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The information in this Year 10 Program Guide is intended as a guide only, and is current as of July 2013. While all care has been taken in the production of this program guide, errors and omissions may occur. Carrum Downs Secondary College disclaims any liability for errors or omissions and for any liability to any person in respect of any action taken, or not taken, in reliance on the content of this publication.
This Program Guide is designed to provide information about the curriculum programs offered by Carrum Downs Secondary College. Questions regarding any aspect of this program may be directed to the following course counsellors on 9788 9100.

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>Marie Walker</td>
</tr>
<tr>
<td>Assistant Principal – Year 7, 8 &amp; 9</td>
<td>Lisa Holt</td>
</tr>
<tr>
<td>Assistant Principal – Year 10, 11 &amp; 12</td>
<td>Sherallen Smith</td>
</tr>
<tr>
<td>Business Manager</td>
<td>Bev Boys</td>
</tr>
<tr>
<td>Curriculum Leader</td>
<td>Kate Turner</td>
</tr>
<tr>
<td>Literacy Curriculum Leader</td>
<td>Rachel Colvin</td>
</tr>
<tr>
<td>Numeracy Program Manager</td>
<td>Melodie Moltzen</td>
</tr>
<tr>
<td>Applied Learning Leader</td>
<td>Katrina King</td>
</tr>
<tr>
<td>Gilmore Sub School Leader</td>
<td>Nathan Vogt</td>
</tr>
<tr>
<td>ANZAC Sub School Leader</td>
<td>Katie Johnson</td>
</tr>
<tr>
<td>Flynn Sub School Leader</td>
<td>Michael Melfi</td>
</tr>
<tr>
<td>Arts &amp; Society Senior Sub School Leader</td>
<td>Hannah Cunnington</td>
</tr>
<tr>
<td>Health &amp; Community Senior Sub School Leader</td>
<td>Jodie Galea</td>
</tr>
<tr>
<td>Science &amp; Technology Senior Sub School Leader</td>
<td>Raquel Nixon</td>
</tr>
<tr>
<td>Learning Support Coordinator</td>
<td>Athina Caravatas</td>
</tr>
<tr>
<td>Careers Education Coordinator</td>
<td>Chris Bell</td>
</tr>
<tr>
<td>Careers/Pathways &amp; Senior School Administrator</td>
<td>Nancy Huez</td>
</tr>
</tbody>
</table>
## Middle Years Sub Schools  Years 7 - 9

<table>
<thead>
<tr>
<th>Gilmore</th>
<th>Anzac</th>
<th>Flynn</th>
</tr>
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<tbody>
<tr>
<td><strong>Sub School Leader</strong></td>
<td><strong>Pastoral Care Teachers</strong></td>
<td><strong>Pastoral Care Teachers</strong></td>
</tr>
<tr>
<td>Nathan Vogt</td>
<td>7A – David Goble</td>
<td>7D – Matthew Wright</td>
</tr>
<tr>
<td><strong>Assistant Sub School Leader</strong></td>
<td>7B – Josie Illman</td>
<td>7E – Melodie Moltzen</td>
</tr>
<tr>
<td>Jackie Alt</td>
<td>8A - Peter Radcliffe</td>
<td></td>
</tr>
<tr>
<td><strong>Education Liaison Officer</strong></td>
<td>8B – Dushan Radelji</td>
<td>8D - Laitini Matautia</td>
</tr>
<tr>
<td>Marie Killen</td>
<td>8C – Jackie Alt</td>
<td>8E – Joshua Dux</td>
</tr>
<tr>
<td></td>
<td>9A - Jenny Drummond</td>
<td>9D - Simon Harry</td>
</tr>
<tr>
<td></td>
<td>9B – Kate Turner</td>
<td>9E – Ken Adonis</td>
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## Senior Sub Schools  Years 10 - 12

<table>
<thead>
<tr>
<th>Arts and Society</th>
<th>Health and Community</th>
<th>Science and Technology</th>
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<tr>
<td><strong>Sub School Leader</strong></td>
<td><strong>Pastoral Care Teachers</strong></td>
<td><strong>Pastoral Care Teachers</strong></td>
</tr>
<tr>
<td>Hannah Cunningham</td>
<td>10A – Rachel Colvin</td>
<td>10E – Teegan McBrearty</td>
</tr>
<tr>
<td></td>
<td>10B – Kurt Kerstens</td>
<td>10F – Vanessa Murphy</td>
</tr>
<tr>
<td><strong>Education Liaison Officer</strong></td>
<td>11A – Luke Groves</td>
<td>11E – Matt Davy</td>
</tr>
<tr>
<td>Louise Burley</td>
<td>11B – Jonathan Jhoomun</td>
<td>11F – Andrew Frost</td>
</tr>
<tr>
<td></td>
<td>12A – Jade Williams</td>
<td>12E – Andrew Hodgson</td>
</tr>
<tr>
<td></td>
<td>12B – Darren Turner</td>
<td>12F – Emma Geddis</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sub School Leader</strong></th>
<th><strong>Pastoral Care Teachers</strong></th>
<th><strong>Sub School Leader</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Jodie Galea</td>
<td>10E – Teegan McBrearty</td>
<td></td>
</tr>
<tr>
<td><strong>Education Liaison Officer</strong></td>
<td>10F – Vanessa Murphy</td>
<td>10I – Louise Mason</td>
</tr>
<tr>
<td>Tas Lombardo</td>
<td>11E – Matt Davy</td>
<td>10J – Clare Golding</td>
</tr>
<tr>
<td></td>
<td>11F – Andrew Frost</td>
<td>11I - Larisa Maryanovski</td>
</tr>
<tr>
<td></td>
<td>12E – Andrew Hodgson</td>
<td>11J - Tim Bekmouratov</td>
</tr>
<tr>
<td></td>
<td>12F – Emma Geddis</td>
<td>12I – Lisa Floyd</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12J – Sylvan Tour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Sub School Leader</strong></th>
<th><strong>Pastoral Care Teachers</strong></th>
<th><strong>Pastoral Care Teachers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Hailie Heron</td>
<td>10I – Louise Mason</td>
<td>10J – Clare Golding</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11I - Larisa Maryanovski</td>
</tr>
<tr>
<td></td>
<td></td>
<td>11J - Tim Bekmouratov</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12I – Lisa Floyd</td>
</tr>
<tr>
<td></td>
<td></td>
<td>12J – Sylvan Tour</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Pastoral Care Teachers</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>7G - Anita Punnos</td>
</tr>
<tr>
<td>7H – Mark Beecham</td>
</tr>
<tr>
<td>8G – Jarrod Turner</td>
</tr>
<tr>
<td>8H – Susanne Van Heerwaarden</td>
</tr>
<tr>
<td>9G – Taylor Wright</td>
</tr>
<tr>
<td>9H – Biji Pillai</td>
</tr>
</tbody>
</table>
Introduction

A key feature of Carrum Downs Secondary College is that the curriculum and structure have been designed to enable teachers, students and parents to develop close and positive relationships with each other. This has been done because students learn well and teachers teach well when they know each other, respect each other, and have the trust and willingness to work together. The role of the Pastoral Care Teacher is an integral part of the program.

Carrum Downs Secondary College is a school that is acknowledged for the quality of relationships between all school community members, its innovative curriculum program and the extraordinary achievements of its students. This, together with the initiatives of Tribes and Restorative Practices, ensures respectful relationships amongst our College community. The vision is that students of Carrum Downs Secondary College will become lifelong learners, reflective and creative thinkers and responsible and active citizens.

The College operates a Career Pathways program, which is aimed at assisting students in planning for their future, whether this is completing vocational studies (certificates offered after Year 10) at CDSC and going on to university or pursuing other options such as TAFE, an apprenticeship or employment.

Welcome to the Senior School

This Program Guide contains all the information you need to choose your course for 2014 as well as some information which will help give direction for your Senior Pathways. It outlines all our Senior School offerings.

CDSC’s Senior Years Curriculum is designed to allow you:

- Breadth and depth in your study.
- The opportunity to pursue your interests and develop your talents.
- Flexibility in your choice of course.
- To design a course; allowing you to follow your Pathways plan.

Choosing a Program

To assist you in choosing the course which will bring you the most enjoyment and success we have provided you with:

1. **Detailed descriptions** of all Year 10 courses.
2. **Pathways diagrams** for each Study Area which show you how your choices will help you plan your future directions.
3. **Pathways Counsellors** - you have been allocated a Pathways Counsellor (your Pastoral Care Teacher) who will assist you with your course decisions. You will meet with your counsellor before the official course confirmation day to discuss your course with your Sub School Leader.

Recommendations from staff

All teachers will make recommendations for all studies. You will need to seek advice from your classroom teachers, Pastoral Care Teacher and/or your Sub School Leader who will advise you about the best studies for you to undertake.
Confirming your Course

After course counselling takes place, your course will be carefully checked. A few students may need to be re-counselled if there are problems with their course.

Your course will be confirmed in writing during Term 4.

Course Selection Process

- Undertake the Course Counselling in Pastoral Care Tuesday 6 August, 2013.
- Attend the Course Confirmation Day with your Pastoral Care Teacher and Sub School Leader on Tuesday 3 September, 2013 with your parents, if possible. Appointments will be made between 9:00 am and 5:00 pm.

Costs

- All payments for electives including VCAL subjects must be made by Friday 29 November, 2013 unless prior arrangements have been made with the college bursar. This includes the costs for VET subjects offered within CDSC.
- A deposit for all EXTERNAL VET courses is required by Friday 25 October, 2013 before the application can be processed. The amount of the deposit is $300 of which $100 is Non Refundable. The balance is due on Friday 29 November, 2013.

