as coordinating a regular careers advise program, I am available to all students and their parents for individual careers counselling. I also oversee the running of Vocational Education and Training (VET) Programs run in conjunction with TAFE and other training providers, and organise the Structured Workplace Learning and Work Experience programs.

Mrs Amanda Boulton
Careers / Pathways Coordinator



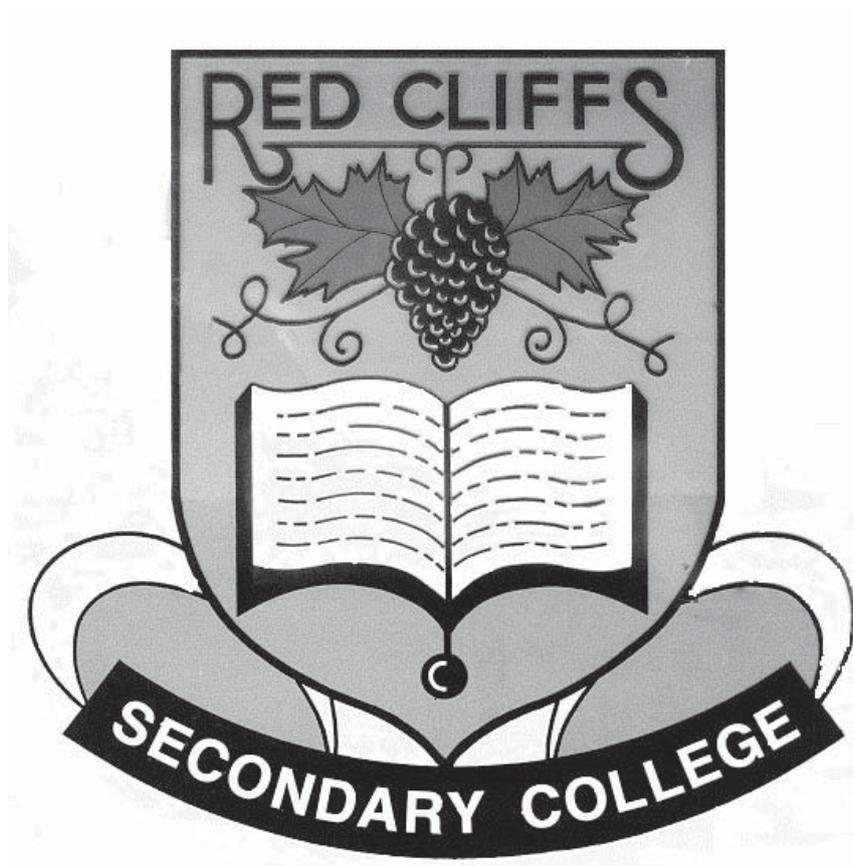
As the Senior School Coordinator I work in conjunction with Year Level Coordinators, the Student Well Being and Student Management team to ensure that all students in Year 10, 11 and 12 make successful transitions into employment, training and further education.

Miss Narelle Greenwood
Senior School Coordinator



Commitments required of all Senior School Students

1. To strive to achieve your best in all classes and for all examinations.
2. To complete all coursework, school assessed tasks, school assessed coursework and examinations on time and to the best of your ability.
3. To complete homework and revision tasks in a timely and thorough manner.
4. To ensure that employment needs are balanced with the need to complete school work thoroughly and on time.
5. To follow all College rules with respect to all members of the school community and the learning environment.
6. To participate fully in College activities.
7. To treat all people with respect.
8. To attend all classes unless for illness or an approved absence.
9. To act in a safe and appropriate manner while representing the school in extra curricular activities in the community and in the workforce.
10. To be exemplary role models for junior students, by demonstrating an excellent work ethic, pride in the uniform, obedience of school rules, and showing respect for all.



Glossary of Terms

Eligibility	Ability to meet the requirements of a particular course or certificate.
ATAR	Australian Tertiary Admission Rank It is the overall ranking on a scale of 0–99.95 that you receive, based on your study scores (see below). The ATAR (previously known as ENTER) is used by universities and TAFE institutes to select students for their courses.
GAT	General Achievement Task – A test that is done by all students doing a Unit 3 and 4 sequence. It is used by the VCAA to check that schools are marking school-assessed tasks to the same standard. It doesn't count towards your graduation, but your GAT results are reported to you with your Statement of Results.
Learning outcomes	What you must know, or be able to do, by the time you finish a unit in order to get an S for that unit.
Program	Complete list of the units being studied throughout your VCE / VCAL.
Satisfactory completion	Achievement of learning outcomes. In plain language, this means you have passed a unit. You get an 'S' for the unit.
SAC	School Assessed Coursework. A task completed in school to assess how students are performing, set and marked by the teachers according to VCAA specifications.
Semester	A half year unit of study.
Sequence	2 units of study in combination (unit 3-4).
Stand alone unit	Unit of study that can be taken as a single unit (unit 1 or unit 2).
Study	VCE / VCAL subject.
Study Design	The description of the content of a study, and how students' work is to be assessed. A Study Design for each VCE study is published by the VCAA. Schools and other VCE providers must adhere to the study designs.
Study Score	(Relative Position) A score from zero to 50 which shows how you performed in a study, relative to all other students doing that same study. It is based on your results in school assessments & examinations.
SWL	Structured Workplace Learning is on the job training during which a student is expected to master a set of skills or competencies, related to a course accredited by the Victorian Registration and Qualifications Authority. These include VET, VCE, or VCAL.
Unit	Part of a study - a half year (semester) block. There are usually four units in a study, numbered 1, 2, 3, and 4.
Unsatisfactory Completion	You have not achieved the learning outcomes for a VCE/VCAL subject and you get an 'N' for it.
VCAA	Victorian Curriculum and Assessment Authority – state government authority responsible for conducting the VCE/VCAL.
VCAL	Victorian Certificate of Applied Learning – a hands-on learning course taken as an alternative to VCE.
VCE	Victorian Certificate of Education.
AusVELS	Australian Essential Learnings – this is a document that outlines the curriculum & assessment approaches for prep to year ten.
VET	Vocational Education and Training – nationally recognized vocational studies integrated into VCE/VCAL.
Work Experience	Is where students experience the world of work. It is the short term placement of students with employers, providing insights into the industry, & workplace in which they are located.

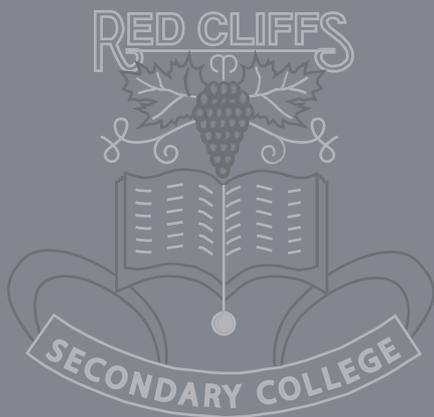
Glossary of Terms

Study Design	A study design for each VCE/VCAL study is published by the Victorian Curriculum and Assessment Authority. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE/VCAL providers must adhere to the study designs.
Study Score	A score from zero to 50 which shows how a student performed in a study, relative to all other students doing the same study. It is based on the students' results in school assessments and examinations.
Units	The components of a study. There are usually four units in a study, numbered 1,2,3, and 4.
Unsatisfactory completion	If students have not achieved the learning outcomes for a VCE/VCAL subject they will receive an 'N' result for that unit which is reported to the VCAA.
VCAL	The Victorian Certificate of Applied Learning - a hands on learning course taken as an alternative to the VCE.
VCE	The Victorian Certificate of Education awarded to students who meet the requirements for graduation.
VCAA	The Victorian Curriculum and Assessment Authority. Responsible to the Minister of Education for conducting the VCE/VCAL, among other things.
VET	Vocational Education and Training. Nationally recognised vocational certificates now integrated within the VCE/VCAL.
VTAC	Victorian Tertiary Admissions Centre. Acts on behalf of universities and TAFE provides coordinating the selection of students to offered programs. It calculates and distributes the ATAR.
Work Experience	A program that allows students to experience the world of work. It i sa short term placement of students in an employment setting.

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Year 10 Subject Choices



The Year 10 Program in 2015

At Red Cliffs Secondary College, students in Year 7 to 10 will be taught AusVELS curriculum, aligned with the Australian National Curriculum. This is to equip students with the capabilities to:

- Manage themselves and their relations with others
- Understand the world and
- Act effectively in that world

Our teaching and learning program throughout Years 7 to 10 is underpinned using the three core, interrelated strands of:

Physical, Personal and Social Learning (Knowledge, skills and behaviours in Health and Physical Education; Personal Learning; Interpersonal Development; Civics and Citizenship)

Discipline-based Learning (Knowledge, skills and behaviours in The Arts; English and Languages; The Humanities; Mathematics and Science)

Interdisciplinary Learning (Knowledge, skills and behaviours in Communication; Design, Creativity and Technology; Information and Communication Technology; Thinking processes)

The College provides a comprehensive and sequential course from Years 7-12 in the key learning areas: English, Mathematics, Science, Technology, Humanities, the Arts, Health and Physical Education, and Languages. At VCE / VCAL level students are able to select courses which guarantee pathways to further studies at University and TAFE, and to training and employment. Students in Year 10 are also able to access a number of Vocational Education and Training (VET) Programs through TAFE and other Training Providers. All VET Programs successfully completed can contribute to future VCE or VCAL Programs.

The College has a very successful Arts program involving music, drama, dance and media studies. All students have frequent opportunities to perform publicly at such events as speech night, and dramatic and musical productions.

There are planned year level camps and excursions, programs based on educational experiences which provide enrichment opportunities and promote social development of students. Opportunities also exist for students to participate in sporting activities within and outside the college.

Year 10 Course Requirements

Year 10 students follow a curriculum which covers the Key Learning Areas.

Students are required to:

- Complete 6 units per semester (i.e. 12 Units for satisfactory Year 10 completion)
- Selection of subjects must meet Domain Unit requirements.

Please note:

- All subjects have a time allocation of five 47 minute periods per week
- No independent study time is available in the Year 10 course
- The College Homework Policy recommends: 1-3 hours on weeknights and 6 hours at weekends.

VCE/VET/VCAL Options

A feature of the Year 10 program is the opportunity for students to enrol in a VCE study. This will enable a student to spread their VCE over a longer period and thus increase their choice of subjects. Please note: not all VCE subjects are open for enrolment in Year 10. While students are encouraged to indicate their interest, they must be aware that all enrolments in VCE studies at Year 10 require teacher recommendation and availability of spaces. Students wishing to undertake VET subjects through TAFE need to be aware of the additional costs associated with the program and the fact that they will be out of the school one day a week. As a consequence they will need to negotiate with individual subject teachers how they will catch up. VCAL Foundation will be offered for Year 10 students, who are genuinely interested in a Vocational Pathway after they leave school. Please note that numbers will be limited in this course, therefore selection is not guaranteed. Please see the VCAL section of this handbook for further clarification.

LANGUAGES:

Languages are offered through the Victorian School of Languages and are completed via a distant education study format. See Ms. Popovski, Assistant Principal, for details of languages available and costs.

DEAR:

The college also operates a DEAR program (Drop Everything and Read), where all students across Year 7-12 spend 20 minutes daily after lunch reading a suitable book of their choice.

Choosing Your Subjects/Course

The purpose of this booklet is to provide information for intending students so that you may be able to make an informed choice of subjects in Years 10, 11 and 12.

In making these choices you should consider the following:

1. Your own interests, capabilities and talents.
2. The “educational” value of a course. Education is a life long process. It is important not to focus exclusively on the more career-oriented subjects but to also note the considerable rewards in choosing from a reasonably wide range of disciplines.
3. Your career interests. It is important that students realise what career opportunities are open to them by their selection of a subject. If you have a specific career in mind involving a tertiary course you should read carefully the appropriate sections of the VTAC Guide. The Careers Resource Centre has copies of this book. These can give useful background on prerequisites required to enter particular courses. You can also access this information on the website: www.vtac.edu.au

The Careers Coordinator, Mrs Amanda Boulton, is available to provide advice on course selection and the Careers Resource Centre has up-to-date resources to assist you in planning for your future career.

A simple rule is to choose the subjects or courses which interest you and in which you are most likely to be successful.

YEAR 10 ENGLISH

The Year 10 English curriculum is built around the three interrelated strands of Language, Literature and Literacy. Together the strands focus on developing students’ knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier levels.

Students engage with a variety of texts for enjoyment. They interpret, create, evaluate, discuss and perform a wide range of literary texts, in which the primary purpose is aesthetic, as well as texts designed to inform and persuade. Students create a range of imaginative, informative and persuasive types of texts including narratives, performances, discussions, critical analyses and transformations of texts.

VCAL FOUNDATION LITERACY

This course addresses the skill needs of students who have struggled to meet success in Year 9 English. It leads onto VCAL - Literacy Intermediate.

Topics: Reading and Writing and Oracy, for self expression, knowledge, practical purposes and public debate.

Texts: Collections of short stories (teacher provided) and current media/current affairs (teacher provided).

Year 10 Work Experience

All Year 10 students are required to complete a Work Experience placement. The placement enables students to experience the world of work and is a requirement for successful completion of Year 10. A minimum period of 5 days and a maximum period of 15 days applies to placements. All year 10 students will undertake Work Experience in Term 2, 2015.

Preparation for Work Experience is covered in Pathways Sessions held throughout the year. While on Work Experience students will be required to fill out a log book, which is to be submitted on completion of their placement. While on placement students will be visited by a staff member.

Students are encouraged find their own placements and to seek advice from the Careers/Pathways Coordinator regarding placements. Places in some industries fill up very quickly, so getting organised early is important. Placements made are provisional until approved by the school.

Students can also undertake work experience during school holiday periods. Those students who do not attend the snow trip will be required to attend work experience during this week.

Paperwork outlining the program will be sent out at the end of Year 9. Students are encouraged to get their placements organised over the December/January break.



Year 10 Camps Program

An excursion program with an adventure option is available to Year 10 students. The program varies according to demand but on offer for 2015 will be:-

- Snow trip, 6 days including 4 days on the snow.

Students who do not go on the Snow Trip will be expected to undertake an additional Work Experience placement.



YEAR 10 MATHEMATICS OPTIONS

By the time students reach Year 10 they have usually decided whether or not they have an inherent ability in this subject. Because of the diverse ability and interest levels we offer a variety of options for students.

Current Year 9 maths teachers will recommend which of these maths courses the students should undertake.

Our belief is to place the students in the highest level they are capable of so that they have the required level of mathematics for future courses or employment.

It is strongly recommended that students choosing Math Methods also enrol in Further Maths or Specialist Maths.

ADVANCED YEAR 10 MATHEMATICS

This course is recommended to students who have excellent work habits and enjoy the challenge of mathematics. Students will be extended beyond the normal Year 10 course. A Texas Instrument nSpire CAS calculator is compulsory.

Topics:

- Measurement
- Trigonometry – including non-right angled triangles,
- Linear and Quadratic Equations
- Statistics
- Probability
- Geometry
- Algebra

YEAR 10 MATHEMATICS

It is anticipated that the majority of Year 10 students will undertake this maths course. Any student who has performed at the expected standard in Year 9 should be able to meet the challenge of this level of mathematics. There is an expectation that students will revise regularly and complete a weekly homework task. A Texas Instrument nSpire CAS calculator is compulsory.

Topics

- Measurement
- Trigonometry
- Linear Equations
- Statistics
- Probability
- Circular Geometry
- Algebra
- Business Mathematics

YEAR 10 FOUNDATION MATHS

This course is designed for students who have struggled with basic number facts; it is not available to students who just want an easy option. We aim to work with a smaller group, in a non-threatening environment. There is an expectation that students will work consistently to improve their skill level. This course only leads onto Foundation Maths Unit 1&2. Students will need a scientific calculator.

Topics:

- Number skills
- Money
- Geometry
- Measurement
- Trigonometry
- Research work

YEAR 10 FOOD TECHNOLOGY

The aim of this course is for students to:

- Acquire, extend and apply a range of practical skills related to the use of equipment and appliances, and develop an understanding of the processes used in handling ingredients to produce a food product.
- Develop safe, logical and efficient work practices.
- Develop skills in oral, written and graphic communication by investigating topics related to the study of food and nutrition.
- Acquire knowledge of nutrition through an understanding of the importance of diet in relation to health.

YEAR 10 TEXTILES

This subject focuses on the distinctive properties of materials, the selection of materials for specific purposes and the tools, equipment and machines used to process materials. Appropriate methods of communicating ideas to assist in the design of products are also covered.

YEAR 10 SCIENCE

The Year 10 science course will help you clarify the ideas you have about science subjects which you may study in Year 11. If you are not sure what senior biology, chemistry and physics are like, the topics studied will give you some idea. If you do not go on to study science in Year 11, the course contains many ideas and issues that you will hear about in the news and discuss with others. To be able to talk about things such as genetic engineering or environmental issues is to be scientifically literate. You can choose either one (Work Science), or two (Science) semesters of Year 10 science. The course seeks to give you the opportunities to practise critical and creative thinking and problem solving through a range of experiments, activities and exercises.

It covers the main areas of science:

- Biology is the study of life and living things.
- Chemistry is the study of matter and natural and processed materials. You study what substances are made of and how they react with each other.
- Physics is the study of the physical world in terms of motion, force and energy.
- Earth science is called Geology and space science is called Astronomy.

Topics covered are

- Science is investigating
- Road science
- Inheritance
- Chemical reactions
- Explaining Reactions
- Forensic Science
- Species Survival
- Metals and Non Metals
- Renewable Energy

YEAR 10 HUMANITIES

The Year 10 Humanities course will enable students to build on the knowledge and skills gained in Year 9 Humanities. It covers the main areas of Humanities and a broad range of topics will be studied. The course will also help students clarify the ideas they have about the Humanities subjects which may be studied in Year 11. Students undertaking Year 10 can choose one of the following pathways:

- Students can choose to complete one semester of a Year 10 Humanities course.

OR

- Students can choose to complete a full year of a VCE Humanities Subject as part of their Year 10 program. Subjects on offer include:
 - Unit 1 and/or 2 Accounting
 - Unit 1 and/or 2 Business Management
 - Unit 1 and/or 2 Geography
 - Unit 1 and/or 2 20th Century History
 - Unit 1 and/or 2 Legal Studies.
 - Unit 1 and/or 2 Sociology
- Please note: more information about the content and requirements of VCE Humanities Subjects can be found in the VCE section of the handbook.

YEAR 10 INFORMATION TECHNOLOGY

The aim is to understand more about the use of computers in society and to further develop personal and employable computer skills.

Students experience a variety of software packages which have been selected to develop a range of skills. The course is a useful introduction to Unit 1 and 2 Information Technology.

YEAR 10 DRAMA

Drama explores the role of performance in particular traditions, times in history and cultures, as well as in contemporary drama and theatre. The knowledge of styles and conventions gained from this exploration is then incorporated into students' dramatic works. Students analyse live theatre performances and use reviews to assist in the interpretation of plays. They design, construct and experiment with sets, costumes and properties in their own presentations.

YEAR 10 VISUAL COMMUNICATIONS & DESIGN

Students are required to show a more individual approach and style in their work. Students will be refining their skills in the areas of symbology, orthographic and pictorial drawing, technology use and illustration. They will be expected to keep a neat resource file, a folio of designs and computer works. Projects will be given in the areas of information:

- Visual Communication
- Environmental and Product Design
- Analysis of VCD

Students will be required to complete a series of tasks using '*Illustrator*' and '*Photo Shop*'

YEAR 10 MEDIA STUDIES

This unit will involve the students looking at the way a narrative is constructed both in a theoretical and practical sense. Students will learn to identify and analyse representations in film using "Representation of Youth" as a theme. After a general introduction to the theme they will study, in depth, 3 feature films and respond to questions on study guides. Students will also develop the skills to plan and create video productions. This will include the writing of a synopsis, creating a traditional script, laying out a storyboard and reviewing the final product. Students will learn to use video cameras and digital editing software through workshops and their own productions.

YEAR 10 PHYSICAL EDUCATION

Physical Education and Health provides students with knowledge, skills and behaviours to enable them to achieve a degree of independence in developing and maintaining their physical, mental, social and emotional health. Physical Education and Health focuses on the importance of a healthy lifestyle and physical activity in the lives of individuals and groups in society. Students choose one of the following four options:

Option 1: 1 Semester: Bronze Medallion: Water Safety & Lifesaving; Coaching Children **Option 2: 1 Semester:** Elite Sports Training: Energy Systems; Elite Sports Training: Biomechanics **Option 3: All Year:** Bronze Medallion: Water Safety & Lifesaving; Coaching Children; Skill Acquisition; Sports Psychology. **Option 4: All Year:** Elite Sports Training: Energy Systems; Elite Sports Training: Biomechanics Skill Acquisition; Sports Psychology.

YEAR 10 ART

This unit focuses on further development of practical art skills and technical processes using a variety of media, plus art appreciation, criticism and analysis.

The assessment is based on three main work requirements:

- Selected Art works of different media
- A sketch book diary showing ideas and trials
- A series of exercises in art appreciation, criticism and analysis
- Personal Expression

YEAR 10 MULTIMEDIA

The general purpose of the program is to provide the skills and knowledge in a broad range of basic media related tasks, using a variety of different software, and to develop expertise that can be applied in other areas as well as providing the foundation for further study in multimedia.

YEAR 10 DESIGN, CREATIVITY & TECHNOLOGY WOOD

In this unit student's research, develop, produce and evaluate an outdoor bench to suit their home décor. This project develops students' knowledge and application of design and production skills. The evaluation stage develops student's ability to analyse their performance and highlight strengths as well as possible areas of improvement. Research is designed to help students gain an understanding of design concepts and fashion trends as well as looking at the factors that influence a successful design concept. Introduction to new tools and processes are also undertaken to help broaden students' understanding of production methods in one off productions.

YEAR 10 MUSIC

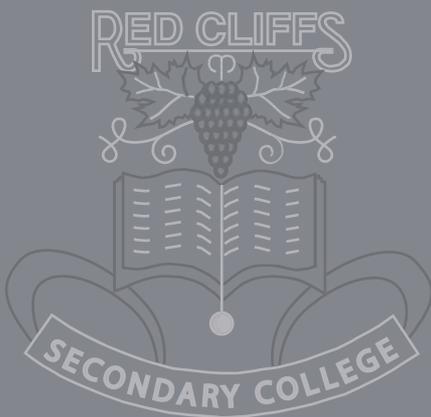
Year 10 Music aims to provide students with the opportunity to expand their practical playing skills and gain knowledge in various areas of the music industry. The expansion of theoretical knowledge is continued, providing a pathway to VCE or alternative music studies. This includes recording of performances and the use of other forms of music technology. The study of music styles throughout the ages up to today is also included.

Students are strongly encouraged to be learning a musical instrument and be having instrumental lessons.

YEAR 10 DANCE

Through Dance students will explore real, imaginary and abstract ideas to plan and create dance works. In the presentation of the work they will be able to contribute to the choice of appropriate spaces, materials, equipment and presentation forms and show an understanding of the concepts of purpose and audience.

VCE Subject Choices
(Victorian Certificate of Education)



VCE Studies

Minimum Requirements for a VCE Certificate

The minimum requirement for the award of the VCE is satisfactory completion of 16 units that include:

- Three units of the common study of English (Units 1, 2, 3 or 4)
- Three sequences of Units 3 and 4 studies other than English, of which two can be VCE VET sequences

A student's overall achievement in each study will continue to be calculated and reported as a Study Score (Relative Position) on a scale of 0 to 50 if the student gains an S for both units 3 and 4 of the study.

English Requirements

The three units of English studies that are required for satisfactory completion of the VCE may be selected from English / English ESL Units 1 to 4 and Literature Units 1 to 4.

Please note that VTAC advises that for the calculation of a student's ATAR score, satisfactory completion of both Units 3 and 4 of English or Literature is required.

Course and Institutional Requirements for University and TAFE Entrance

Students must also meet and or complete course and institutional requirements. It is the responsibility of students to research the prerequisites for courses and career paths they are interested in and make sure they are part of their individual course / pathway plan. A useful website in this regard is www.vtac.edu.au

Guidelines for Course Selection

Choose units that:

- Interest you and in which you have been successful
- Will lead to employment or a vocation you find appealing
- Are prerequisites for further training or tertiary courses you are considering
- You have discussed with staff and your family and you have researched and feel confident you can complete.

Do **not** choose units because

- You incorrectly believe that certain subjects give you an advantage in the VTAC scaling process for calculating the ATAR. (Scaling and the strength of competition balance out. Students are free to choose units on the grounds listed above.
- Your friends are doing them. They might have sound reasons for their selections.
- You believe a particular teacher is teaching the subjects. Teachers and teaching loads are subject to change.

Authentication

Authentication is the process of ensuring that all of the work that a student submits is their own. A student's "own work" is that which can be confidently authenticated by the teacher.

The VCAA sets the general rules on authentication. This document can be accessed on line at www.vcaa.vic.edu.au

It is the student's responsibility to present plans and drafts during the production of work and to prove that all of the material presented is in fact the student's own work. Students must ensure that they acknowledge any other sources used.

Students are encouraged to follow these steps when completing work:

- Discuss the progress of your work with your teacher as often as is practicable
- Ensure that you properly acknowledge all sources used
- Ensure that your teacher sees a hand written plan or draft prior to completing work using technologies such as computers.

If there is any problem relating to the authentication of a student's work then these may be dealt with by the Authentication Panel. The Panel will also review student work, as required by the VCAA.

Homework

An essential part of successfully completing senior school studies is developing a regular and rigorous homework program. Individual subjects will have different requirements for what needs to be completed as homework. Tasks that may be required to be completed as homework include:

- Regular revision of class work
- Completing practise / past examination papers – these can be found at www.vcaa.vic.edu.au
- Prior reading
- Research
- Homework sheets
- Completing unfinished or missed class work

- Prior viewing of films before class work commences
- Reading and re-reading of class texts
- Continued work on folio
- Filming of practical work

Students are expected to complete all homework tasks requested by their teacher to the best of their abilities. Private study sessions during school times are an ideal time to complete some of these tasks. Students should expect to do homework both after school, on weekends and on school holidays. On average students should be completing 2 – 3 hours homework per night for Unit 3 /4 studies and 1.5 – 2.5 hours of homework per night for Unit 1 /2 studies. On top of homework, students should also begin a regular program of active revision.