Please note that if the payment deadline is not met this will result in students being removed from the electives and placed into a no cost elective.
In Year 10, you will study 5 subjects each semester plus Pastoral Care. Some subjects are compulsory, however you will also have the opportunity to choose some subjects.

There are 7 Compulsory Subjects
All students will study:

- English core choice - for both semesters
- Mathematics core choice - for both semesters
- Humanities core choice - for one semester
- Science core choice - for one semester
- Industry and Enterprise – delivered in Pastoral Care
- Work Related Skills Unit 1 – delivered in Pastoral Care
- Personal Development Skills – delivered in Pastoral Care

Electives
There are 4 elective choices to make up the remainder of the timetable. There are, however, some subjects that are a full year course.

Overview

<table>
<thead>
<tr>
<th>Semester A</th>
<th>English Core Choice (4 periods)</th>
<th>Mathematics Core Choice (4 periods)</th>
<th>Science or Humanities (4 periods)</th>
<th>Elective 1 (4 periods)</th>
<th>Elective 2 (4 periods)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester B</td>
<td>English Core Choice (4 periods)</td>
<td>Mathematics Core Choice (4 periods)</td>
<td>Science or Humanities (4 periods)</td>
<td>Elective 3 (4 periods)</td>
<td>Elective 4 (4 periods)</td>
</tr>
</tbody>
</table>

- Please remember that full year, VCE and VET subjects will take 2 elective choices.

Full Year Electives
- Advanced Music Studies and Performance
- Japanese
- VCE/VET subjects
Choosing What Subject to Study in Year 10

Some of the most important decisions you make at school are choosing units of study or subjects to take in Year 10 and, later, the selection of a course of study for Years 11 and 12. These are important decisions since they may directly affect your success at school and how you feel about school. They may also affect your career plans when you leave school.

Overall Plan

As an overall plan, it is suggested that you choose subjects or units:

• You enjoy and are passionate about
• In which you have already had some success
• Which will help you achieve your chosen career goals, or will keep your career options open
• Which will develop skills, knowledge and attitudes useful throughout your life.

If you follow the guidelines below and ask for help when you need it, you should come up with a course of study that is appropriate for you and that you enjoy.

Guidelines

Keep your options open

At the moment you may not know exactly what you want to do when you finish school. This is normal because at this stage in your life it is important to explore many options. It is wise to keep your options open. This means choosing a selection of units or subjects that make it possible for you to continue exploring your career options before making more definite decisions in the future.

Your core subjects will provide excellent foundation skills for your future career and for your personal life. In addition, you will be able to choose from a range of electives that are designed to develop your interests and practical skills.

Think about career options

It is helpful to have some ideas about possible career choices, even though these ideas may change as you learn more about yourself and the world of work. In Pastoral Care you will undertake some investigation and begin your career pathway plans. Below are some resources that may be helpful for further investigation.

- My Future - www.myfuture.edu.au
- TAFE Course Line – www.tafe.vic.gov.au
- Victorian Curriculum and Assessment Authority - www.vcaa.vic.edu.au
- Victorian Tertiary Admissions Centre (VTAC) – www.vtac.edu.au
- Youth Central – www.youthcentral.vic.gov.au

Your School Login: carrumsc
Your School Password: galaxy96

Find out about the subjects or units of study offered

It is important to find out as much as possible about the subjects or units of study offered. The following ideas will help: Be prepared to ask for help and be realistic about your ability

- Read the subject or unit descriptions in this booklet
- Ask your teachers of particular subjects, especially those listed as contacts
- Listen carefully at class talks and course information night
These diagrams on these pages match a selection of VCE and VET subjects with some courses and related careers. We can't possibly fit in all our courses. Explore more courses at: [www.latrobe.edu.au/courses](http://www.latrobe.edu.au/courses)

*This is to be used as a guide only.*

### ARTS & COMMUNICATIONS

<table>
<thead>
<tr>
<th>Some VCE &amp; VET Studies</th>
<th>Some related courses at Universities</th>
<th>Some related careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>English, History, Literature</td>
<td>CREATIVE ARTS</td>
<td>Screenwriter, novelist, journalist, copywriter, editor, publisher</td>
</tr>
<tr>
<td>Geography, History</td>
<td>INTERNATIONAL RELATIONS</td>
<td>Policy analyst/adviser, diplomat, political advocate, foreign correspondent</td>
</tr>
<tr>
<td>English, History, Media, Music Industry</td>
<td>MEDIA STUDIES</td>
<td>Journalist, producer, director, screenwriter, audiovisual technician</td>
</tr>
<tr>
<td>English, Psychology, Legal Studies, Media</td>
<td>STRATEGIC COMMUNICATION</td>
<td>PR manager, journalist, marketing communications manager</td>
</tr>
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</table>

### BUSINESS & ECONOMICS

<table>
<thead>
<tr>
<th>Some VCE subjects</th>
<th>Some related courses at Universities</th>
<th>Some related careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting, Business Management</td>
<td>BUSINESS</td>
<td>Screenwriter, novelist, journalist, copywriter, editor, publisher</td>
</tr>
<tr>
<td>Business Management</td>
<td>ECONOMICS</td>
<td>Policy analyst/adviser, diplomat, political advocate, foreign correspondent</td>
</tr>
<tr>
<td>Hospitality, LOTE, Accounting</td>
<td>TOURISM MANAGEMENT</td>
<td>Travel consultant, hotel executive, tourism marketing manager, tourism events manager</td>
</tr>
<tr>
<td>Human Development, Physical Education, Cert III Fitness, Outdoor &amp; Environmental Studies</td>
<td>SPORTS MANAGEMENT</td>
<td>Team manager, marketing manager, team coach, policy adviser</td>
</tr>
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</table>
### EDUCATION & TEACHING

<table>
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<th>Some VCE subjects</th>
<th>Some related courses at Universities</th>
<th>Some related careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outdoor &amp; Environmental Studies, Biology</td>
<td>NATURE TOURISM</td>
<td>Nature guide, environmental planner, ecotourism travel guide, adventure tour leader.</td>
</tr>
<tr>
<td>Outdoor &amp; Environmental Studies, Physical Education</td>
<td>OUTDOOR EDUCATION</td>
<td>Outdoor education leader, outdoor travel coordinator, camp leader.</td>
</tr>
<tr>
<td>Human Development, Outdoor &amp; Environmental Studies, Physical Education</td>
<td>PHYSICAL EDUCATION</td>
<td>Fitness instructor, sports instructor, outdoor education teacher, physical education teacher.</td>
</tr>
<tr>
<td>English, History, LOTE, Mathematics</td>
<td>TEACHING</td>
<td>Primary teacher, secondary teacher, TAFE teacher, curriculum designer.</td>
</tr>
</tbody>
</table>

### HEALTH SCIENCES

<table>
<thead>
<tr>
<th>Some VCE subjects</th>
<th>Some related courses at Universities</th>
<th>Some related careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Human Development, Biology, Chemistry, Mathematics</td>
<td>ORAL HEALTH</td>
<td>Dental technician, dental prosthetist, dental therapist.</td>
</tr>
<tr>
<td>Health and Human Development, Biology, Chemistry, Mathematics</td>
<td>HEALTH SCIENCES</td>
<td>Dietician, health centre administrator, podiatrist, speech pathologist.</td>
</tr>
<tr>
<td>Health &amp; Human Development Community Services, Psychology</td>
<td>HUMAN SERVICES / SOCIAL WORK</td>
<td>Social worker, aged care worker, youth care worker, policy analyst, policy adviser.</td>
</tr>
<tr>
<td>Health and Human Development, Biology, Community Services</td>
<td>NURSING</td>
<td>Nurse educator, midwife, registered nurse, nurse practitioner.</td>
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</table>
### Information Technology & Engineering

<table>
<thead>
<tr>
<th>Some VCE subjects</th>
<th>Some related courses at Universities</th>
<th>Some related careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Information Technology, Mathematics.</td>
<td>COMPUTING SCIENCE</td>
<td>Software developer, analyst programmer, software engineer, database engineer.</td>
</tr>
<tr>
<td>Multimedia.</td>
<td>GAMES TECHNOLOGY</td>
<td>Games developer, graphics programmer, software developer, web programmer.</td>
</tr>
<tr>
<td>Biology, Chemistry, Mathematics, Physics.</td>
<td>ELECTRONIC ENGINEERING</td>
<td>Electronic engineer, telecomm. Engineer, biomedical engineer, microelectronics engineer.</td>
</tr>
<tr>
<td>Information Technology, Mathematics.</td>
<td>INFORMATION TECHNOLOGY</td>
<td>Network support consultant, network project engineer, network security analyst.</td>
</tr>
</tbody>
</table>

### LAW

<table>
<thead>
<tr>
<th>Some VCE subjects</th>
<th>Some related courses at Universities</th>
<th>Some related careers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business Management, Legal Studies, Mathematics.</td>
<td>LAW / ECONOMICS</td>
<td>Economics solicitor, community bodies solicitor, corporate solicitor, economist.</td>
</tr>
<tr>
<td>Geography, Legal Studies.</td>
<td>LAWS / INTERNATIONAL RELATIONS</td>
<td>Political advocate immigration solicitor, foreign correspondent, diplomat.</td>
</tr>
<tr>
<td>Legal Studies, Media,.</td>
<td>LAWS / MEDIA STUDIES</td>
<td>Media solicitor, completion guarantor, copyright solicitor, talent agent solicitor.</td>
</tr>
<tr>
<td>Legal Studies, Biology, Chemistry, Physics.</td>
<td>LAWS / SCIENCE</td>
<td>Lobbyist, solicitor in science industries, forensic scientist, policy analyst/adviser.</td>
</tr>
<tr>
<td>Some VCE subjects</td>
<td>Some related courses at Universities</td>
<td>Some related careers</td>
</tr>
<tr>
<td>-------------------</td>
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<td>---------------------</td>
</tr>
<tr>
<td>Outdoor &amp; Environmental Studies.</td>
<td>AGRICULTURAL SCIENCE</td>
<td>Agronomist, horticulturist, agricultural chemist, agribusiness professional.</td>
</tr>
<tr>
<td>Biology, Chemistry</td>
<td>BIOLOGICAL SCIENCE</td>
<td>Biologist, zoologist, forensic scientist, biotechnologist.</td>
</tr>
<tr>
<td>Biology, Chemistry, Physics, Mathematics.</td>
<td>NANO - TECHNOLOGY</td>
<td>Physicist, chemist, space physicist, research scientist.</td>
</tr>
<tr>
<td>Biology, Chemistry, Psychology, Mathematics.</td>
<td>PSYCHOLOGICAL SCIENCE</td>
<td>Statistician, counsellor, neuropsychologist, clinical psychologist.</td>
</tr>
</tbody>
</table>
Core Choice Options (English)
Students will need to select two of the following options. Each core choice subject is for one semester in length. When selecting options students should take into account current pathway interests as well as general interests. These options are suitable for all pathway options in Year 11.

English: Book Club
In Book Club your class will function as an organised book club. You will work in small groups and with the whole class to explore a variety of texts, including novels, film, plays and short stories. You will be involved in a number of discussions and activities based around the texts and also have the opportunity to present a book of your choice in a class forum.

English: Debating and oral language
Do you love to argue but don’t always win? Want to know how to use your persuasive powers more effectively? Are you passionate about injustices that are happening in the world every day? Then join the debating class and develop your public speaking, arguing and leadership skills. We will have in-class debates and the opportunity for inter-school debates, where you will work in teams to voice your opinion on the big issues. Watch and listen to some of the best speakers throughout world history to find your own style of public speaking. Reading texts will also be involved.

English: Film studies
Most of you prefer to watch a movie than read a book… but are you fully appreciating the intricacies of this medium? This course will allow you to learn more about what goes in to making a film (in terms of the different camera shots, settings, cinematography etc). You will be taught how to analyse a film and write an informed review. There will also be an historical overview outlining the different genres and styles in cinema. You will also compare a novel with its film interpretation. If you just want to sit around and watch movies this is NOT the course for you, however, if you want to learn more about how to ‘read’ and analyse film, this course is a good place to start.

English: Novel writing
Do you dream of being the next J. K. Rowling, Charles Dickens or Stephenie Meyer? Have you ever found yourself writing and writing and just can’t stop? Your short stories always turn into epic sagas? Well there may be a novelist in you! In this class you will learn how to plan, write, edit and complete your own novel, as well as how to market your ideas and send your manuscript out in the hopes of fame and fortune! Tasks in this subject include creative writing, reading and exploring literary styles, editing and proofreading, and market research.
English: Play Time
Are you a bit of a budding thespian? Fancy treading the boards and breaking a leg? This subject is a drama/theatre studies alternative for those who would like to act and perform, or just those who would like to improve their oral language skills. You will read and analyse a variety of plays and novels that have been adapted into play form. Acting will be required and performances in front of an audience scheduled. Modern plays to Shakespearian soliloquies come and find out why ‘All the world’s a stage...’!

English: Shakespeare
‘To be or not to be...that is the question.’ Shakespeare wrote over 30 plays...how many do you know? Comedies, tragedies, histories, he covers them all! Come on a tour of his major plays through a study of characters, famous speeches, modern movie adaptations and even comic strips! You will also read a whole play as a class. Read a part, act, create your own character and gain an understanding of the influence he has had on modern stories.

OR 1 OF:

Advanced English (Whole Year)
This course is aimed at students with an aptitude and passion for English, with the aim to prepare these students for VCE English, VCE Literature or VCAL studies in Year 11. Students will complete assessment tasks and formal exams in the three key areas of study: text response, creating and presenting and using language to persuade.

This subject is selected through formal application process. Students will be selected based on literacy results and teacher recommendation. Students will be required to purchase their own texts.

VCE Unit 1 & 2 Literature
The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of a variety of texts – novels, plays, film texts and poetry. You will develop an enjoyment of literature through reading widely, imaginatively, critically and independently. You will extend your understanding of the ways different literary texts are constructed, develop interpretive skills and gain an understanding of cultures past and present through the literary works of the time.

Students will need to demonstrate a satisfactory understanding in the unit outcomes in both formal exams and School Assessed Course work tasks (SACs).

While the focus of Literature is on reading, an ability to write well is essential.

Please note: Literature is an alternative to English and can be used as your English units for your VCE Certificate.

This subject is by invitation only and students will be selected based on literacy results and teacher recommendation. Students will be required to purchase their own texts.
Core Choice Options (Maths)

Students will need to select two of the following options. Each core choice subject is for one semester in length. When selecting options students should take into account current pathway interests as well as general interests. These options are NOT suitable for students thinking of selecting VCE Mathematical Methods in Years 11 and 12.

Maths for Hair and Beauty
Thinking of a career in Hair or Beauty Therapy? Do you hope to one day own and operate your own salon? Then this is the core choice for you! In this class you will refresh your memory in how to perform basic operations, work with decimals, fractions, percentages and calculate measurement conversions. All of these skills are taught in a practical manner directly relevant to working successfully in a hair or beauty salon. Prevent mistakes such as turning your client’s hair blue, or overcharging customers by understanding the numeracy skills needed in your trade.

Maths in Sport and Event Management
Do you enjoy or are you good at sport? Do you one day dream of being an Olympic athlete? Do you love nothing more than watching footy, cricket and rugby? Are you interested in sports science and how professional athletes use aspects of mathematics to improve their training and ultimate performance? Then this is the core choice for you! This course will also introduce aspects of the numeracy needed in event management, such as writing applications for funding, the logistics of sponsorship and the budgeting behind holding events. This unit will cover measurement, geometry, statistics, linear relations, probability, basic number skills and budgeting skills.

Maths for Building and Construction
Are you thinking of a career pathway in building, construction, cabinet making or plumbing? This subject is designed to explore the numeracy needed to be successful in a variety of trades. Topics to be studied include; basic number skills, measurement, trigonometry, geometry, ratio and scale and basic algebraic formulas and equations. This subject will be delivered in an applied manner.

Maths for Drawing and Design
This course is designed for students pursuing a career in technical drawing or designing related to fields such as industrial production, furniture design, architecture, automation, engineering, fashion or interior designing. This course is strongly focussed on the mathematics behind these skills and not just the drawing component. Topics covered include measurement and geometry, trigonometry, number skills and basic algebra.
Maths for Owning a Business
Are you interested in the skills needed to run a successful business? Perhaps you’re thinking of one day entering the business world as an economist or marketing manager? Maybe running an advertising business appeals to you? Or you’re planning on opening your own salon or construction company? Then this choice would be perfect for you. Topics covered include; consumer maths including budgeting and tax, interpreting and using statistics, algebra for forecasting profit and loss, general number skills and the beginning of how to write a business plan.

Maths for Health and Community Services
Interested in one day working as a nurse, or perhaps in a child care centre? Maybe you’re interested in social services or psychology? Then this is the course for you. This unit will cover essential numeracy skills to be successful in these fields, such as basic number skills, understanding and using money, personal budgeting and finance, interpreting and using statistics, converting units and using measurement formulas. With a strong practical element, this course will involve cross-age tutoring and community based excursions.

OR 1 OF:

Advanced Mathematics (Whole Year)
This course is aimed at academically minded students, with the aim to prepare these students for a strong theory based course in either VCE General Mathematics or VCE Mathematical Methods. Topics for study include; algebra, linear relations, graphing higher order polynomials functions, trigonometry, probability, statistics, matrices, measurement and geometry, irrational and rational number systems. Students will sit formal exams and topic tests as well as complete application and analysis tasks. Students will also be introduced to modelling tasks.

Entry into this class is by completing the expression of interest form. Students will be selected based on numeracy results and teacher recommendation.

*Students will be required to purchase a CAS TI-N-Spire Calculator.

VCE Unit 1 & 2 General Mathematics – Advanced (Whole Year)
This course is designed for students who already have strong mathematical understanding and are thinking of Mathematical Methods and/or Specialist Mathematics as their VCE Maths pathway. The emphasis in this course is to provide opportunities for access to a rigorous exploration of aspects of mathematical structure and evidence. Topics for study include; real and complex number systems, non-linear relations and equations, matrices, vectors, kinematics, sketching and interpreting linear and non-linear graphs, trigonometric ratios and their applications, coordinate geometry and algebra and logic. Students will need to demonstrate satisfactory understanding in the three unit outcomes (skills, application and use of technology) in both formal exams and School Assessed Course work tasks (SAC’s).

This subject is by invitation only and students will be selected based on numeracy results and teacher recommendation.
Core Choice Options (Humanities)

Students will need to select one of the following options. Each core choice subject is for one semester in length. When selecting options students should take into account current pathway interests as well as general interests. These options are suitable for all pathway options in Year 11.

Politics/History

Politics/History will prepare students for any Humanities based pathway in VCE or VCAL. It will involve an exploration of the key events that shaped the twentieth century. You will learn about World War II and the role Australia played in defeating the Nazi party and their allies, in particular, events such as the bombing of Pearl Harbour, the battles on the Kokoda track, the Vietnam War and the dropping of the Atomic bomb on Japan. The fascinating lives of Adolf Hitler, Joseph Stalin, Sir Winston Churchill, Lenin, Germaine Greer, Edward Mabo, Sir Weary Dunlop and Franklin D Roosevelt will also be discussed.