Text books and Materials

Students will be expected to purchase their own text books and other materials for subjects. This will include a certain type of calculator for the specific maths subject a student selects to study. Many of these items can be purchased second hand from the school. Students will be given a booklist that clearly outlines what items need to be purchased. Some students may need to purchase items not on the booklist but dependent on the medium they select to use in arts and technology subjects. If students or families are in financial hardship they need to contact the school to discuss what other arrangements can be made.

Lost or Damaged Work

Lost or damaged work requires a report in writing to the VCAA and the completion of a Statutory Declaration by the student.

Students need to be aware that faulty technology that includes the computer crashing, the printer not working etc **is not a valid reason** for not submitting work. Students need to take steps to protect their work when using technology such as computers, videos and so on.

Authentication and Breach of Rules

Students are required to meet deadlines for plans and drafts where they are a part of this procedure. Teachers will not accept work for assessment if it cannot be authenticated.

If a breach of authenticated procedures is suspected, a student's assessment will be suspended until a formal hearing is held to determine this matter. The subject teacher concerned, Principal / Assistant Principal or nominee, the Senior School Co-ordinator and the student will be present at the hearing.

All relevant evidence will be sought and collected in order to ascertain whether the work in question is the student's own.

A student will be notified immediately that the breach is suspected. At least 24-hrs notice, in writing, will be given of the formal hearing.

Onus of proof

The student must provide evidence that the work submitted is his or her own and was completed in accordance with the VCAA requirements.

In order to obtain the necessary evidence, students may be required to: provide evidence of the development of the work, for example drafts; discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work; provide samples of other work; complete, under supervision, a supplementary assessment task (or test) related to the original task; attend an interview or complete a test to demonstrate an understanding of the work.

If a breach of authentication is established the appropriate penalty will be applied. It is possible that the student's score could be cancelled.

Use of Computers

A student who uses a computer to produce work for assessment is responsible for ensuring that;

- There is an alternative system available in case of computer or printer malfunction or unavailability
- Hard copies of the work in progress are produced regularly
- Each time changes are made the work is saved onto a back-up file. The back-up file should not be stored with the computer.
- It is the student's responsibility to ensure that they have sufficient access to the computerised resources at the school such as network and internet access.

Examinations

The School will run examinations for all VCE Studies.

Unit 1&2 Exams

In order to prepare students for Unit 3&4 exams, the school will run exams for students in all Unit 1&2 Studies at the end of each semester. The results of these exams will be provided to students on their end of semester reports.

The exams will be run and operated by the school. Assessment will be by the classroom teacher on the criteria provided by the teacher.

Students are required to follow the exam rules and procedures set by the School. The examination score will be recorded on the student's report.

Unit 3&4 Exams

All examinations in Unit 3&4 Studies will be run and operated by the VCAA according to the procedures outlined in their examinations manual published each year. Students will be required to observe the rules and regulations set down by the VCAA for the conduct of exams.

Exams will be subject to independent marking by assessing panels appointed by the VCAA. Where necessary, discrepancy marking will be done by an additional assessor. This assessor will assess the task without knowledge of the previous assessments.

Where at all possible, students should attempt to sit all exams. Where they are prevented from sitting an exam due to unavoidable circumstances, students must immediately contact the school and may apply to the VCAA for Derived Examination Scores.

The General Achievement Test (GAT)

The General Achievement Test is a test of general knowledge and skills in:

Written communication, mathematics, science, technology, humanities, the arts and social sciences.

Each represents a body of general knowledge and skills that students are likely to have built up through their school years.

Because it is a general test, no special study is required for the GAT. Students will already have done preparation for the GAT in the past study of subjects like English, Mathematics, Science and History, where they have built up general knowledge and skills in writing, numeracy and reasoning. These are the knowledge and skills that will be tested.

Why do Students have to do the GAT?

The GAT is an essential part of the VCE assessment procedures.

All students enrolled in one or more VCE Unit 3 and 4 sequences must sit the GAT.

Although GAT results do not count directly towards a student's VCE results, they play an important role in checking that school assessments and examinations have been accurately assessed, and in determining Derived Examination Scores. So it is important to sit the GAT and do as well as possible on all parts of it.

The GAT is used in these ways because achievement on the GAT is a good predictor of achievement on other assessments. If students have done well on the GAT, then their achievements are likely to be high on their school assessments and examinations.

How is the GAT used?

The VCAA will use students' GAT scores as a basis for:

- Contributing to statistical moderation of School-assessed Coursework
- Reviewing school assessments in School-assessed Tasks
- Checking the accuracy of examination marking
- Calculating the Derived Examination Scores

VCE N Result for Individual Subjects

The school has set procedures in place for any student at risk of an N assessment. The procedures are designed to assist students in meeting outcomes and informing parents of concerns.

Special Provision

Consideration for Special Provision

Students are eligible for Special Provision if they have been:

- Affected by serious illness, by any factors relating to personal environment or by other serious cause
- Disadvantaged by any physical disability or other long term impairment

Any student undertaking any VCE / VCAL subject is eligible to apply for Special Provision for School Assessed Tasks only.

Students who believe that they are eligible for Special Provision must inform either the Well Being Coordinator, Senior School Co-ordinator, individual subject teacher or Year Level Coordinator.

Students are not eligible for Special Provision if they:

- Are absent from school for prolonged periods without evidence of significant hardship or illness
- Are unfamiliar with the English language
- Are affected by teacher absence and other teacher related difficulties
- Are affected by faulty technology in the preparation of work
- Misread an exam timetable or exam paper.

Evidence to support claim

It is the responsibility of the student to supply appropriate written evidence or certification outlining specific details from an acknowledged professional. **Special Provision is not an automatic right and is not granted in every circumstance.**

Derived Exam Score (DES)

A Derived Examination Score only applies to Unit 3 or 4 formal Examinations. The Derived Examination Score is calculated by the VCAA and may be used as the student's examination result where the student has met the eligibility requirements for the provision. This provision is intended to allow students access to achieve a result in the full range of Graded Assessments in order to maximise opportunities in the next phase of their education. It is not intended for students who did not wish to undertake the examinations.

A student is eligible for a Derived Exam Score if from two weeks prior to the examination, the student has been significantly adversely affected by personal or environmental circumstances.

Derived Exam Score Calculation

The Derived Exam Scores will be calculated statistically from the students other assessments:

- Moderated Coursework Scores
- School Assessed Tasks scores
- GAT scores
- Other examination scores if applicable
- Indicative results provided by the school

The student receives the highest of either the derived score or the achieved score and this score is used to calculate the final Study Score for the student.

The Study Score will then be reported on the student's Statement of Results and to VTAC.

Application Timeline for a Derived Exam Score.

Applications for a Derived Exam Score need to arrive in Melbourne **within 7 days of your last examination for that group of examinations**. The application must contain a written account of the event which has disrupted your examination period from yourself, the Senior School Manager, Chief Examination Supervisor and any other relevant people such as a doctor or health care professional. It should also contain proof that this event has occurred and has affected you adversely. For instance if there is a death in the family during the exam period then you will need to submit proof such as a death notice from the newspaper.

Granting of a Derived Examination Score

While the school submits the application on behalf of the student on the basis of evidence provided, it is the Victorian Curriculum and Assessment Authority that will make the final decision. **It is not a school based decision. Students need to be aware that Derived Examination Scores are not automatically granted.**

Camps and Excursions

Camps and excursions are an integral part of the curriculum; they consolidate and enrich learning experiences. Students and parents are notified of camps and excursions in advance by a letter indicating the destination, venue, departure time, purpose, accompanying teachers, costs and other relevant details. Parents are required to give permission for their child to attend. Every attempt is made to keep costs to a minimum.

The Tertiary Trip is offered each year alternating each year to visit universities in Victoria and then the following year visiting universities in South Australia. These trips are very informative for our senior school students. The tours around different universities are often given by some of our former students who are more than pleased to answer any questions about moving away to study, different courses offered and ways to cope with tertiary studies and life.

Planning for the Future

It is essential that students in the Senior School plan carefully and make informed decisions that enable them to fulfil both academic and personal goals.

The best advice is to choose studies:

- Which the student enjoys;
- In which the student achieves success;
- That the student may need for future study (prerequisites) or work;
- Which maintain and develop the student's special skills and talents.

Each student should ensure that he/she is fully informed before making decisions about his/her course of study.

Red Cliffs Secondary College has a sound record of success in the senior years.

The teaching staff are committed to assisting students to achieve success.

Some qualities required from the students:

- A desire to do one's best;
- A commitment to their studies;
- Determination and perseverance when things become difficult;
- Dedication to their studies and academic achievement; and
- Discipline both at school and at home.

These qualities are necessary to meet the challenges of the final years of secondary schooling and allow students to succeed.

Students need to establish sound work habits and learn to set priorities for their commitments at school and at home.

Red Cliffs Secondary College aims to encourage all its senior students to invest effort and time into achieving success and doing their best.

Although the senior years are challenging, we hope our students will also find them enjoyable and some of the most memorable of their school years.

ENGLISH

The focus of this subject is on developing student responses to increasingly complex texts. Through the analysis of books, short stories, poetry and media texts, students analyse themes, issues and how language use is determined by style and audience. Students also focus on developing, creating and presenting their writing through theme based contexts.

Which English Units Should I Choose?

Year 11

English Units 1 & 2 and or Literature Units 1 & 2. Only VCAL students can select the VCAL Literacy Unit for Year 11

Year 12

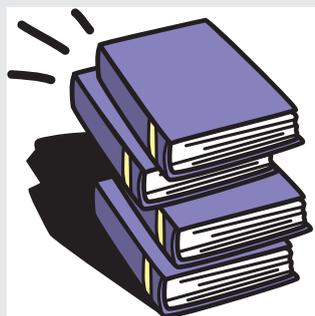
English Units 3 & 4 and or Literature Units 3 & 4. Only VCAL students can select the VCAL Literacy Unit for Year 12.

All Unit 3 & 4 Studies must be taken as a sequence. English remains a compulsory study and all students who wish to obtain a VCE must satisfactorily complete three units of English.

Students are also reminded that to obtain an ATAR score for University Entrance they must complete Units 3 & 4 of English successfully in the same year.

Possible Careers

- Author
- Journalist
- Public Relations Officer
- Librarian
- Translator
- Diplomat



Unit 1

Areas of Study:

- Reading and creating texts
- Analysing and presenting argument

Assessment: All assessment tasks are developed within the guidelines of the VCAA. Assessment tasks may include: oral presentations, media analysis, text responses, writing folio pieces and an examination.

It is an expectation that students will pre read or view texts and then re read them as requested by the teacher.

Text Books: As outlined on the book list

Unit 2

Areas of Study

- Reading and creating texts
- Analysing and presenting argument

Assessment: All assessment tasks are developed within the guidelines of the VCAA. Assessment tasks may include: oral presentations, media analysis, text responses, writing folio pieces and an examination.

It is an expectation that students will pre read or view texts and then re read them as requested by the teacher.

Text Books: As outlined on the book list

Unit 3

Areas of Study:

- Reading and responding to texts
- Creating and Presenting
- Using language to persuade.

Assessment: All assessment tasks are developed within the guidelines of the VCAA. Assessment tasks may include: oral presentations, media analysis, text responses, writing folio pieces and an examination.

Assessment Unit 3 coursework equates to 25% of assessment in the Unit 3, Unit 4 pair

It is an expectation that students will pre read or view texts and then re read them as requested by the teacher.

Text Books: As outlined on the book list

Unit 4

Areas of Study

- Reading and responding to texts
- Creating and Presenting

Assessment: All assessment tasks are developed within the guidelines of the VCAA. Assessment tasks may include: oral presentations, media analysis, text responses, writing folio pieces and an examination.

Assessment Unit 4 coursework equates to 25% assessment in the Unit 3, Unit 4 pair. external Examination is worth 50%

It is an expectation that students will pre read or view texts and then re read them as requested by the teacher.

Text Books: As outlined on the book list

LITERATURE

Unit 1

Areas of Study:

- Reading practices
- Ideas and concerns in texts

Assessment: All assessment tasks are developed within the guidelines of the VCAA. Assessment tasks may include: essays, creative responses, oral presentations, journal writing and reviews.

It is an expectation that students will pre read or view texts and then re read them as requested by the teacher.

Text Books: As outlined on the book list

Unit 2

Areas of Study

- The text, the reader and their contexts
- Exploring connections between texts

Assessment: All assessment tasks are developed within the guidelines of the VCAA. Assessment tasks may include: essays, creative responses, oral presentations, journal writing and reviews.

It is an expectation that students will pre read or view texts and then re read them as requested by the teacher.

Text Books: As outlined on the book list

Unit 3

Areas of Study:

- Adaptations and transformations
- Views, values and contexts in texts
- Considering alternative viewpoints.

Assessment: All assessment tasks are developed within the guidelines of the VCAA. Assessment tasks may include: essays, creative responses, oral presentations, journal writing and reviews.

Assessment Unit 3 coursework equates to 25% of assessment in the Unit 3, Unit 4 pair

It is an expectation that students will willingly pre and re read texts beyond preferred genre`

Text Books: As outlined on the book list

Unit 4

Areas of Study:

- Creative responses to texts
- Close analysis

Assessment: All assessment tasks are developed within the guidelines of the VCAA. Assessment tasks may include: essays, creative responses, oral presentations, journal writing and reviews.