In preparation for VCE History, International Politics or VCAL you will come to understand the underlying meaning of such terms as capitalism, communism, the cold war, land rights and multiculturalism. The civil rights movement of the 1950s and 60s will be discussed from an Australian perspective and the demands for equality from immigrants, aboriginal people and women will be analysed. Following WWII the face of Australia changed. Astonishing changes in culture and technology would lead to a new Australian identity. Miracles in medicine, the emergence of television, the growth in sports, movies and technology would all come together to establish what is now recognised as being Australian.

Geography/Economics

Geography/Economics will prepare students for any Humanities based pathway in VCE or VCAL. Students will develop many skills in relation to analysis and will develop a global perspective through an examination of the world and the issues affecting it, particularly in Geography. In Economics students will understand the role of the government in managing an economy, which would help students if they study Economics, Business Management and Legal Studies.

‘What are some problems’ in the developing world? How does Australia compare? What are some issues that may be affecting Australia in the future in regard to poverty, population and the environment? What is poverty? What is absolute and relative poverty? How might education and ecological sustainability reduce the impact of poverty? What is the impact of a good or bad economy on society? This subject will involve an exploration of the key issues involving global population, poverty and the environment. Issues involving developed and developing countries, such as population distribution, population growth rates and fertility rates in those areas will be discussed. Models of economies will be examined and issues involving exports, imports and investment discussed. Students will develop geographic skills such as working with population pyramids, cartograms, Choropleth maps and statistical data.
Core Choice Options (Science)
Students will need to select one of the following options. Each core choice subject is for one semester in length. When selecting options students should take into account current pathway interests as well as general interests. These options are suitable for all pathway options in Year 11.

**General Science**
General science covers the basics of topics such as Biology, Physics, Chemistry, Earth science and Astronomy. This subject is ideal for students who do not have a specific interest in one particular science, and who would enjoy studying a range of scientific concepts in a practical manner without covering any topic in fine detail. This subject aims to build general science knowledge that is useful and practical across a range of careers. Choosing this subject would not exclude any student from taking further VCE science studies, however it is recommended that students seeking to study VCE sciences should complete at least one other science elective to complement their studies in General science.

**Physics/Chemistry**
The Physics/Chemistry science option covers all general science topics but focuses heavily on skills specific to Chemistry and Physics. This subject is ideal for students who intend on pursuing VCE Chemistry and/or Physics. In preparation for VCE science subjects, theoretical concepts will be covered at depth and laboratory skills will be refined. This subject is geared towards students considering career paths related to Chemistry and Physics such as pharmacology or engineering. In addition to one of your core choices, Chemistry/Physics will also be offered as an elective, allowing you the opportunity to participate in both the Chemistry/Physics option as well as the Biology/Environmental Science option if you wish.

**Biology/Environmental Science**
The Biology/Environmental science option covers all general science topics but focuses heavily on skills specific to Biology and Environmental Science. This subject is ideal for students who intend on pursuing VCE Biology and/or Environmental Science in Year 11. In preparation for VCE science subjects, theoretical concepts will be covered at depth and laboratory skills will be refined. This subject is geared towards students interested in career paths related to Biology and Environmental Science such as nursing or meteorology. In addition to one of your core choices, Biology/Environmental Science will also be offered as an elective, allowing you the opportunity to participate in both the Biology/Environmental Science option as well as the Chemistry/Physics option if you wish.
Pastoral Care

Pastoral Care - Full Year Subject (every day)
Carrum Downs Secondary College has a strong focus on building positive relationships. The Pastoral Care program is integral to developing and maintaining a partnership between teachers, students, parents and the broader community to create quality learning for students.

In the Senior Years program teachers take on more of a mentoring role, guiding students through their own personal pathways. Focusing on careers and pathway choices, students develop a broad range of knowledge and skills that will prepare and assist them to pursue higher level education and training, apprenticeships or full time work.

Students will demonstrate employability skills including leadership, teamwork, accepting responsibility for goal achievement and reflecting on knowledge and skills for decision making and problem solving.

VCE Industry and Enterprise (Unit 1) – Workplace Participation
Industry and Enterprise introduces students to the range of settings in which work occurs in Australia. Emphasis is placed on the skills and competencies required for effective and rewarding participation in the workplace. This unit also examines the changing nature of work, the concept of career development and lifelong learning. Future career pathways and occupations are investigated. In particular, work placement is undertaken, and work-related issues are investigated in a selected workplace. The development of lifelong and work-related skills is an integral part of this unit. Students will undertake Structured Workplace Learning as part of this unit and report on features of the workplace that they visit. The unit will contribute one credit to a student’s VCE or VCAL program.

Work Related Skills - Unit 1 (Intermediate)
The purpose of the Work Related Skills Strand is to develop employability skills, knowledge and attitudes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from the range of pathways. The Work Related Skills units have been developed to recognise learning that is valued within community and work environments as preparation for employment which may not normally be recognised within other qualifications. The unit will contribute one credit to a student’s VCE or VCAL program.

The Work Related Skills units are designed to:
- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work related contexts
- develop critical thinking skills that apply to problem solving in work contexts
- develop planning and work related organisational skills
- develop OH&S awareness
- develop and apply transferable skills for work related contexts

Personal Development
Personal development includes self-esteem and personal qualities developed through valuing personal achievement and contributions for the benefit of the community or personal growth. This may involve demonstration of leadership, teamwork skills, accepting responsibility for goal achievement and reflecting on knowledge and skills for decision making and problem solving. The unit will contribute one credit to a student’s VCE or VCAL program.

The purpose of the Personal Development Skills strand is to develop skills, knowledge and attitudes that lead towards:
- the development of self
- social responsibility
- building community
- civil and civic responsibility, e.g. through volunteering and working for the benefit of others
- improved self-confidence and self-esteem
- valuing civic participation in a democratic society
Structural Workplace Learning

What is Structured Workplace Learning?
Structured workplace learning involves secondary school students in short-term work placements which broaden their experience and understanding of the world of work and career opportunities in general. Students observe different aspects of work and may assist with tasks allocated by their supervisor.

What are the Benefits of Structured Workplace Learning for Students?
Structured workplace learning provides students with the opportunity to:

- Examine and assess initial career choices and career opportunities and assists them in their course and career decision making
- Develop contacts with potential employers
- Be exposed to the ‘real’ world of work
- Gain an understanding of the nature and conditions of paid work
- Find out more about work-related issues such as the impact of technological changes on work, workplace relations and rights and responsibilities of employers and employees
- Develop an awareness of appropriate attitudes and behaviours for paid work
- Improve their communication skills

What are the Benefits for Employers?
Structured workplace learning enables employers to:

- Build closer relations with schools and the local community
- Promote their enterprises and industry as a career to young people
- Assess the capabilities of work experience students for potential casual, part-time or full-time work
- Enhance the skills of existing employees by being involved in supervising students.

Getting Organised
It is important that you begin sourcing your own employers as soon as possible. Speak to your Pastoral Care Teacher about writing a letter and resume. You will be advised before the end of the year of dates for Structured Workplace Learning in 2014.

CDSC is committed to ensuring structured workplace learning is a rich learning experience for students, therefore we require students to find meaningful placements. We recommend students experience two different workplaces in order to gain a greater understanding of the world of employment.

Students may also have the opportunity to choose work experience one day per week.
2D & 3D Creative Art
In 2D Art students will be expected to develop an experimental folio consisting of completed and semi completed artworks developed from a range of 2D media. They will demonstrate technical competence in the use of skills, techniques and processes. Working sketches and media experimentation are the most important aspects of this elective. The theory component of the course will concentrate on a study of varied art and artists.

During 3D Art students will be expected to develop a folio of functional and sculptural artworks developed from a range of stimuli. They will demonstrate competence in hand-building and decorative skills, techniques and processes. Working designs and documentation are an important part of this elective. The theory component of this course will concentrate on a study Artists and Art movements.

Advanced Music Studies and Performance (full year subject)
This subject is compulsory for any student wishing to attempt VCE Music Performance (either Solo or Group) in the future. It is a year-long intensive course designed to prepare students for the significant challenges involved in successfully completing VCE Music. It is expected that the students who choose this course can play a musical instrument and have an ability to master the skill of reading music. Please note that it is mandatory that the student takes instrumental lessons with a tutor either at school or outside of school.

Topics covered will include:
- Practice and performance technique (individual and group)
- Preparing and presenting a varied repertoire
- Aural studies
- Music theory
- Reading and writing music notation
- History of musical styles (classical and contemporary)
- Composition
- Improvisation
- Reviewing a live performance

Students will be expected to perform weekly to the class (individually and in groups) and present a public recital at the end of each term, undergo weekly aural and theory tests both verbal and written (using standard music notation), compose music (acoustically and ICT-assisted) and complete written assignments on a range of topics from historical research to live performance reviews. There will also be at least one excursion or incursion each term to experience a range of performance styles and artists. There will be a charge for each excursion as they arise. If your aim is to become a complete and competent musician and performer, then this is the subject for you!

Advanced Physical Education
This subject is designed as a preparation for VCE Physical Education. It is largely theoretically based, focusing on biomechanics, principles of movement, coaching practices, body systems and benefits of physical activity. It does, however, put theory into practice through participation in various sporting activities and laboratories. Your assessment will include an exam, an assignment and laboratory reports along with class work and participation.
Australian Football League

This unit of work for both girls and boys replicates the experience that young AFL draftees would undertake upon being drafted into the AFL. Students undertake a series of fitness tests which potential draftees undertake during Draft Camp. Students are put into teams where they are ranked in order of ability via a draft system. Players self evaluate in areas of Skills, Commitment, Intelligence, Intensity etc. Students investigate the draft system and it’s potential advantages, disadvantages and look at the reasons why the draft exist.