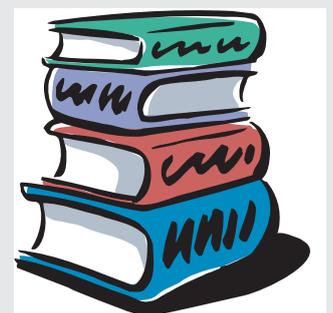
Assessment Unit 4 equates to 25% of assessment in the Unit 3, Unit 4 pair and an external Examination is worth 50%.

It is an expectation that students will willingly pre and re read texts beyond preferred genre`

Text Books: As outlined on the book list

Possible Careers

- Author
- Journalist
- TV and Film critic
- Editor
- Writer / Novelist



DANCE

Unit 1: Dance Perspectives

This area of study focuses on analysis of choreographers' expressive intentions, expressive body actions resulting from movement creation processes, and the physical skills required to safely execute these expressive body actions. Students learn about ways of articulating an expressive intention, analyse and document influences on their own dance making, and consider expressive intentions used by other choreographers. They also learn about ways of documenting movement, for example using annotated drawings and sketches, and writing descriptions using dance terminology and using notation.

OUTCOMES:

On completion of this unit the student should be able to describe and document the expressive and technical features of their own and other choreographers' dance works, and discuss influences on their own dance-making.

Unit 2: Choreography & Performance

In this area of study, students develop an expressive intention and explore and safely use body actions to communicate this expressive intention when creating dance works. Students use processes such as improvisation, selection, arrangement, refinement and evaluation to explore their chosen expressive intention and develop a personal movement vocabulary for the creation of a solo or group dance work.

They also study ways of structuring and developing a unified composition and develop solo and/or group improvisation skills.

OUTCOMES:

On completion of this unit the student should be able to choreograph and perform a solo or group dance work and complete structured improvisations.

Possible Careers

- Teacher
- Dance Instructor
- Fitness Instructor
- Dancer
- Choreographer

Unit 3

Not offered in 2016.

Will be offered in 2017.

Unit 4

Not offered in 2016.

Will be offered in 2017.

DRAMA

Possible Careers

- Actor
- Drama Teacher
- Film/TV/Theatre work



Unit 1 Character Development

Areas of Study:

- Creating Characters
- Analysing Characters

Assessment: All assessment tasks are developed within the guidelines of the VCAA. Assessment may include written reports, journal work, practical examinations for solo and ensemble performance.

The rehearsal of pieces outside class time is expected.

Text Books: As outlined on the book list

Unit 2 Character Development

Areas of Study:

- Creating Dramatic Performances
- Analysing Dramatic Performances

Assessment: All assessment tasks are developed within the guidelines of the VCAA. Assessment may include written reports, journal work, practical examinations for solo and ensemble performance.

The rehearsal of pieces outside class time is expected.

Text Books: As outlined on the book list

Unit 3 Ensemble Performance

Areas of Study:

- Creating an ensemble performance
- Analysing a non-naturalistic performance

Assessment: All assessment tasks are developed within the guidelines of the VCAA. Assessment may include written reports, journal work, practical examinations for solo and ensemble performance.

The rehearsal of pieces outside class time is expected.

Text Books: As outlined on the book list

Unit 4 Solo Performance

Areas of Study:

- Creating a solo performance
- Analysing a solo performance

Assessment: All assessment tasks are developed within the guidelines of the VCAA. Assessment may include written reports, journal work, practical examinations for solo and ensemble performance.

The rehearsal of pieces outside class time is expected.

Text Books: As outlined on the book list

MEDIA

Unit 1

Areas of Study:

- Representation
- Technologies of Representation

Assessment: All assessment tasks are developed within the guidelines of the VCAA. Most of the practical work (digital photography and video shooting) will be done out of class time. There would be quite a few hours involved (possible whole weekends) when you are involved in this type of activity. All outcomes are assessed using set criteria and on student performance in class.

Text Books: As outlined on the book list

Unit 2

Areas of Study:

- Media Production
- The Media Industry

Assessment: All assessment tasks are developed within the guidelines of the VCAA. Most of the practical work (digital photography and video shooting) will be done out of class time. There would be quite a few hours involved (possible whole weekends) when you are involved in this type of activity. All outcomes are assessed using set criteria and on student performance in class.

Text Books: As outlined on the book list

Unit 3

Areas of Study:

- Narrative
- Media Production Design

Assessment: All assessment tasks are developed within the guidelines of the VCAA. Most of the practical work (digital photography and video shooting) will be done out of class time. There would be quite a few hours involved (possible whole weekends) when you are involved in this type of activity. All outcomes are assessed using set criteria and on student performance in class.

School Assessed Coursework 20%;
School Assessed Tasks 35% and
Examination 45%

Text Books: As outlined on the book list

Unit 4

Areas of Study:

- Media Process
- Media texts and Society's Values
- Media Influence

Assessment: All assessment tasks are developed within the guidelines of the VCAA. Most of the practical work (digital photography and video shooting) will be done out of class time. There would be quite a few hours involved (possible whole weekends) when you are involved in this type of activity. All outcomes are assessed using set criteria and on student performance in class.

School Assessed Coursework 20%;
School Assessed Tasks 35% and Examination 45%

Text Books: As outlined on the book list

Possible Careers

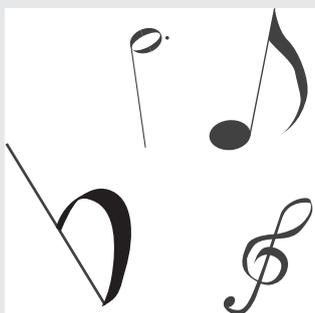
- Journalism
- Video Production
- Tertiary studies in media
- Advertising



MUSIC

Possible Careers

- Musician
- Classroom / Instrumental Teacher
- Music Therapy
- Recording Industry
- Music Retail Industry



Unit 1

Areas of Study:

- Performance
- Technique
- Musicianship

Assessment: There is an expectation that students will practice/rehearse solo and ensemble pieces outside of class.

All assessment tasks are developed within the guidelines of the VCAA. Assessment will take the form of solo/ensemble performance examination, technical exercise, written tasks, and aural tests.

Text Books: As outlined in the book list

Unit 2

Areas of Study:

- Performance
- Technique
- Musicianship
- Organisation of sound

Assessment: There is an expectation that students will practice/rehearse solo and ensemble pieces outside of class.

All assessment tasks are developed within the guidelines of the VCAA. Assessment will take the form of solo performance examination, technical exercise, written tasks, composition tasks and aural tests.

Text Books: As outlined in the book list

PLEASE NOTE: There is no longer a separate Solo & Group Syllabus (Unit 3 & 4). They are now both the same content and assessment.

Unit 3

Areas of Study:

- Performance
- Technique
- Musicianship

Assessment: There is an expectation that students will practice/rehearse solo and ensemble pieces outside of class.

All assessment tasks are developed within the guidelines of the VCAA. Assessment will take the form of solo performance examination, technical exercise, written tasks, composition tasks and aural tests. Assessment at Units 3 and 4 is School Assessed Coursework 30%, Aural Examination 20% Performance Examination 50%

Text Books: As outlined in the book list

Unit 4

Areas of Study:

- Performance
- Technique
- Musicianship

Assessment: There is an expectation that students will practice/rehearse solo and ensemble pieces outside of class.

All assessment tasks are developed within the guidelines of the VCAA. Assessment will take the form of solo performance examination, technical exercise, written tasks, composition tasks and aural tests. Assessment at Units 3 and 4 is School Assessed Coursework 30%, Aural Examination 20% Performance Examination 50%

Text Books: As outlined in the book list

STUDIO ARTS

Unit 1

Students have a choice of medium: Photography, Drawing, Ceramics, Painting, etc.

Areas of Study

- Developing Art Ideas
- Materials and techniques
- Interpretation of art ideas and the use of materials and techniques.

Assessment: All outcomes are assessed using set criteria along VCAA guidelines. This will include folio development and the study of artists and artworks.

Text Books: As outlined on the book list

Unit 2

Students have a choice of medium: Photography, Drawing, Ceramics, Painting, etc.

Areas of Study:

- Design exploration
- Ideas and styles in artworks

Assessment: All outcomes are assessed using set criteria along VCAA guidelines. This will include folio development and the study of artists and artworks

Text Books: As outlined on the book list

Unit 3

Students have a choice of medium: Photography, Drawing, Ceramics, Painting, etc.

Areas of Study:

- Exploration proposal
- Design process
- Professional art practises and styles

Assessment: All outcomes are assessed using set criteria along VCAA guidelines. This will include folio development and the study of artists and artworks. School Assessed Tasks 33%; School Assessed Task 33% and End of Year Examination 34%

Text Books: As outlined on the book list

Unit 4

Students have a choice of medium: Photography, Drawing, Ceramics, Painting, etc.

Areas of Study:

- Focus reflection & evaluation
- Folio of artworks
- Art industry contexts

Assessment: All outcomes are assessed using set criteria along VCAA guidelines. This will include folio development and the study of artists and artworks. School Assessed Tasks 33%; School Assessed Task 33% and End of Year Examination 34%

Text Books: As outlined on the book list

Possible Careers

- Illustrator
- Artist
- Teacher
- Art curator
- Theatre set designer
- Art historian
- Sign writer
- Graphic artist

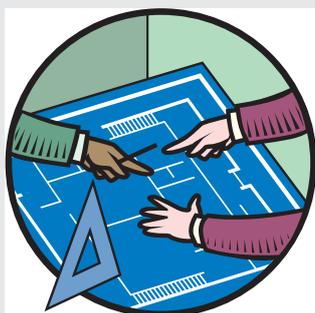


VISUAL COMMUNICATION

DESIGN

Possible Careers

- Graphic artist
- Drafting
- Interior design
- Architecture
- Industrial design
- Teacher
- Illustration and trade careers



Unit 1

Areas of Study:

- Drawing as a means of communication
- Design elements and design principles.
- Visual communication in context.

Assessment: All outcomes are assessed using set criteria along VCAA guidelines. This will include folio development, idea development, research, freehand and technical drawing, and examinations.

Text Books: As outlined on the book list

Unit 2

Areas of Study:

- Technical drawing in context
- Type and imagery
- Applying the design process

Assessment: All outcomes are assessed using set criteria along VCAA guidelines. This will include folio development, idea development, research, freehand and technical drawing, and examinations.

Text Books: As outlined on the book list

Unit 3

Areas of Study:

- Analysis and practice in context.
- Design industry practice.
- Developing a brief and generating ideas.

Assessment: All outcomes are assessed using set criteria along VCAA guidelines. This will include folio development, idea development, research, freehand and technical drawing, and examinations. Unit 3 Coursework will contribute 20%, Unit 3 and 4 School-assessed Task 40%, Unit 4 School-assessed Coursework 5% and End of Year Examination 35%.

Text Books: As outlined on the book list

Unit 4

Areas of Study:

- Development of design concepts.
- Final Presentations.
- Evaluation and explanation.

Assessment: All outcomes are assessed using set criteria along VCAA guidelines. This will include folio development, idea development, research, freehand and technical drawing, and examinations. Unit 3 Coursework will contribute 20%, Unit 3 and 4 School-assessed Task 40%, Unit 4 School-assessed Coursework 5% and End of Year Examination 35%.

Text Books: As outlined on the book list

HEALTH AND HUMAN DEVELOPMENT

Unit 1 The health & development of Australia's youth

Areas of Study:

- Understanding youth and human development
- Youth issues

Assessment: All outcomes are assessed using set criteria along VCAA guidelines. Tasks may include case study analysis, data analysis, visual presentation, a multimedia presentation, test, written report, semester examination.

Text Books: As outlined on the book list

Unit 2 Individual human development and health issues

Areas of Study:

- Prenatal health and individual development
- Child health and individual development
- Adult health and individual development

Assessment: All outcomes are assessed using set criteria along VCAA guidelines. Tasks may include case study analysis, data analysis, visual presentation, test, written report, semester examination.

Text Books: As outlined on the book list

Unit 3 Australia's health

Areas of Study:

- Understanding Australia's health
- Promoting health in Australia

Assessment: All outcomes are assessed using set criteria along VCAA guidelines. Tasks may include case study analysis, media analysis, written reports and an end of semester examination. Assessment in Health and Human Development comprises 25% School Assessed Coursework in Unit3, 25% School Assessed Coursework in Unit 4, and a two hour end of year externally set examination worth 50 %

Text Books: As outlined on the book list

Unit 4 Global health and human development

Areas of Study:

- Introducing global health and human development
- Promoting global health and human development

Assessment: All outcomes are assessed using set criteria along VCAA guidelines. Tasks may include case study analysis, media analysis, written reports and an end of semester examination. Assessment in Health and Human Development comprises 25% School Assessed Coursework in Unit3, 25% School Assessed Coursework in Unit 4, and a two hour end of year externally set examination worth 50 %

Text Books: As outlined on the book list

Possible Careers

- Child Care
- Teaching
- Nutritionist
- Home Economist
- Nursing
- Psychology



PHYSICAL EDUCATION

Possible Careers

- Teaching
- Physiotherapy
- Nursing
- Sports management
- Fitness instructor
- Coaching
- Recreation officer
- Sports psychology
- Policeman
- Sports journalist



Unit 1 Bodies in motion

Areas of Study:

- Body systems and human movement
- Biomechanical movement principles

A choice from:

- Technological enhancements from biomechanical perspective; or
- Injury prevention and rehabilitation

Assessment: All outcomes are assessed using set criteria along VCAA guidelines. Tasks may include Laboratory reports, review questions, unit tests, written reports and an end of semester examination.

This subject has both classroom learning and practical sessions.

Text Book: As indicated on the book list.

Unit 2 Sports coaching and physically active lifestyles

Areas of Study:

- Effective coaching practices
- Physically active lifestyles

A choice from:

- Decision making in sport; or
- Promoting active living

Assessment: All outcomes are assessed using set criteria along VCAA guidelines. Tasks may include Laboratory reports, review questions, unit tests, written reports and an end of semester examination.

This subject has both classroom learning and practical sessions.

Text Book: As indicated on the book list.

Unit 3 Physical activity promotion and physiological performance

Areas of Study:

- Monitoring and promotion of physical activity
- Physiological requirement of physical activity

Assessment: All outcomes are assessed using set criteria along VCAA guidelines. Tasks may include Laboratory reports, review questions, unit tests, written reports and an end of semester examination. Assessment in Physical Education Units 3 and 4 comprises 25% School Assessed Coursework in Unit3, 25% School Assessed Coursework in Unit 4, and a two hour end of year externally set examination worth 50 %.

This subject has both classroom learning and practical sessions.

Text Book: As indicated on the book list

Unit 4 Enhancing performance

Areas of Study:

- Planning, implementing and evaluating a training program
- Performance enhancement and recovery practices

Assessment: All outcomes are assessed using set criteria along VCAA guidelines. Tasks may include Laboratory reports, review questions, unit tests, written reports and an end of semester examination. Assessment in Physical Education Units 3 and 4 comprises 25% School Assessed Coursework in Unit3, 25% School Assessed Coursework in Unit 4, and a two hour end of year externally set examination worth 50 %.

This subject has both classroom learning and practical sessions.

Text Book: As indicated on the book list

ACCOUNTING

Unit 1 Accounting for a service business

Areas of Study:

- Record and report accounting information for service businesses
- Apply accounting skills to prepare financial reports & make informed decisions.

Assessment: Achieving the outcome is demonstrated by the completion of class work, tests, projects and an end of semester examination. Students complete some tasks manually and some electronically using Microsoft Excel. All tasks are set according to VCAA Guidelines.

Text Book: As indicated on the book list.

Unit 2 Accounting for a trading business

Areas of Study:

- Record and report accounting information for trading businesses
- Evaluate performance and suggest ways to improve performance

Assessment: Achieving the outcome is demonstrated by the completion of class work, tests, projects and an end of semester examination. Students complete some tasks manually and some electronically on an accounting software package. All tasks are set according to VCAA Guidelines.

Text Book: As indicated on the book list.

Possible Careers

- Accounting
- Finance
- Office Administration
- Small Business Ownership
- Book Keeping
- Banking
- Business Management
- Marketing

Unit 3 Double entry for trading business

Areas of Study:

- Record and report accounting information for trading businesses
- Incorporate end of period adjustments

Assessment: Achieving the outcome is demonstrated by the completion of class work, tests, projects and an end of semester examination. Students complete some tasks manually and some electronically on an accounting software package. All tasks are set according to VCAA Guidelines. School Assessed Coursework for Unit 3 contributes to 25% of the study score. School Assessed Coursework for Unit 4 contributes 25% to the study score and the End of Year Examination contributes 50%.

Text Book: As indicated on the book list.

Unit 4 Control and analysis of performance

Areas of Study:

- Prepare budgets
- Evaluate profitability and liquidity and suggest ways to improve performance.

Assessment: Achieving the outcome is demonstrated by the completion of class work, tests, projects and an end of semester examination. Students complete some tasks manually and some electronically on an accounting software package. All tasks are set according to VCAA Guidelines. School Assessed Coursework for Unit 3 contributes to 25% of the study score. School Assessed Coursework for Unit 4 contributes 25% to the study score and the End of Year Examination contributes 50%.

Text Book: As indicated on the book list.



BUSINESS MANAGEMENT

Possible Careers

- Accounting
- Finance
- International Trade
- Logistics
- Human Resource Management
- Administration
- Public Relations
- Industrial Relations
- Tourism
- Marketing



Unit 1 Small Business Management

Areas of Study:

- Business Concepts
- Small business planning
- Day-to-day operations

Assessment: Achieving the outcomes is demonstrated by the completion of class work, tests, project, business simulations, case studies, site visits and an end of semester examination. All tasks are set according to VCAA Guidelines.

Text Book: As indicated on the book list

Unit 2 Communication & Management

Areas of Study:

- Communication in Business
- Managing the marketing function
- Managing the public relations

Assessment: Achieving the outcomes is demonstrated by the completion of class work, tests, project, business simulations, case studies, site visits and an end of semester examination. All tasks are set according to VCAA Guidelines.

Text Book: As indicated on the book list

Unit 3 Corporate Management

Areas of Study:

- Large-scale organisations in their context, globalisation and the world economy
- Internal environment of organisations
- Operations management

Assessment: Achieving the outcomes is demonstrated by the completion of class work class activities, tests, responses to case studies and site visits. All tasks are set according to VCAA Guidelines. School assessed Coursework for Unit 3 Contributes to 25% of the study score. School Assessed coursework for Unit 4 contributes 25% to the study score and the end of year examination 50%

Text Book: As indicated on the book list

Unit 4 Managing People & Change

Areas of Study:

- Human resource management – the management of people in an organisation
- Management of Change – how organisations deal with the changing world in which they operate.

Assessment: Achieving the outcomes is demonstrated by the completion of class work class activities, tests, responses to case studies and site visits. All tasks are set according to VCAA Guidelines. School assessed Coursework for Unit 3 Contributes to 25% of the study score. School Assessed coursework for Unit 4 contributes 25% to the study score and the end of year examination 50%

Text Book: As indicated on the book list

HISTORY (20TH CENTURY)

Unit 1 1918 - 1939

Areas of Study:

- Ideology and Conflict
- Social and cultural change

Unit 1 explores the nature of political, social and cultural change in the period between the world wars and the impacts of decisions made that led to the rise of fascism in Germany, militarism in Japan, communism in the Soviet Union and the Great Depression in the United States. This unit considers the way that societies responded to these changes and how they affected people's lives.

Text Book: As indicated on the book list

Unit 2 1945 - 2000

Areas of Study:

- Ideas and political power
- Movements of the people
- Issues for the millennium

Unit 2 explores the nature of political, social and economic change in the second half of the twentieth century, which was dominated by the competing ideologies of democracy and communism. This unit considers the conflicts that resulted from the Cold War between the USA and Soviet Union as well as the impacts of decolonisation.

Text Book: As indicated on the book list

Possible Careers

- Archaeologist
- Researcher
- Journalist
- Teacher
- Diplomatic Service
- Museum or Art Curator
- Historian
- Tour Guide
- Lawyer
- Cultural Heritage Officer
- Policy Advisor
- Foreign Affairs Officer
- Aid Worker
- Defence Force
- Travel Consultant

Assessment:

For each unit of study tasks are selected from: case studies, essays, reports, tests, short answer questions, extended responses and analysis of visual material (for example: cartoons, films and websites.)

HISTORY REVOLUTIONS

Unit 3 The Russian Revolution 1896-1927

Areas of Study:

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

Assessment: School assessed coursework will contribute to 25% of the study score and tasks will include a historical enquiry, an analysis of primary sources, an evaluation of historical interpretations and an essay. Outcome 1 will explore the fall of the tsarist system of government and the rise of the communist ideology in Russia which led to the February and October revolutions of 1917. Outcome 2 will explore the establishment of the communist government, the Civil War that followed and an evaluation of the society that resulted.

Text Book: As indicated on the book list

Unit 4 The American Revolution 1754-1789

Areas of Study:

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

Assessment: School assessed coursework will contribute to 25% of the study score and tasks will include a historical enquiry, and analysis of primary sources, an evaluation of historical interpretations and an essay. Outcome 1 will explore how the policies of colonial Britain led to the rise of a revolutionary movement and the key leaders and events that challenged the existing society. Outcome 2 will explore the declaration of independence, the revolutionary war that followed and an evaluation of the society that resulted.

Text Book: As indicated on the book list

Possible Careers

- Archaeologist
- Researcher
- Journalist
- Teacher
- Diplomat
- Museum or Art Curator
- Historian
- Tour Guide
- Lawyer
- Cultural Heritage Officer
- Policy Advisor
- Foreign Affairs Officer
- Aid Worker
- Defence Force
- Travel Consultant

LEGAL STUDIES

Possible Careers

- Lawyer
- Social Worker
- Finance
- Property Management
- Education
- Police Officer
- Clerk of Court
- Legal Secretary
- Journalist
- Politician
- Welfare Worker

Unit 1

This unit introduces students to the influences that law has on all aspects of society. It has a major focus on the criminal justice system.

Areas of Study:

- Law in Society
- Criminal Law
- The Criminal Courtroom

Assessment: Achievement of the outcomes is demonstrated by the completion of class work, tests, and structured responses to case studies, mock trials, news article annotation, class activities and an end of semester examination. All tasks are set according to VCAA Guidelines.

Text Book: The Legal Maze 7th Edition

Unit 2

This unit focuses on law and civil disputes. Students also study a contemporary legal issue in civil law.

Areas of Study:

- Civil Law
- Civil Law in Action
- The Law in focus
- A question of rights

Assessment: Achievement of the outcomes is demonstrated by the completion of class work, tests, and structured responses to case studies, mock trials, news article annotation, class activities and an end of semester examination. All tasks are set according to VCAA Guidelines.

Text Book: The Legal Maze 7th Edition

Unit 3

This unit will enable students to develop an understanding of the institutions that determine laws and the processes by which laws are made, as well as The Influence of our Constitution

Areas of Study:

- Parliament & the citizen
- The constitution & the protection of rights
- Role of courts in law-making

Assessment: Achievement of the outcomes is demonstrated by the completion of class work, activities, tests and responses to case studies. All tasks are set according to VCAA Guidelines. School Assessed Coursework for Unit 3 contributes to 25% of the study score. School Assessed Coursework for Unit 4 contributes to 25% of the study score and the end of year examination is 50%.

Text Book: Making & Breaking The Law 9th Edition.

Unit 4

This unit explores the function and justification of the courts, tribunals and alternative avenues of dispute resolution. This unit has a focus on both civil and criminal law.

Areas of Study:

- Dispute resolution methods
- Court processes and procedures, and engaging in justice

Assessment: Achievement of the outcomes is demonstrated by the completion of class work, activities, tests and responses to case studies. All tasks are set according to VCAA Guidelines. School Assessed Coursework for Unit 3 contributes to 25% of the study score. School Assessed Coursework for Unit 4 contributes to 25% of the study score and the end of year examination is 50%.

Text Book: Making & Breaking The Law 9th Edition

SOCIOLOGY

Unit 1: Youth and Family

This unit focuses on exploring the social categories of youth and adolescence and the social institution of family. You will compare youth and family across time and cultures.

Areas of Study:

- Category and experience of youth
- The family

Assessment: Demonstration of the achievement of outcomes will be based on the completion of class work, tests, reports, film analysis, review of articles, essays, media files, multimedia presentations and an end of semester examination. All tasks are set according to VCAA Guidelines.

Text Book: As indicated on the book list.

Unit 2: Social norms: breaking the code

This unit focuses on the concepts of deviance and crime across time and cultural expectations.

Areas of Study:

- Deviance
- Crime

Assessment: Demonstration of the achievement of outcomes will be based on the completion of class work, tests, reports, film analysis, review of articles, essays, media files, multimedia presentations and an end of semester examination. All tasks are set according to VCAA Guidelines.

Text Book: As indicated on the book list.

Unit 3: Culture and ethnicity

This unit explores expressions of culture and ethnicity within Australian society within the context of Australian Indigenous culture, and ethnicity in relation to migrant groups.

Areas of Study:

- Australian Indigenous Culture
- Ethnicity

Assessment: Achieving the outcomes is demonstrated by the completion of class work, activities, tests and essays. All tasks are set according to VCAA Guidelines. School Assessed Coursework for Unit 3 contributes to 25% of the study score. School Assessed Coursework for Unit 4 contributes to 25% of the study score and the End of Year Examination is 50%.

Text Book: As indicated on the book list.

Unit 4: Community, social movements and social change

This unit explores the idea of community and how the various forms of community are experienced.

Areas of Study:

- Community
- Social movements and social change

Assessment: Achieving the outcomes is demonstrated by the completion of class work, activities, tests and essays. All tasks are set according to VCAA Guidelines. School Assessed Coursework for Unit 3 contributes to 25% of the study score. School Assessed Coursework for Unit 4 contributes to 25% of the study score and the End of Year Examination is 50%.

Text Book: As indicated on the book list.

Possible Careers

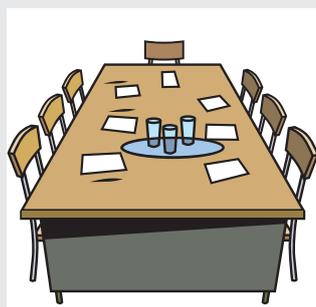
- *Social Worker*
- *Teacher*
- *Psychologist*
- *Lawyer*
- *Police Officer*
- *Journalist*
- *Marketing*
- *Human Resource Management*
- *Training and sales*
- *Media*



VCAL WORK RELATED

Possible Careers

- Building & Construction
- Retail
- Hospitality
- Beauty
- Plumbing
- Hairdressing
- Business
- Electrical
- Engineering
- Health
- Animal Studies



Intermediate: Unit 1

This unit focuses on Occupational Health and Safety in the work place.