During theory component students undertake the 7 units below as well as a unit on ANZAC and its significance.

This subject is ideal for any student with an interest in AFL or a career in sports fitness and training. The subject is an ideal pathway elective for those wanting to complete Certificate III VET Fitness or Year 11 Physical Education. The follow topics will be studied: Anti-Doping, Alcohol, Illicit Drugs, Respect & Responsibilities, Respectful Relationships and Racial and Religious Vilification.

Biology/Environmental Science

The Biology/Environmental science option covers all general science topics but focuses heavily on skills specific to Biology and Environmental science. This subject is ideal for students who intend on pursuing VCE Biology and/or Environmental Science in Year 11. In preparation for VCE science subjects, theoretical concepts will be covered at depth and laboratory skills will be refined. This subject is geared towards students interested in career paths related to Biology and Environmental science such as nursing or meteorology. In addition to one of your core choices, Biology/Environmental science will also be offered as an elective, allowing you the opportunity to participate in both the Biology/Environmental science option as well as the Chemistry/Physics option if you wish.

Boys Physical Education/Health

This is a boy’s only PE/Health class. In practical PE classes boys will experience a wide range of sporting activities. The sport/activity will be changed every two weeks. The health component will concentrate mainly on boys’ health issues such as nutrition for training, mental health issues, respect and responsibility, drug education, hygiene and sexuality.

Debating Issues

Good at arguing? Want to learn how to do it more effectively? In this subject, students will develop public speaking and debating skills by discussing past and current issues. They will be required to research issues, develop arguments, write speeches, and present their opinion. Students will work in teams to present their arguments in an inter-school competition as well as in-class debates.

Students will also learn how to construct persuasive written responses to issues, and compare them to their spoken response. This will complement skills learnt in English such as understanding the importance of emotive language, targeting the audience, using evidence and examples to back up arguments, and the power of persuasion.

Design Technology - Electronics

This elective will allow you to develop your electronics knowledge and skills. You will be following the design process to design and make electronic products. These products will involve the modelling of circuits, using both breadboards and computer software. You will use soldering techniques to make permanent circuits, as well as producing a case from various resistant materials. This elective will require an enthusiastic work ethic in order to grasp all of the technical concepts involved. This course could lead into VET specific courses.
Design Technology - Fabrics
Design Technology Fabrics covers the many areas of the textile industry. This subject is design based using the students’ own creativity and flair. Students will follow the design process to create varied textile projects - experimenting further with printing techniques onto fabric, clothing, bags and pillows, creating items using silks, sewing machines and much more. Students will be developing folios leading them into the VCE Design Technology Fabrics or a suitable vocational pathway. Students will design and create items of interest to them.

Design Technology - Materials
This subject will further explore the ‘design and make’ process studied in previous years. You will investigate given problems, create design ideas and develop a working folio of solutions. You will then manufacture products you have designed using timber. Metal and plastics may be used to enhance your designs. You will be using a wider range of machines and processes than in previous years and have the opportunity to integrate some computer aided design skills. This subject could lead into VCE Design and Technology or a suitable vocational pathway.

English Literature
Think literature is just a bunch of nerds sitting around reading books from ancient times? Well, think again! Did you know that the TV show ‘The Simpsons’ references many great works of literature, particularly in the Halloween specials? Did you know that Twilight would not have existed without the Gothic novels of the 1800’s, Shakespeare’s plays and popular television shows from the 1990’s? Do you want to know how they are all related?

Do you love to read? Would you like to be part of a group of people with whom you can share your ideas and thoughts about your favourite books and film versions of books? If the answer to any of these questions is yes, then Literature is for you. In Literature, you will be required to read, analyse and discuss a range of texts, including novels, film, poetry and plays. You will respond both critically and creatively to the set text, as well as have the opportunity to share your own reading with the group. If you love English, you will love Literature!

Food and Technology
This elective will introduce an understanding of the links between food, food processing, nutrition, health and wellbeing. It will provide students with the opportunity to acquire knowledge and skills to make informed choices when selecting, purchasing, preparing and consuming foods which will contribute to a healthy lifestyle.

Geography
The purpose of this study is to develop in students an ability to see meaning in the arrangement of natural and human phenomena in space and to use geographic skills to describe and interpret patterns on the surface of the Earth, in particular, Australia, and the process that created them.

This study investigates a rich diversity of themes, environments and places at different scales and in different contexts, particularly in Australia. It explores the patterns and processes of physical geography and their interaction with aspects of human geography, enabling students to understand the current issues in society better. Students will acquire and apply practical skills and techniques needed to conduct geographic study and enquiry: map work, including digital mapping, fieldwork, and information and communication technology.
**Geography/Economics**

Geography /Economics will prepare students for any Humanities based pathway in VCE or VCAL. Students will develop many skills in relation to analysis and will develop a global perspective through an examination of the world and the issues affecting it, particularly in Geography. In Economics students will understand the role of the government in managing an economy, which would help students if they study Economics, Business Management and Legal Studies.

What are some problems in the developing world? How does Australia compare? What are some issues that may be affecting Australia in the future in regard to poverty, population and the environment? What is poverty? What is absolute and relative poverty? How might education and ecological sustainability reduce the impact of poverty? What is the impact of a good or bad economy on society?

This subject will involve an exploration of the key issues involving global population, poverty and the environment. Issues involving developed and developing countries, such as population distribution, population growth rates and fertility rates in those areas will be discussed. Models of economies will be examined and issues involving exports, imports and investment discussed.

Students will develop geographic skills such as working with population pyramids, cartograms, Choropleth maps and statistical data.

**Girls Physical Education /Health**

This is a girl’s only PE/ Health class. In practical classes you will participate in a variety of sports and activities. The sport/activity will be changed every two weeks. The health component will concentrate mainly on girls’ health issues such as the reproductive system, pregnancy, childbirth, contraception, STIs, body image and eating disorders, relationships and drug education.

**Health and Human Development**

During this unit you will examine the importance of a healthy lifestyle in the lives of individuals and groups in our society by focusing on the knowledge, skills and behaviour which enable people to achieve a degree of independence in developing and maintaining their physical, mental, social and emotional health. Students will explore their own health and development and the health of adolescents around Australia. They will also investigate what services and support programs are available in the local and global communities. Students will conclude this investigation by developing their own health promotion strategy.

**Hospitality**

Students who have a genuine interest in the hospitality area will find this elective very useful. You will learn about front of house operations as well as practising important cooking techniques. There will be an excursion to a training college’s restaurant. This subject could lead to a lifetime of fulfilling and exciting employment. *(Note - This subject is an introduction to Kitchen Operations and students wishing to pursue a career in this area may also undertake VET Hospitality.)*

**Information Technology**

If you would like a prestigious career in Information Technology or don’t want to be left behind in the modern, dynamic digital world then this is the course for you!

During this unit, you will be undertaking an integrated project where you will be required to create a theme based game in Game Maker with sounds created in Audacity and graphics created in Photo Shop.

You will then explore the powerful object oriented language known as Visual Basic, creating your own console and Windows application based programs integrated with Microsoft access databases.
Japanese (full year subject)
This unit is for students who have mastered the basics of the Hiragana and Katakana writing systems. Students will be encouraged to use their language skills to communicate via email, letters, and other technologies with each other, and students of their age in Japan. The development of students’ speaking and pronunciation skills will be a focus of the course.

This unit will also cover the relationship between Australia and Japan including customs, behaviour and history. Exciting opportunities will be available to learn more about the culture through activities such as manga animation, cooking, food and craft. This course will be the perfect preparation for future study tours to Japan and a solid introduction to Japanese at the VCE level.

Legal Studies
Completing this unit will equip students with the necessary skills and knowledge to be an active and informed citizen. Students will explore various issues such as their rights and responsibilities when dealing with police, types of crime, juvenile justice and their rights as a citizen in a democratic society. This is a practical and relevant subject which will provide students with an introduction to Legal Studies in VCE.

Media Studies
Media Studies combines the study of media and media production with a wide range of subject units such as theory of Australian media, popular media culture, cinema studies (critical film reviewing), radio theory and video production, journalism and current global media trends.

Multimedia
Electronic Design Interactive Multimedia (EDIM) refers to the integration of two or more media elements ranging from images, text, animation, and music on a computer to create digital content. The EDIM course covers multimedia theory, multimedia art, digital manipulation (Photoshop), computer animation using Flash, web design (html) and mp3 creation using music software such as Sound forge.

Outdoor and Environmental Studies
An Outdoor and Environmental study is a practical based unit looking at the outdoors and our place within it. Students will be given the opportunity to undertake bushwalking, snorkelling, rock climbing and surfing. They will learn camping and first aid skills and form links with the environment. It will challenge their view of the environment and the outdoors.

Physics/Chemistry
The Physics/Chemistry science option covers all general science topics but focuses heavily on skills specific to Chemistry and Physics. This subject is ideal for students who intend on pursuing VCE Chemistry and/or Physics. In preparation for VCE science subjects, theoretical concepts will be covered at depth and laboratory skills will be refined. This subject is geared towards students considering career paths related to Chemistry and Physics such as pharmacology or engineering. In addition to one of your core choices, Chemistry/Physics will also be offered as an elective, allowing you the opportunity to participate in both the Chemistry/Physics option as well as the Biology/Environmental science option if you wish.
Politics/History

This subject will involve an exploration of the key events that shaped the twentieth century. You will learn about World War II and the role Australia played in defeating the Nazi party and their allies, in particular, events such as the bombing of Pearl Harbour, the battles on the Kokoda track, the Vietnam War and the dropping of the Atomic bomb on Japan.