Learning Outcomes:

- Conditions and entitlements
- Communicating OHS issues
- Understanding OHS issues
- Identifying Hazards
- Contributing to team objectives
- Using information & communication technology

Assessment: Achieving the outcomes is demonstrated by the completion of class work and student portfolios of evidence. All tasks are set according to VCAA Guidelines.

*** This subject is compulsory for any student undertaking an Intermediate VCAL program in Year 11.**

Intermediate: Unit 2

This unit focuses on pre-vocational skills.

Learning Outcomes:

- Analyse and organise information
- Communicate information
- Plan, organise and manage activities
- Identify and solve problems
- Working with others
- Using information & communication technology

Assessment: Achieving the outcomes is demonstrated by the completion of class work and student portfolios of evidence. All tasks are set according to VCAA Guidelines.

*** This subject is compulsory for any student undertaking an Intermediate VCAL program in Year 11.**

Senior: Unit 1

This unit focuses on Occupational Health and Safety in the work place.

Learning Outcomes:

- Career pathways & industry understanding
- Communicating OHS requirements
- Risk Assessments
- OHS Plans
- Contributing to team objectives
- Using information & communication technology
- Using technology

Assessment: Achieving the outcomes is demonstrated by the completion of class work and student portfolios of evidence. All tasks are set according to VCAA Guidelines.

*** This subject is compulsory for any student undertaking a Senior VCAL program in Year 12.**

Senior: Unit 2

This unit focuses on vocational skills.

Learning Outcomes:

- Analyse and evaluate information
- Communicate information
- Plan, organise and manage activities
- Identify and solve problems
- Working with others
- Using information & communication technology
- Evaluate the use of technology

Assessment: Achieving the outcomes is demonstrated by the completion of class work and student portfolios of evidence. All tasks are set according to VCAA Guidelines.

*** This subject is compulsory for any student undertaking a Senior VCAL program in Year 12.**

FOUNDATION MATHEMATICS

Unit 1

Areas of Study:

- Space, Shape and Design
- Patterns and Numbers

Assessment: Achieving the outcome is demonstrated by the completion of class work, tests, projects and an end of semester examination. Students will be required to complete skills exercises from the textbook, independent and group work, problem solving and modelling.

Text Book: Supplied class set

Calculator Requirement: Scientific Calculator

Foundation Maths is designed for students who do not wish to undertake further studies in Maths.

Unit 2

Areas of Study:

- Handling Data
- Measurement

Assessment: Achieving the outcome is demonstrated by the completion of class work, tests, projects and an end of semester examination. Students will be required to complete skills exercises from the textbook, independent and group work, problem solving and modelling.

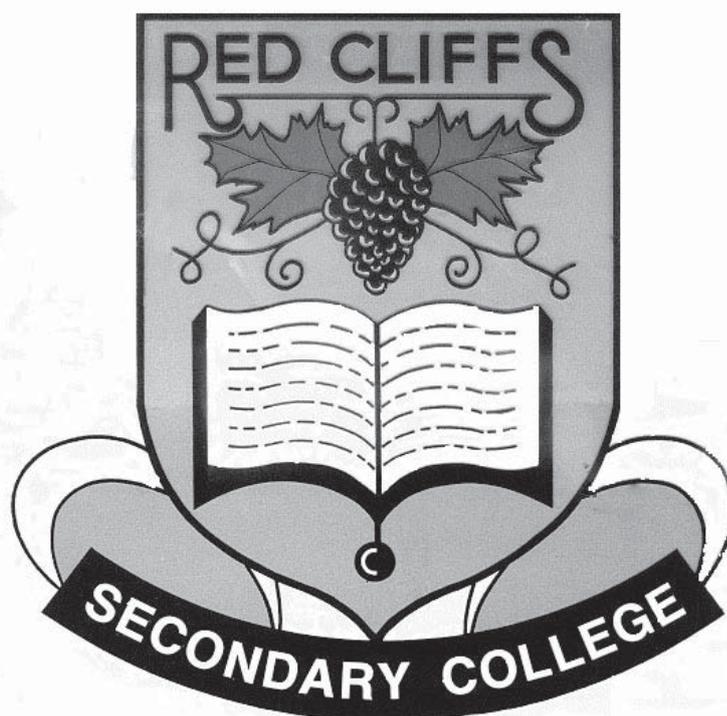
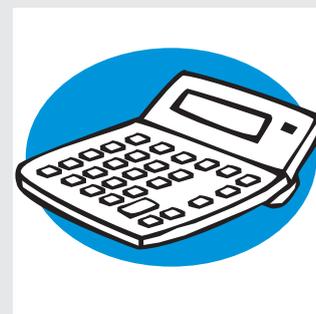
Text Book: Supplied class set

Calculator Requirement: Scientific Calculator

Foundation Maths is designed for students who do not wish to undertake further studies in Maths.

Possible Careers

- Plumbing
- Mechanic
- Electrician
- Retail
- Hospitality
- Child Care



FURTHER MATHEMATICS

Possible Careers

- Nurse
- Builder
- Police
- Horticulturist
- Teacher
- Banker
- Army
- Air Force
- Navy
- Social Worker
- Public Service
- Accountant



Unit 1

Areas of Study:

- Arithmetic
- Algebra
- Data Analysis and simulation
- Decision and Business Mathematics
- Financial Modelling
- Graphs of Linear and non Linear relations

In each unit material will cover four topics from at least three different areas of study.

Assessment: A unit is satisfactorily completed if outcomes are demonstrated. This is assessed by class tests, examinations, completing set tasks and class work. Activities may include unit tests, projects, assignments, summary sheets and semester examination.

Text Book: As outlined on the book list

Calculator Requirement: TI nSpire
CAS Calculator

Unit 2

Areas of Study:

- Arithmetic
- Algebra
- Data Analysis and simulation
- Decision and Business Mathematics
- Geometry and Trigonometry
- Graphs of Linear and non Linear relations

In each unit material will cover four topics from at least three different areas of study.

Assessment: A unit is satisfactorily completed if outcomes are demonstrated. This is assessed by class tests, examinations, completing set tasks and class work. Activities may include unit tests, projects, assignments, summary sheets and semester examination.

Text Books: As outlined on the book list

Calculator Requirement: TI nSpire
CAS Calculator

Unit 3

Areas of Study:

- Data Analysis
- Recursion and Financial Modelling

Text Books: As outlined on the book list

Calculator Requirement: Texas
Instruments nSpire CAS Calculator.

Unit 4

Areas of Study:

- Networks and Decision Mathematics
- Matrices

Text Books: As outlined on the book list

Calculator Requirement: Texas
Instruments nSpire CAS Calculator.

Assessment: A unit is satisfactorily completed if outcomes are demonstrated. This is assessed by class tests, examinations, completing set tasks and class work in line with VCAA Guidelines. Activities may include skills exercises from the text book, note taking, assignments, calculator work, problem solving, modelling tasks and independent work.

Assessment in Further Mathematics is school assessed coursework of written tasks and tests (34%) and two examinations in November (66%).

Unit 3 and 4 Exams – An approved Graphics Calculator and one bound reference developed according to VCAA guidelines.

MATHEMATICAL METHODS

Unit 1

Areas of Study:

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

Assessment: A unit is satisfactorily completed if outcomes are demonstrated. This is assessed by class tests, examinations, completing set tasks and class work. Activities may include skills exercises from the text book, note taking, assignments, calculator work, problem solving, modelling tasks and independent work.

Text Book: As outlined on the book list

Calculator Requirement: Texas Instruments nSpire CAS Calculator.

Unit 2

Areas of Study:

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

Assessment: A unit is satisfactorily completed if outcomes are demonstrated. This is assessed by class tests, examinations, completing set tasks and class work. Activities may include skills exercises from the text book, note taking, assignments, calculator work, problem solving, modelling tasks and independent work.

Text Book: As outlined on the book list

Calculator Requirement: Texas Instruments nSpire CAS Calculator

Unit 3

Areas of Study:

- Functions and Graphs
- Algebra

Text Books: As outlined on the book list

Calculator Requirement: Texas Instruments nSpire CAS Calculator.

Unit 4

Areas of Study:

- Calculus
- Probability and Statistics

Text Books: As outlined on the book list

Calculator Requirement: Texas Instruments nSpire CAS Calculator.

Possible Careers

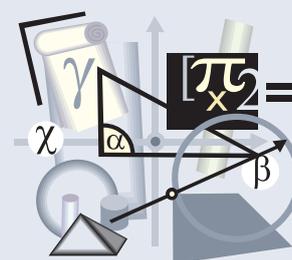
- Engineering
- Architect
- Chemist
- Dentist
- Medical Practitioner
- IT
- Radiologist
- Other Health Sciences

Assessment: A unit is satisfactorily completed if outcomes are demonstrated. This is assessed by class tests, examinations, completing set tasks and class work in line with VCAA Guidelines. Activities may include skills exercises from the text book, note taking, assignments, calculator work, problem solving, modelling tasks and independent work.

Assessment in Mathematical Methods is school assessed coursework of written tasks and tests (34%) and two examinations in November (66%).

Unit 3 and 4 Exam 1 –No Calculators or notes allowed

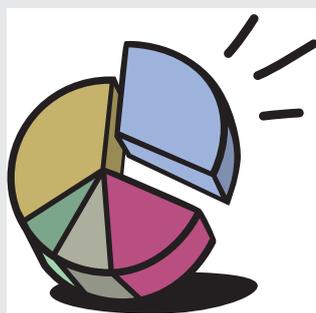
Unit 3 and 4 Exam 2 – An approved Graphics Calculator and one bound reference developed according to VCAA guidelines.



SPECIALIST MATHEMATICS

Possible Careers

- Engineering
- Scientist
- Pharmacist
- Dentist
- Medical Practitioner
- Teaching



Unit 1

Areas of Study:

- Algebra and Structure
- Arithmetic and Number
- Discrete Mathematics

Assessment: A unit is satisfactorily completed if outcomes are demonstrated. This is assessed by class tests, examinations, completing set tasks and class work. Activities may include skills exercises from the text book, note taking, assignments, calculator work, problem solving, modelling tasks and independent work.

Text Book: As outlined on the book list.

Calculator Requirement: TI nSpire
CAS Calculator

Unit 2

Areas of Study:

- Geometry, Measurement, and Trigonometry
- Graphs of Linear and non-linear relations
- Statistics

Assessment: A unit is satisfactorily completed if outcomes are demonstrated. This is assessed by class tests, examinations, completing set tasks and class work. Activities may include skills exercises from the text book, note taking, assignments, calculator work, problem solving, modelling tasks and independent work.

Text Book: As outlined on the book list.

Calculator Requirement: TI nSpire
CAS Calculator

Unit 3

Areas of Study:

- Functions and Graphs
- Algebra
- Calculus

Text Books: As outlined on the book list

Calculator Requirement: Texas
Instruments nSpire CAS Calculator.

Unit 4

Areas of Study:

- Vectors
- Mechanics

Text Books: As outlined on the book list

Calculator Requirement: Texas
Instruments nSpire CAS Calculator.

Assessment: A unit is satisfactorily completed if outcomes are demonstrated. This is assessed by class tests, examinations, completing set tasks and class work in line with VCAA Guidelines. Activities may include skills exercises from the text book, note taking, assignments, calculator work, problem solving, modelling tasks and independent work.

Assessment in Specialist Maths is school assessed coursework of written tasks and tests (34%) and two examinations in November (66%).

Unit 3 and 4 Exam 1 –No Calculators or notes allowed

Unit 3 and 4 Exam 2 – An approved Graphics Calculator and one bound reference developed according to VCAA guidelines.

BIOLOGY

Unit 1 Unity and Diversity

Areas of Study:

- How do organisms function?
- How do living systems sustain life?
- Practical Investigation
-

Assessment: Outcomes are demonstrated by a range of tasks including chapter questions, tests, assignments, practical reports, field reports and end of semester examination, all developed within VCAA guidelines. Students will undertake both independent and collaborative work.

Text Book: As outlined on the book list

Unit 2 Organisms and Their Environment

Areas of Study:

- How does reproduction maintain the continuity of life?
- How is inheritance explained?
- An investigation of an issue.

Assessment: Outcomes are demonstrated by a range of tasks including chapter questions, tests, assignments, practical reports, field reports and end of semester examination, all developed within VCAA guidelines. Students will undertake both independent and collaborative work.

Text Books: As outlined on the book list

Unit 3 Signature of Life

Areas of Study:

- Molecules of Life
- Detecting and Responding

Assessment: Outcomes are demonstrated by a range of tasks including chapter questions, tests, assignments, practical reports, field reports and end of year examination, all developed within VCAA guidelines. Students will undertake both independent and collaborative work. Unit 3 School Assessed Coursework contributes 20%, Unit 4 School Assessed Coursework contributes 20% and the End of Year Examination contributes 60%.

Text Book: As outlined on the book list

Unit 4 Continuity and Change

Areas of Study:

- Heredity
- Change Over Time

Assessment: Outcomes are demonstrated by a range of tasks including chapter questions, tests, assignments, practical reports, field reports and end of year examination, all developed within VCAA guidelines. Students will undertake both independent and collaborative work. Unit 3 School Assessed Coursework contributes 20%, Unit 4 School Assessed Coursework contributes 20% and the End of Year Examination contributes 60%.

Text Book: As outlined on the book list

Possible Careers

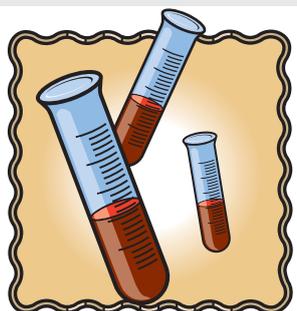
- Medicine
- Veterinary Science
- Nursing
- Dietician
- Pathology
- Human Movement
- Environmental Science



CHEMISTRY

Possible Careers

- Medicine
- Veterinary Science
- Chemical Engineer
- Scientist
- Health/Sport/Nutrition consultant
- Forensic Scientist
- Radiographer
- Environmental Science
- Nanotechnology
- Industrial Chemist
- Food Technology



Unit 1

Areas of Study:

- How can knowledge of elements explain the properties of matter?
- How can the versatility of metals be explained?
- Research Investigation

Assessment: Outcomes are achieved through the satisfactory completion of a range of tasks include research assignments, practical work, tests, written reports and an end of semester examination. All tasks are developed within VCAA Guidelines.

Text Book: As outlined on the book list

Unit 2

Areas of Study:

- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical Investigation

Assessment: Outcomes are achieved through the satisfactory completion of a range of tasks include research assignments, practical work, tests, written reports and an end of semester examination. All tasks are developed within VCAA Guidelines.

Text Book: As outlined on the book list

Unit 3

Areas of Study:

- Chemical Analysis
- Organic Chemical Pathways

Assessment: Outcomes are achieved through the satisfactory completion of a range of tasks include research assignments, practical work, tests, written reports and an end of year examination. All tasks are developed within VCAA Guidelines.

Assessment in Chemistry is a 150 minute written examination in November (60%), Unit 3 School Assessed Coursework (20%) and Unit 4 School Assessed Coursework (20%).

Text Book: As outlined on the book list

Unit 4

Areas of Study:

- Industrial Chemistry
- Supplying and using Energy

Assessment: Outcomes are achieved through the satisfactory completion of a range of tasks include research assignments, practical work, tests, written reports and an end of year examination. All tasks are developed within VCAA Guidelines.

Assessment in Chemistry is a 150 minute written examination in November (60%), Unit 3 School Assessed Coursework (20%) and Unit 4 School Assessed Coursework (20%).

Text Book: As outlined on the book list

PHYSICS

Unit 1

Areas of Study:

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

Assessment: Outcomes are achieved through the satisfactory completion of a range of tasks including tests, written reports, data analysis exercises, practical reports and an end of semester examination. All tasks are developed within VCAA Guidelines.

Text Book: As outlined on the book list

Unit 2

Areas of Study:

- How can motion be described and explained?
- Students select from a series of options.
- Practical Investigation

Assessment: Outcomes are achieved through the satisfactory completion of a range of tasks including tests, written reports, data analysis exercises, practical reports and an end of semester examination. All tasks are developed within VCAA Guidelines.

Text Book: As outlined on the book list

Unit 3

Areas of Study:

- Motion in one and two dimensions
- Electronic and photonics
- Materials and their use in structures

Assessment: Outcomes are achieved through the satisfactory completion of a range of tasks including tests, written reports, data analysis exercises, practical reports and an end of semester examination. All tasks are developed within VCAA Guidelines.

Assessment in Physics is a 150 minute written examination in November (60%), Unit 3 School Assessed Coursework (24%) and Unit 4 School Assessed Coursework (16%).

Text Book: As outlined on the book list

Unit 4

Areas of Study:

- Interactions of light and matter
- Electric power

Assessment: Outcomes are achieved through the satisfactory completion of a range of tasks including tests, written reports, data analysis exercises, practical reports and an end of semester examination. All tasks are developed within VCAA Guidelines.

Assessment in Physics is a 150 minute written examination in November (60%), Unit 3 School Assessed Coursework (24%) and Unit 4 School Assessed Coursework (16%).

Text Book: As outlined on the book list

Possible Careers

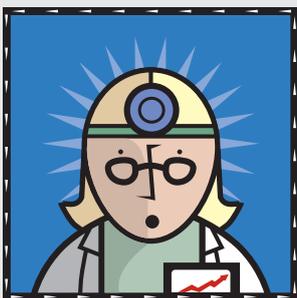
- Engineer
- Geophysicist
- Meteorologist
- Oceanographer
- Architect
- Radiographer



PSYCHOLOGY

Possible Careers

- Psychologist
- Teaching
- Social Worker
- Nursing
- Counsellor
- Management
- Child Care Worker
- Human Resource Manager
- Government Agencies
- Corporate and Private Enterprises



Unit 1

Areas of Study:

- How does the brain function?
- What influences psychological development?
- Student directed research investigation.

Assessment: Outcomes are achieved through the satisfactory completion of a range of tasks including annotated folio of practical activities, research investigations, media responses, visual presentations and tests. All tasks are developed within VCAA Guidelines.

Text Book: As outlined on the book list

Unit 2

Areas of Study:

- What influences a person's perception of the world?
- How are people influenced to behave in particular ways?
- Student directed practical investigation.

Assessment: Outcomes are achieved through the satisfactory completion of a range of tasks including annotated folio of practical activities, research investigations, presentations, media responses and tests. All tasks are developed within VCAA Guidelines.

Text Book: As outlined on the book list

Unit 3

Areas of Study:

- Mind, brain and body
- Memory

Assessment: Outcomes are achieved through the satisfactory completion of a range of tasks including Empirical Research Activities, Topic Tests, reports on research investigation, tests, visual presentation and media response. All tasks are developed within VCAA Guidelines.

Assessment in Psychology will be based on Unit 3 School Assessed Coursework (20%), Unit 4 School Assessed Coursework (20%) and a 150 minute written examination in November (60%).

Text Book: As outlined on the book list

Unit 4

Areas of Study:

- Learning
- Mental Health

Assessment: Outcomes are achieved through the satisfactory completion of a range of tasks including annotated folio of practical activities, topic tests, evaluation of research, media response, essay and an end of semester examination. All tasks are developed within VCAA Guidelines.

Assessment in Psychology will be based on Unit 3 School Assessed Coursework (20%), Unit 4 School Assessed Coursework (20%) and a 150 minute written examination in November (60%).

Text Books: As outlined on the book list

DESIGN AND TECHNOLOGY

(TEXTILES or WOOD)

Students may elect to specialise in Wood or Textiles depending on numbers.

Unit 1 Design Modification and Production

Areas of Study:

- Redesigning an existing product
- Product and evaluating a redesigned product

Assessment: Outcomes are achieved through the satisfactory completion of a range of tasks including production folio, open book reports, production article and an end of semester examination. All tasks are set in accordance with VCAA Guidelines.

Text Book: As outlined on the book list

Unit 2 Collaborative Design

Areas of Study:

- Design as a team
- Collaboratively evaluate a product

Assessment: Outcomes are achieved through the satisfactory completion of a range of tasks including production folio, open book reports, production article and an end of semester examination. All tasks are set in accordance with VCAA Guidelines.

Text Book: As outlined on the book list

Unit 3 Design, technological innovation and manufacture

Areas of Study:

- The designer, client and end user in product development
- Product development in history
- Designing for others

Assessment: Outcomes are achieved through the satisfactory completion of a range of tasks including production folio, open book reports, production article and an end of semester examination. All tasks are set in accordance with VCAA Guidelines. Assessment in Unit 3 and 4 is based on; School Assessed Coursework 20%, School Assessed Task 50% End of Year Examination 30%.

Text Book: As outlined on the book list

Unit 4 Production development, evaluation and promotion

Areas of Study:

- Analyse similar products through innovative features, functions, aesthetics and visual appeal, benefits and cost
- Apply a range of production skills and processes to implement plans
- Evaluate the outcomes of the designs and production activities and promote the product's design features to the client and end user

Assessment: Outcomes are achieved through the satisfactory completion of a range of tasks including production folio, open book reports, production article and an end of semester examination. All tasks are set in accordance with VCAA Guidelines. Assessment in Unit 3 and 4 is based on; School Assessed Coursework 20%, School Assessed Task 50% End of Year Examination 30%.

Text Book: As outlined on the book list

Possible Careers

- Fashion Designer
- Retail Buyer
- Salesperson
- Quality Control Assessor
- Pattern Maker
- Builder
- Cabinet Maker
- Boiler Maker
- Furniture Designer



FOOD AND TECHNOLOGY

Possible Careers

- Food Technologist
- Chef/Cook
- Teaching
- Waiter
- Food Preparation
- Dietician
- Working in a food test kitchen



Unit 1 Food Safety & Properties of Food

Areas of Study:

- Keep food safe
- Food properties and preparation

Assessment: Outcomes are achieved through the satisfactory completion of a range of tasks including written reports, planning and production report, practical tests and an end of semester examination. All tasks are set in accordance with VCAA Guidelines.

Text Book: As outlined on the booklist.

Materials: There are also food costs per semester

Unit 3 Food preparation, processing and food controls

Areas of Study:

- Maintaining food safety in Australia
- Food preparation & processing
- Developing a design plan folio

Assessment: Outcomes are achieved through the satisfactory completion of a range of tasks including written reports, planning and production report, practical tests and an end of semester examination. All tasks are set in accordance with VCAA Guidelines.

Assessment for Food Technology at Units 3 and 4 is, School Assessed Course Work 30%, School Assessed Task 40% and End of Year Examination 30%

Text Book: As outlined on the booklist.

Materials: There are also food costs per semester

Unit 2 Planning and preparation of food

Areas of Study:

- Tools, equipment, preparation and processing
- Planning and preparing meals

Assessment: Outcomes are achieved through the satisfactory completion of a range of tasks including written reports, planning and production report, practical tests and an end of semester examination. All tasks are set in accordance with VCAA Guidelines.

Text Book: As outlined on the booklist.

Materials: There are also food costs per semester

Unit 4 Food product development & emerging trends

Areas of Study:

- Implementing a design plan
- Food product development

Assessment: Outcomes are achieved through the satisfactory completion of a range of tasks including written reports, planning and production report, practical tests and an end of semester examination. All tasks are set in accordance with VCAA Guidelines.

Assessment for Food Technology at Units 3 and 4 is, School Assessed Course Work 30%, School Assessed Task 40% and End of Year Examination 30%

Text Book: As outlined on the booklist.

Materials: There are also food costs per semester

COMPUTING & INFORMATICS

Unit 1 Computing

Areas of Study:

- Data and graphic solutions
- Networks
- Collaboration and communication

Assessment: In Unit 1 students focus on how data, information and networked digital systems can be used to meet client needs. This will include collecting data and presenting findings of an investigation in a graphical solution, identifying and presenting a network solution for a client scenario and creating a website for a relevant technology-related issue.

Text Book: As outlined on the booklist.

Unit 2 Computing

Areas of Study:

- Programming
- Data Analysis and visualisation
- Data Management

Assessment: In Unit 2 students focus on computational, design and systems thinking skills and how they support the creation of data solutions. This will include learning a programming or scripting language, the collection and visual representation of data using different software tools and the development of a database for a client scenario.

Text Book: As outlined on the booklist

Unit 3 Informatics

Areas of Study:

- Organisations and data management
- Data analytics - drawing conclusions

Assessment: In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students will use websites and applications to acquire data and apply skills using relational database management systems to create a solution. In Area of Study 2 students will complete the first part of a project by framing a hypothesis and selecting, acquiring and organising data using spreadsheets or databases to confirm or refute their hypothesis.

Students may also elect to study Unit 3 - Software Development. Further information about this study design is available on request.

Text Book: As outlined on the booklist.

Unit 4 Informatics

Areas of Study:

- Data analytics – presenting the findings
- Information Management

Assessment: In Unit 4 students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. In Area of Study 1 students will draw on the analysis and conclusion of their hypothesis (from Unit 3, Outcome 2) and then design, develop and evaluate an online solution to communicate their findings. In Area of Study 2 students will explore how different organisations manage the storage and disposal of data and information.

Students may also elect to study Unit 4 - Software Development. Further information about this study design is available on request.

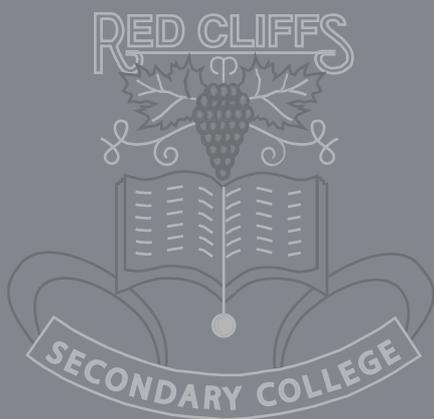
Text Book: As outlined on the booklist

Possible Careers

- Office Administration
- Computer Programmer
- Technician



VET Programs
(Vocational Education and Training)
(TAFE)



Vocational Education and Training (VET)

Vocational Education and Training (VET) subjects are now both integrated into the Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL). VET subjects are substantially different from other VCE/VCAL subjects in that success is achieved by demonstrating the ability to do the required tasks. This is called competency based learning. VET subjects provide industry specific training. Students can gain both a nationally recognised certificate and credits towards their VCE or VCAL Certificate.

Why choose a VET Certificate?