The fascinating lives of Adolf Hitler, Joseph Stalin, Sir Winston Churchill, Lenin, Germaine Greer, Edward Mabo, Sir Weary Dunlop and Franklin D Roosevelt will also be discussed. In preparation for VCE History, International Politics or VCAL you will come to understand the underlying meaning of such terms as capitalism, communism, the cold war, land rights and multiculturalism. The civil rights movement of the 1950s and 60s will be discussed from an Australian perspective and the demands for equality from immigrants, aboriginal people and women will be analysed.

Following WWII the face of Australia changed. Astonishing changes in culture and technology would lead to a new Australian identity. Miracles in medicine, the emergence of television, the growth in sports, movies and technology would all come together to establish what is now recognised as being Australian.

Psychology (Introduction)

This unit is designed for students who are interested in investigating thoughts, feelings and behaviours and the factors involved in creating and influencing these. During the semester we will investigate the different areas of psychology including: clinical, counselling, educational, sport and neuro-psychology. This course will give students a solid introduction to Psychology at VCE level.

Theatre Arts

In this subject students will participate in a variety of roles that are required to put on a theatre production. Students will get to choose between acting and/or stage management roles. They will do the production of their choice to rehearse, organise and perform it at the end of the semester.

Visual Communication

The main purpose of this unit is to enable students to prepare instrumental drawings of objects and explore freehand drawings from direct observation. Students also experiment and explore the application of design elements and principles in the preparation of solutions to suit specific purposes. Students study how the design process is applied in the production of visual communication.
What is the VCE?
The Victorian Certificate of Education recognises the successful completion of secondary education. It is recognised around the world and provides pathways to further study at university, Technical and Further Education (TAFE) and to the world of work.
The VCE is designed to be undertaken in Years 11 and 12, but can be started in Year 10.

At Carrum Downs Secondary College, all Year 10 students will study Unit 1 - Industry & Enterprise, in preparation for Work Experience, and a number of students will also be offered the opportunity to study Units 1 and 2 of the following subject to availability and timetabling.

- Accounting
- Biology
- Business Management
- General Maths
- Health and Human Development
- Literature
- Psychology

It is expected that students completing Units 1 and 2 in 2015 would then study Units 3 and 4 in 2016 and, possibly, University Enhancement studies in 2017.

Why study a VCE subject in Year 10?

- To provide challenge and motivation.
- To enhance students’ ATAR scores (by providing a sixth Unit 3 and 4 sequence - 10% of the subject result is added into the score). The ATAR is the score by which University entrance is determined.
- To improve the opportunity for students wishing to apply for an apprenticeship, where a VCE pass is a prerequisite.
- To allow students to study a broader range of VCE subjects and to complete VCE unit requirements and VET subjects more easily.
- To familiarise students with VCE terminology and processes.

Who will be eligible?
Students wishing to consider this option should discuss it with their parents and teachers before selecting the VCE study of their choice. The VCE study will take the place of two Year 10 Electives.

The following criteria will be used to select applicants:

- Overall high academic performance (not just in the chosen area of study)
- Highly motivated to achieve
- Good time management and organisational skills to cope with the increased workload
- Well developed work habits and skills
- Excellent school attendance
- Recommendation from relevant subject teachers
- Availability of places (Year 11 students get priority selection)

Please note that the subjects listed may not be the definitive list. Discussions will occur with the Sub School Leader on an individual basis if opportunities to study other VCE subjects arise.
All VCE subjects are a full year course, comprising of four periods a week.

**VCE Accounting**

**Rationale**
Accounting is the process of recording, reporting, analysing and interpreting financial data and information which is then communicated to internal and external users of the information. It plays an integral role in the successful operation and management of a small business. VCE Accounting focuses on the financial recording, reporting and decision-making process of a small business. Students will study both theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and information and communications technology (ICT) methods.

Many students will go on to further studies in business and finance, and other students will go on to become small business owners. The study of Accounting will enable them to develop their financial knowledge and skills.

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<tr>
<th>Unit 1: Establishing and operating a service business</th>
<th>Unit 2: Accounting for a trading business</th>
<th>Unit 3: Recording and reporting for a trading business</th>
<th>Unit 4: Control and analysis of business performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering, recording, reporting and analysing financial data and information used by internal and external users.</td>
<td>This unit focuses on accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system.</td>
<td>This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system.</td>
<td>This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process.</td>
</tr>
</tbody>
</table>

**Entry**
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

**Assessment**

**Satisfactory Completion**
Demonstrated achievement on each outcome specified.

**Levels of Achievement**

**Units 1 and 2**
Individual school decision on levels of achievement.

**Units 3 and 4**
School-assessed coursework and an end-of-year examination.

**Unit 3**
School-assessed coursework 25 %

**Unit 4**
School-assessed coursework 25 %
End-of-year examination 50 %
VCE Biology

Rationale

Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled micro-organisms that live in seemingly inhospitable conditions. It is a study of the dynamic relationships between living things, and their environment and the challenges of survival. All living things have many structural and functional characteristics in common, which can be used to classify and group organisms.

Modern biology draws on biochemistry, neuroscience, genetics, evolutionary biology, behavioural science, and cell and molecular biology. It connects with physics, chemistry, earth and space sciences in exploring the nature of past and present life, and the possibility of life forms beyond our planet.

Students develop knowledge of bioscience and skills of science inquiry and the values and attributes that will help them to consider issues and implications associated with the application of biological techniques and technologies.

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 2:</th>
<th>Unit 3:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unity and diversity</td>
<td>Organisms and their environment</td>
<td>Signatures of life</td>
<td>Continuity and change</td>
</tr>
<tr>
<td>In this unit students study the activities of cells and their structure and function at light and electron microscope levels.</td>
<td>In this unit students study environmental factors common to all habitats and investigate structural and physiological adaptations of organisms to particular ecological niches. Wilbur Johnson</td>
<td>In this unit students investigate the significant role of proteins in cell functioning. They explore how technological advances have provided improved knowledge and understanding of the roles proteins play in cell functions.</td>
<td>In this unit students focus on molecular genetics and investigate individual units of inheritance and the genomes of individuals and species. A study of asexually reproducing and sexually reproducing organisms is included.</td>
</tr>
</tbody>
</table>

More Information

For greater detail and specific outcomes visit:


Entry

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment

Satisfactory Completion

Demonstrated achievement on each outcome specified.

Levels of Achievement

Units 1 and 2

Individual school decision on levels of achievement.

Units 3 and 4

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

Unit 3

School-assessed coursework 17%

Unit 4

School-assessed coursework 17%

End-of-year examination 33%
VCE Business Management

Rationale
In contemporary Australian society, there is a wide variety of business organisations in terms of size, ownership, objectives, resources and location. These organisations are managed by people who establish systems and processes to achieve a range of objectives. VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations. The study recognises that there is a range of management theories. In each unit students examine some of these theories and, through exposure to real business scenarios and direct contact with business, compare them with management in practice. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Small business management</strong></td>
<td><strong>Corporate management</strong></td>
<td><strong>There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.</strong></td>
</tr>
<tr>
<td>Small rather than large businesses make up the large majority of all businesses in the Australian economy. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.</td>
<td>In this unit students investigate how large-scale organisations operate. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Communication and management</strong></td>
<td><strong>Managing people and change</strong></td>
</tr>
<tr>
<td>This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.</td>
<td>This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.</td>
</tr>
</tbody>
</table>

**More Information**
For greater detail and specific outcomes visit: www.vcaa.vic.edu.au/vce/studies/busmgmt/busnestindex.html

**Entry**
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

**Assessment**

- **Satisfactory Completion** Demonstrated achievement on each outcome specified.

**Levels of Achievement**
- **Units 1 and 2** Individual school decision on levels of achievement.
- **Units 3 and 4** School-assessed coursework and an end-of-year examination.

- **Unit 3** School-assessed coursework 25%  
- **Unit 4** School-assessed coursework 25% End-of-year examination 50%
**VCE: Victorian Certificate of Education**

**VCE General Mathematics**

**Rationale**

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effecting use of mathematical ideas, techniques and processes.

General Mathematics provides courses of study for a broad range of students and may be implemented in a number of ways. Some students will not study Mathematics beyond Units 1 and 2, while others will intend to study Further Mathematics Units 3 and 4. Others will also be studying Mathematics Methods Computer Algebra System (CAS) Units 1 and 2 and intend to study Mathematical Methods (CAS) Units 3 and 4 and, in some cases, Specialist Mathematics Units 3 and 4 as well.

<table>
<thead>
<tr>
<th><strong>Unit 1 &amp; 2</strong></th>
<th><strong>Areas of Study</strong></th>
<th><strong>Material from areas of study which provide a suitable background for these studies</strong></th>
<th><strong>Entry</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Areas of Study</strong></td>
<td>The areas of study are ‘Arithmetic’, ‘Data analysis and simulation’, ‘Algebra’, ‘Graphs of linear and non-linear relations’, ‘Decision and business mathematics’ and ‘Geometry and trigonometry’. Units 1 and 2 are to be constructed to suit the range of students entering the study by selecting material from the six areas of study using the following rules: For each unit, material covers four or more topics selected from at least three different areas of study; Courses intended to provide preparation for study at the Units 3 and 4 level should include selection of:</td>
<td>Selected material from an area of study provide a clear progression in key knowledge and key skills from Unit 1 to Unit 2. The appropriate use of technology to support and develop the teaching and learning of mathematics is to be incorporated throughout the course. This will include the use of some of the following technologies for various areas of study or topics: graphics calculators, spreadsheets, graphing packages, dynamic geometry systems, statistical analysis systems, and computer algebra systems.</td>
<td>There are no prerequisites for entry to General Mathematics Units 1 and 2.</td>
</tr>
</tbody>
</table>

**Assessment**

**Satisfactory Completion**

Demonstrated achievement on each outcome specified.