- VET Certificates and the completion of modules are fully recognised within the VCE/VCAL Certificates and therefore you will gain credits towards these certificates.
- VET modules are a required part of any VCAL Certificate and are therefore mandatory for all VCAL Students.
- VET Programs help you develop work ready skills as well as introducing you to employers and referees.
- It demonstrates interest in a particular industry (e.g. hospitality, plumbing), which may assist students in gaining a place in a course once you leave secondary school.
- Starting a VET course while at secondary school may help lead to an apprenticeship.

VET Delivery at Red Cliffs Secondary College

Red Cliffs Secondary College uses a variety of training providers to deliver VET courses. These are normally delivered off-site and students attend one day per week.

Much of what is offered by TAFE and other training providers is dependant on student numbers. Students and parents also need to be aware that all training providers charge tuition fees for the teaching and assessment of all Certificates. These costs are to be paid by families. Tuition fees can range from \$100 to \$800

VET Certificates that will be on offer in 2016

VET courses will only run if there are sufficient student numbers and the course fees are paid. Students must pay a deposit for the VET Course they wish to undertake in 2015, when they attend their course counselling interview this year. The courses currently being offered for 2016 are:

- Certificate II in Automotive Technology Studies
- Certificate II in Automotive (Paint and Panel)
- Certificate II in Building and Construction
- Certificate II in Conservation and Land Management
- Certificate II in Engineering
- Certificate II in Integrated Technology
- Certificate II in Motorsport
- Certificate II in Allied Health
- Certificate II in Equine Studies
- Certificate II in Retail Beauty and Skin Care
- Certificate II in Horticulture
- Certificate II in Hairdressing
- Certificate II in Plumbing
- Certificate II in Animal Studies
- Certificate II in Applied Fashion Design (on site - see over page)
- Certificate II in Music (on site - see over page)
- Certificate III in Fitness (on site - see over page)
- Certificate III in Children's Services
- Certificate III in Design Fundamentals
- Certificate III in Catering Operations (Hospitality and Kitchen Operations)

Students undertaking VET Courses are required to make their own way to and from the training provider. It is the student's responsibility to catch up on work missed in classes they are absent from on the day they attend their VET course.

Duration

The full certificate will generally take two years to complete and in most cases will include structured workplace learning.

Commencement of Studies

By starting in Year 11 (or Year 10 if you are completing Foundation VCAL) you will have generally completed the Certificate by the time you finish secondary school. Year 12 Students may commence a VET Program in that year; however they will be unable to finish the Certificate by the time they have completed their secondary school studies. If school leavers wish to complete the certificate they will need to make their own arrangements with the training provider to complete the course. All students in Year 11 and 12 undertaking VCAL must undertake sufficient VET studies to fulfil the requirements of the VCAL Certificate.

Certificate II in Retail Operations – via casual or part time employment.

Students can gain credit towards their VCE / VCAL for work undertaken in this program. If your employer has enrolled you in this program, you should see the Careers/Pathway Coordinator to have the details added to your VCE or VCAL program.

Australian School Based Apprenticeships & Traineeships (ASBAT)

Australian School Based Apprenticeships & Traineeships are designed to allow students to complete school and be signed on as a part time employee. The purpose of the program is to increase the options available for students to undertake vocational education and training while still at and completing secondary school.

Students considering undertaking a SBAT need to be aware that it is a mandated feature of this program that students keep up with and satisfactorily complete their school studies. You cannot undertake a SBAT if you are not enrolled in a secondary school.

For more information on ASBAs please contact your employer; Amanda Boulton at Red Cliffs Secondary College or the Australian Apprenticeship Centre on 50236166

VET SUBJECTS OFFERED ON SITE - as part of regular timetable.

CERTIFICATE II IN APPLIED FASHION DESIGN AND TECHNOLOGY

Aims

The VET program:

- provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the clothing or clothing-related industries.
- enables participants to gain a recognised credential and to make informed choices in relation to vocation and career paths.

NB: Students will complete a full Certificate II in Applied Fashion Design and Technology with selected units from Certificate III.

CERTIFICATE III IN FITNESS

Aims

The VET program:

- provides the skills and knowledge for an individual to be competent in a range of activities and functions within exercise instruction situations and activities.

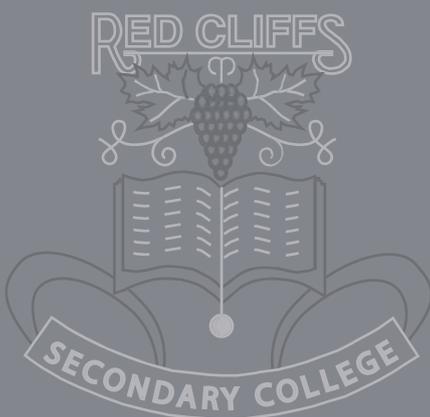
CERTIFICATE II IN MUSIC

Aims

The VET program:

- This qualification reflects the role of individuals who perform a range of mainly routine tasks in the music industry, work under direct supervision, and use limited practical skills and fundamental operational knowledge in a defined context. It is a preparatory qualification that can be used as a pathway into specialist Certificate III qualifications within the music industry

VCAL Programs
(Victorian Certificate of Applied Learning)



The Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a senior school certificate that can be undertaken in Year 10, 11 and 12 as an alternative to the Victorian Certificate of Education (VCE). Like VCE, VCAL is a nationally recognised qualification.

VCAL is based on applied learning, which means that it is a hands on course that aims to develop skills which will help students get ready for further education, training or employment. Students choose to undertake VCAL because they want to enter full time employment, undertake particular TAFE courses or an apprenticeship at the end of Year 11 or Year 12.

VCAL may be studied at three different levels depending on the needs and abilities of individual students. The three levels are: Foundation, Intermediate and Senior.

Foundation Level:

This level caters for students who struggle to cope with mainstream curriculum. The purpose of the Certificate at this level is to help students gain meaningful long term employment. This certificate is offered at Year 10.

Intermediate Level:

This level caters for students who are ready to undertake a course focussing on entry into the workforce or an apprenticeship / traineeship at the end of Year 11. It is equivalent to a Year 11 program in the VCE. The vast majority of students commence the Intermediate certificate at the beginning of Year 11.

Senior Level:

This level caters for students who have successfully completed Year 11 VCE or Intermediate VCAL and who are ready to enter the workforce, TAFE College or an apprenticeship / traineeship at the end of Year 12.

If students complete all the work required a VCAL Certificate can be completed in one year. A student may begin at the Intermediate Level and if successfully completed may move up to the Senior Level in the following year.

What subjects make up VCAL?

Students who undertake a VCAL Certificate will develop a learning program that meets the compulsory modules of:

- Literacy (Reading & Writing and Oracy)
- Numeracy
- Work Related Skills
- Personal Development Skills
- Industry Specific Skills (VET Studies)

All subjects are delivered at school apart from the Industry Specific Skills requirement which is met by students undertaking a VET Certificate at TAFE or another training provider.

All VCAL students will be enrolled in 5 subjects at school. Year 12 students will have private study as per all year 12 students. Year 11 students will have supervised private study.

Depending on the TAFE course selected and work placement approach students will be out of the school one to two days a week.

Assessment

To successfully complete a VCAL Certificate at any level students must achieve:

- Minimum of ten semester units satisfactorily completed.
- Minimum of one unit from each of the following strands – literacy, numeracy, personal development, work related skills and industry specific skills.
- A minimum of two VCAL units.

These are achieved by successfully achieving the learning outcomes in each unit or module. If you enrol in VCE Units at the Unit 3 / 4 level you can elect to receive grades and study scores for those subjects.

Sample VCAL Program - Intermediate

Sem	Literacy	Numeracy	Work Related	Personal Development	Industry Specific (at TAFE)	Other	Private Study
1	VCAL Literacy (Intermediate) Or VCE Unit 1 English	VCE Maths Any	Unit 1 Work Related Skills (Intermediate)	Unit 1 Personal Development (Intermediate)	VET Certificate E.g. Engineering Year 1	Any VCE Unit 1	Supervised in a class
2	VCAL Literacy (Intermediate) Or VCE Unit 2 English	VCE Maths Any	Unit 2 Work Related Skills (Intermediate)	Unit 2 Personal Development (Intermediate)	VET Certificate E.g. Engineering Year 1	Any VCE Unit 2	Supervised in a class

Sample VCAL Program Senior

Sem	Literacy	Numeracy	Work Related	Personal Development	Industry Specific (at TAFE)	Other
1	VCAL Literacy (Senior) Or VCE Unit 3 English	VCE Maths Any	Unit 3 Work Related Skills (Senior)	Unit 1 Personal Development (Senior)	VET Certificate E.g. Engineering Year 2	Private Study
2	VCAL Literacy (Senior) Or VCE Unit 4 English	VCE Maths Any	Unit 4 Work Related Skills (Senior)	Unit 2 Personal Development (Senior)	VET Certificate E.g. Engineering Year 2	Private Study

VCAL Literacy - Foundation, Intermediate and Senior

The purpose of these Units is to enable students to develop the skills and knowledge to read and write in a range of texts on everyday subject matters which includes some unfamiliar aspects or materials.

Learning Outcomes:

Reading & Writing

1. Writing for Self Expression
2. Writing for Practical Purpose
3. Writing for Knowledge
4. Writing for Public Debate
5. Reading for Self Expression
6. Reading for Practical Purpose
7. Reading for Knowledge
8. Reading for Public Debate.

Oracy

1. Oracy for Self Expression
2. Oracy for Knowledge
3. Oracy for Practical Purposes
4. Oracy for Exploring Issues and Problem Solving

The complexity of tasks and degree of independence in learning is the main difference in the work of Senior Literacy compared to Intermediate Literacy.

Assessment

Assessment for tasks is criteria based. The learning outcome is achieved when students demonstrate competence at the level they are enrolled. Assessment methods are varied and will include written tasks, oral responses and teacher and peer assessment.

VCAL Numeracy - Foundation, Intermediate and Senior

The VCAL Numeracy requirement is met through students enrolling in and successfully completing VCE Maths Units. The Units selected are determined by the level of the Certificate students wish to obtain. These Units may be:

- Unit 1 and 2 Foundation Maths
- Unit 3 and 4 VCAL numeracy
- Unit 1 and 2 Further Maths
- Unit 3 and 4 Further Maths.

Please refer to the VCE section of the handbook for these subject descriptors.

VCAL Work Related Skills - Intermediate and Senior

Please refer to the VCE section of the handbook for this subject descriptor. Within this subject, students are required to undertake a minimum of 100 hours of Structured Workplace Learning throughout the year.

Students have an opportunity to participate in units of competence from Fisher's Academy.

VCAL Personal Development Skills - Foundation, Intermediate and Senior

The purposes of these units is to focus on the development of organizational and planning skills, knowledge, practical skills, problem solving and interpersonal skills through the participation in experiences of a practical nature relating to a personal, social, educational or community goal. By participating in these units students should develop their personal goals, civic responsibility and improve their well being.

Personal Development leads to the development of:

- Individual and Group Responsibility
- Self Confidence and Resilience
- Integrity, enterprise and excellence
- Empowerment for active citizenship.

Involvement in programs such as Land Care, Clean Up Australia, Parks Victoria, CFA, voluntary and community services may all contribute to the successful completion of Personal Development Units.

The complexity of tasks and degree of independence in learning is the main difference in the work of Senior Personal Development compared to Intermediate Personal Development.

Assessment

The award of satisfactory achievement for a Unit is based on a decision that the student has demonstrated achievement of the learning outcomes specified for the Unit. A range of assessment methods can be used and these may include a portfolio of student work, evidence of participation in a project, awards, certificates and oral or written reports.

VCAL Industry Specific Skills - Foundation, Intermediate and Senior

VCAL students who are completing their Intermediate level must satisfactorily complete at least 100 hours (equivalent to 1 unit) of VET at Certificate II level. Students completing their Senior level must complete at least 100 hours (1 unit) of VET at the Certificate II or III level in order to achieve one credit for the Industry Specific Strand. To complete these VET Programs students undertake studies at TAFE or other training providers.

Students who are completing VCAL at the Foundation level only have to complete one of the VCE Art / Technology units that we offer at the school to satisfy the requirements of the Industry Specific Skills strand for their VCAL Certificate.

For details about specific VET Programs please refer to the VET section of the handbook for these subject descriptors.

Year 10 Foundation VCAL

Sample VCAL Program - Foundation

Sem	Literacy	Numeracy	Work Related	Personal Development	Industry Specific (at TAFE)	Other
1	VCAL Literacy (Foundation) Or Year 10 English	Year 10 Maths	Unit 1 Work Related Skills (Foundation)	Unit 1 Personal Development (Foundation)	VET Certificate E.g. Engineering Year 1	PE/Sci
2	VCAL Literacy (Foundation) Or Year 10 English	Year 10 Maths	Unit 2 Work Related Skills (Foundation)	Unit 2 Personal Development (Foundation)	VET Certificate E.g. Engineering Year 1	PE/Sci

Requirements

In order to satisfactorily gain a VCAL Certificate, students must successfully complete 10 Units of Study, of which a minimum of 6 must be at the certificate level (Foundation, Intermediate, Senior). Of these 10 Units, Reading and Writing (or equivalent English Unit) and a minimum of one unit of Personal Development must be achieved at the enrolled Certificate Level. Students must also include a minimum of 100 hours of VET studies, at least one unit of Maths, in order to be eligible for a certificate.

Please contact Narelle Greenwood (Senior School Coordinator) if you have any questions regarding selecting an appropriate VCAL program.

NOTES

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