**Levels of Achievement**

Units 1 and 2

Individual school decision on levels of achievement.

**More Information**

VCE Health and Human Development

Rationale
Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities.

The VCE Health and Human Development study approaches the concept of ‘development’ as a continuum that begins with individual human development in Units 1 & 2 and progresses towards human development at a societal level in Unit 4. In Units 1 & 2 the study of human development is about individual change that is a continuous lifelong process that begins at conception and continues until death. Individual human developmental changes are cumulative; development that occurs in the future is dependent upon development occurring in the past. Unit 4 takes a global perspective on health and human development and uses definitions of human development that are consistent with approaches taken by both the World Health Organization (WHO) and the United Nations (UN). In Unit 4 human development is about expanding people’s choices and enhancing capabilities (the range of things people can be and do) and their freedoms; enabling people to live full, productive and creative lives; having access to knowledge, health and a decent standard of living; and participating in the life of their community and decisions affecting their lives (adapted from the United Nations Development Programme, 1990).

The study of Health and Human Development is based on the premise that health and human development needs to be promoted at an individual level, and within group and community settings at national and international levels, to maximise global development potential. This underpins the structure of the four units of Health and Human Development. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The health and development of Australia’s youth</strong></td>
<td><strong>Australia’s health</strong></td>
<td><strong>There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.</strong></td>
</tr>
<tr>
<td>In this unit students are introduced to the concepts of health and individual human development. In this unit students identify issues that impact on the health and individual human development of Australia’s youth. Students investigate one health issue in detail and analyse personal, community and government strategies or programs that affect youth health and individual human development.</td>
<td>Australians generally enjoy good health and are among the healthiest people in the world when compared to other developed countries. The health status of Australians can be measured in many ways. Both government and non-government organisations play an important role in the implementation of a range of initiatives designed to promote health in Australia.</td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td><strong>Unit 2:</strong></td>
<td><strong>Unit 4:</strong></td>
<td><strong>Satisfactory Completion</strong></td>
</tr>
<tr>
<td><strong>Individual human development and health issues</strong></td>
<td><strong>Global health and human Development</strong></td>
<td>Demonstrated achievement on each outcome specified.</td>
</tr>
<tr>
<td>The study of health is constantly changing with many emerging issues that have impacts on Australia’s health and development. This unit focuses on the lifespan stages of childhood and adulthood.</td>
<td>This unit takes a global perspective on achieving sustainable improvements in health and human development. In the context of this unit human development is about creating an environment in which people can develop to their full potential and lead productive, creative lives.</td>
<td><strong>Levels of Achievement</strong></td>
</tr>
<tr>
<td></td>
<td><strong>More Information</strong></td>
<td><strong>Units 1 and 2</strong></td>
</tr>
<tr>
<td></td>
<td>For greater detail and specific outcomes visit: <a href="http://www.vcaa.vic.edu.au/vce/studies/healthnhuman/healthumindex.html">www.vcaa.vic.edu.au/vce/studies/healthnhuman/healthumindex.html</a></td>
<td>Individual school decision on levels of achievement.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Units 3 and 4</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>School-assessed coursework and an end-of-year examination.</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Unit 3</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>School-assessed coursework</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>Unit 4</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>25%</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>End-of-year examination</strong></td>
</tr>
<tr>
<td></td>
<td></td>
<td>50%</td>
</tr>
</tbody>
</table>
VCE Literature

Rationale

The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others.

The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. Students learn to understand that texts are constructions, to consider the complexity of language and to recognise the influence of contexts and form. The study of literature encourages independent and critical thinking in students’ analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

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

Unit 2:
The focus of this unit is on students’ critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text.

Unit 3:
The focus of this unit is on students’ critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text.

Unit 4:
This unit focuses on students’ creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work.

More Information
For greater detail and specific outcomes visit:

Entry
There are no prerequisites for entry to Units 1, 2 and 3.
Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory Completion
Demonstrated achievement on each outcome specified.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
School-assessed coursework and an end-of-year examination.

Unit 3
School-assessed coursework 25%

Unit 4
School-assessed coursework 25%
End-of-year examination 50%
VCE: Victoria Certificate of Education

VCE Psychology

Rationale
Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition.

The science of psychology has produced rapid expansion in knowledge, particularly in the fields of neuroscience and cognition. This growth has been fuelled by the emergence of new interdisciplinary approaches, advances in imaging technologies and a broader public interest in applications of psychology. As a result, new ethical frameworks have been required for neuroscientific and psychological research, clinical practice and commercial applications.

<table>
<thead>
<tr>
<th>Unit 1: Introduction to psychology</th>
</tr>
</thead>
<tbody>
<tr>
<td>In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behavior. Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2: Self and others</th>
</tr>
</thead>
<tbody>
<tr>
<td>A person’s attitudes and behaviors affect the way they view themselves and affect their relationship with others. Understanding what influences the formation of attitudes of individuals and behaviors of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure, and responses to group behavior.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3: The conscious self</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4: Brain, behaviour and experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behavior. The overall quality of functioning of the brain depends on experience, and its plasticity means that different kinds of experience change and configure the brain in different ways. Students investigate learning as a mental process.</td>
</tr>
</tbody>
</table>

More Information
For greater detail and specific outcomes visit:

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Assessment
Satisfactory Completion
Demonstrated achievement on each outcome specified.

Levels of Achievement
Units 1 and 2
Individual school decision on levels of achievement.

Units 3 and 4
School-assessed coursework and end-of-year examination. Percentage contributions to the study score in this subject are as follows:

<table>
<thead>
<tr>
<th>Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-assessed coursework 17 %</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>School-assessed coursework 17%</td>
</tr>
<tr>
<td>End-of-year examination 33%</td>
</tr>
</tbody>
</table>

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.
Vocational Education and Training (VET) at Carrum Downs Secondary College

What is a VET program?

Vocational Education and Training (VET) is education and training designed to prepare people for work. It is one of the three major sectors of education and training, the other two being the school and higher education sectors.

The following are some of the major features of the VET sector in Australia:

- VET covers education and training useful both before and during employment. It assumes that people will undertake VET throughout their working lives.
- VET includes both craft-based training (associated with traditional apprenticeships such as cabinet making and boiler making) and industry-wide training (for example, broad-based metals modules and office skills modules). It also includes general employment skills such as communication and occupational health and safety.
- VET is provided in institutes and in the workplace. Workplace training can be on-the-job, as with apprenticeships, or in the industry-based training programs and facilities (known as skills centres) found in some larger companies.
- VET is generally associated with the Technical (or Training) and Further Education (TAFE) sector, but it is much wider. Other providers of off-the-job training including private training institutions, and a large proportion of training is conducted in enterprises (that is, business) or on-the-job.

VET is supported by the Commonwealth, state and territory governments, mainly through the TAFE system and major industry bodies. VET programs range from basic level and skill-specific courses to more advanced and broader courses awarding qualifications such as advanced diplomas. VET is provided by industry, TAFE institutes, adult education, community and private providers and increasingly by schools.

Not all vocational education in Australia is accredited. Under the new training arrangements, each state and territory has a body responsible for accrediting training.

Cost

There is a significant cost associated with VET including the purchasing of equipment, materials and training. Each Registered Training Organisation (RTO) may have a different cost so ensure you do your research. Payments need to be made upfront to CDSC. More information will be available in Term 4 2012.

Withdrawal

A student must withdraw from a VET subject before week 4 of the school year or they will incur the full cost of the course.

Selection

With the support of your Pastoral Care Teacher, Sub School Leader and Careers Practitioner research the most appropriate course and where it is offered. Contact the provider to obtain the most current information on when, where and how it will be delivered. Each VET is different and the delivery changes frequently so make sure your research is thorough.

Courses offered to Year 10 students in 2014.

- VET Automotive (Certificate II)
- VET Beauty (Certificate III)
- VET Building & Construction (Certificate II)
- VET Furniture Making (Certificate II)
- VET Hairdressing (Certificate II)
- VET Multimedia (Certificate III)
- External VET Options at Chisholm or other providers
Certificate II in Automotive
Chisholm Institute of TAFE (Monterey)

Rationale
The VCE VET Automotive program is a work ready pre-employment course designed to meet the needs of full-time or part-time students wishing to pursue a career in the automotive industry through an apprenticeship or higher education. The learning outcomes of the Certificate II in Automotive Studies (Prevocational) enable an individual with this qualification to:

- Demonstrate basic operational knowledge in a moderate range of automotive technologies
- Apply a defined range of skills appropriate to entry to the automotive industry
- Apply known solutions to a limited range of predictable problems associated with an understanding of basic automotive technologies
- Perform a range of tasks where choice between a limited range of options is required
- Assess and record information from varied sources
- Take limited responsibility for own outputs in work and learning.

<table>
<thead>
<tr>
<th>Year 1: Units of Competence</th>
<th>Year 2: Units of Competence</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply safe work practices</td>
<td>Job seeking</td>
<td>There are no prerequisites for entry to first year.</td>
</tr>
<tr>
<td>Carry out industry research</td>
<td>Remove and replace clutch assembly</td>
<td>However Year 1 must be completed before Year 2. The Unit 3 and 4 sequence is not designed as a stand-alone study.</td>
</tr>
<tr>
<td>Use and maintain workplace tools and equipment</td>
<td>Dismantle and assemble transmission, manual</td>
<td></td>
</tr>
<tr>
<td>Participate in basic vehicle servicing operations</td>
<td>Remove and replace wheel and tyre assemblies</td>
<td></td>
</tr>
<tr>
<td>Remove and replace suspension, front springs</td>
<td>Operate electrical test equipment</td>
<td></td>
</tr>
<tr>
<td>Remove and refit batteries</td>
<td>Construct basic electronic circuits</td>
<td></td>
</tr>
<tr>
<td>Recharge batteries</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dismantle and assemble four stroke multi</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment
VCE/VET programs function within the AQTF, so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.

Levels of Achievement
Year 1
Competency-Based Assessment

Year 2
Competency-Based Assessment
Certificate III in Beauty Services
Australian Institute of Education and Training

Rationale

Certificate III in Beauty Services has been designed to develop the skills and knowledge of students who wish to be employed as a beauty practitioner in a salon with limited supervision, ensuring a safe working environment, providing treatments, including lash and brow treatments, and temporary epilating.

The multi-faceted Australian beauty industry continues to enjoy strong growth. Career opportunities range from day spas to beauty salons, wellness centres, resorts, retail, film, stage, television and advertising.

Certificate III in Beauty Year 1 core units include participating in occupational health and safety processes, knowledge of skin biology, lash and brow treatments, manicure and pedicure services and advising clients. Year 2 core units include working in a retail environment, as well as applying makeup and temporary epilating treatments.

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>Year 2:</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply the principles of skin biology to beauty treatments</td>
<td>Conduct financial transactions</td>
<td>There are no prerequisites for entry to first year, however, Year 1 must be completed before Year 2.</td>
</tr>
<tr>
<td>Research and apply beauty industry information</td>
<td>Sell products and service</td>
<td>The Unit 3 &amp; 4 sequence is not designed as a stand-alone study.</td>
</tr>
<tr>
<td>Provide service to clients</td>
<td>Perform waxing treatments</td>
<td></td>
</tr>
<tr>
<td>Organise and maintain work areas</td>
<td>Design and apply make-up</td>
<td></td>
</tr>
<tr>
<td>Communicate in the workplace</td>
<td>Operate retail technology</td>
<td></td>
</tr>
<tr>
<td>Work effectively in a retail environment</td>
<td>Perform stock control procedures</td>
<td></td>
</tr>
<tr>
<td>Apply safe working practices</td>
<td>Merchandise products</td>
<td></td>
</tr>
<tr>
<td>Advise on beauty services</td>
<td>Apply ultraviolet gel nail enhancement</td>
<td></td>
</tr>
<tr>
<td>Provide lash and brow treatments</td>
<td>Provide facial treatments</td>
<td></td>
</tr>
<tr>
<td>Work in a nail services framework</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provide manicure and pedicure services</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment

VCE/VET programs function within the AQTF so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.

Levels of Achievement

Year 1
Competency-based assessment

Year 2
Competency-based assessment

Block Credit available
VET: Vocational Education and Training

Certificate II in Building & Construction
Chisholm Institute of TAFE (Monterey)

Rationale
The VCE VET Building and Construction program provides partial completion of the 21844VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decoration – Pre-Apprenticeship). Additional training is required to complete the pre-apprenticeship. The training undertaken may lead to a career path within the Building and Construction industry.

Trade qualifications are available in General Construction: Painting and Decorating, Bricklaying/Blocklaying or Carpentry – Framework/Formwork/Finishing.

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

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

### Year 1:
#### Units of Competence
- Workplace safety and industry induction
- Work safely in the construction industry
- Workplace procedures for environmental sustainability
- Basic first aid
- Levelling
- Safe handling and use of plant and power tools
- Workplace documents and plans
- Building structures
- Calculations for the building industry
- Quality principles for the building industry
- Work safely in the construction industry
- Introduction to scaffolding

### Year 2:
#### Units of Competence
- Introduction to demolition
- Basic setting out
- Sub floor framing
- Wall framing
- Roof framing
- External cladding
- Introduction to demolition
- Basic setting out
- Sub floor framing
- Wall framing
- Carpentry hand tools
- Installation of window and door frames

### Entry
There are no prerequisites for entry to first year.
However Year 1 must be completed before Year 2. The Unit 3 and 4 sequence is not designed as a stand-alone study.

### Assessment
VCE/VET programs function within the AQTF, so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.

### Levels of Achievement
#### Year 1
Competency-Based Assessment

#### Year 2
Competency-Based Assessment
Certificate II in Furniture Making (Cabinet Making)
Chisholm Institute of TAFE

Rationale
The VCE/VET Furniture Making program covers a wide range of work areas within the furnishing industry, particularly cabinet making of all types. The Certificate II in Furniture Making provides a pathway into a furnishing apprenticeship. This program will provide you with a high degree of skills and knowledge of timber and other furnishing materials and an ability to read plans while working on a range of projects.

The VCE/VET Units 1 and 2 core units of competence include safe working policies and practices, constructing a basic timber furnishing product and an optional industry placement. Elective units include first aid, selecting and applying hardware and setting up, operating and maintaining drilling machines.

The VCE VET Units 3 and 4 sequence incorporates core units such as assembling furnishing components, using hand and power tools and following plans to assemble production furniture.

<table>
<thead>
<tr>
<th>Year 1: Units 1 &amp; 2</th>
<th>Year 2: Units 3 &amp; 4</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units of Competence</td>
<td>Units of Competence</td>
<td></td>
</tr>
<tr>
<td>Provide basic emergency life support</td>
<td>Construct furniture using leg and rail method</td>
<td>There are no prerequisites for entry, however, Year 1 must be completed before Year 2.</td>
</tr>
<tr>
<td>Communicate in the workplace</td>
<td>Prepare cutting list from plans and job specifications</td>
<td>The Unit 3 &amp; 4 sequence is not designed as a stand-alone study.</td>
</tr>
<tr>
<td>Work in a team</td>
<td>Read and interpret work documents</td>
<td>Assessment</td>
</tr>
<tr>
<td>Work safely</td>
<td>Assemble furnishing components</td>
<td>VCE/VET programs function within the AQTF so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.</td>
</tr>
<tr>
<td>Prepare surfaces for finishing</td>
<td>Participate in environmental work practices</td>
<td>Levels of Achievement</td>
</tr>
<tr>
<td>Make measurements</td>
<td>Use furniture making hand and power tools</td>
<td>Year 1</td>
</tr>
<tr>
<td>Apply quality standards</td>
<td></td>
<td>Competency-based assessment</td>
</tr>
<tr>
<td>Join solid timber</td>
<td></td>
<td>Year 2</td>
</tr>
<tr>
<td>Construct a basic timber furnishing product</td>
<td></td>
<td>Competency-based assessment</td>
</tr>
<tr>
<td>Hand make timber joints</td>
<td></td>
<td>And/or Study Score available</td>
</tr>
</tbody>
</table>

Entry
Certificate II in Hairdressing
Australian Institute of Education and Training

Rationale

The Certificate II in Hairdressing has been designed as a qualification for those persons providing general assistance in a hairdressing salon.

Functions at this level include performing a limited range of hairdressing tasks, interacting with customers and providing customer service, following workplace safety procedures, demonstrating effective hairdressing environment work practices, providing assistance to colleagues and developing hairdressing industry knowledge.

Year 1:
<table>
<thead>
<tr>
<th>Units of Competence</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participate in environmentally sustainable work practices</td>
<td>There are no prerequisites for entry to Certificate II in Hairdressing. It is strongly advised that Certificate II is completed before attempting Certificate III in Hairdressing.</td>
</tr>
<tr>
<td>Perform shampoo and basin services</td>
<td></td>
</tr>
<tr>
<td>Greet and prepare clients for salon services</td>
<td></td>
</tr>
<tr>
<td>Dry hair to shape</td>
<td></td>
</tr>
<tr>
<td>Maintain and organise tools, equipment and work areas</td>
<td></td>
</tr>
<tr>
<td>Apply salon safety procedures</td>
<td></td>
</tr>
<tr>
<td>Communicate in the workplace</td>
<td></td>
</tr>
<tr>
<td>Work effectively in a retail environment</td>
<td></td>
</tr>
<tr>
<td>Conduct financial transactions</td>
<td></td>
</tr>
<tr>
<td>Perform head, neck and shoulder massage</td>
<td></td>
</tr>
<tr>
<td>Apply hair braiding techniques</td>
<td></td>
</tr>
<tr>
<td>Recommend hair, beauty and cosmetic products and services</td>
<td></td>
</tr>
<tr>
<td>Sell products and services</td>
<td></td>
</tr>
</tbody>
</table>

Entry

There are no prerequisites for entry to Certificate II in Hairdressing. It is strongly advised that Certificate II is completed before attempting Certificate III in Hairdressing.

Assessment

VCE/VET programs function within the AQTF so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.

Levels of Achievement

Year 1

Competency-based assessment

Year 2

Competency-based assessment

And/or Block Credit available
Certificate II in Hospitality
Chisholm Institute of TAFE

Rationale
The VCE/VET Hospitality program is designed to provide students with training and skill development for the achievement of competence in food and beverage service and/or commercial cookery. The program will also provide access to a range of potential career paths within the hospitality industry. Certificate II in Hospitality (Kitchen Operations), VCE/VET Units 1 and 2 core units of competence include health, safety and security procedures, workplace hygiene, working with colleagues and customers, basic methods of cookery, receiving and sorting kitchen supplies, and presenting food.

The VCE/VET Units 3 and 4 sequence incorporates core units including preparing, cooking and serving food for service, and specific preparation of appetisers, salads, stocks, sauces, soups and desserts.

The VCE/VET Hospitality may provide employment opportunities in a variety of roles such as catering assistant, kitchen hand, cook’s assistant or short order cook.

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>Year 2:</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 1 &amp; 2</td>
<td>Units 3 &amp; 4</td>
<td>There are no prerequisites for entry to first year, however, Year 1 must be completed before Year 2.</td>
</tr>
<tr>
<td>Units of Competence</td>
<td>Units of Competence</td>
<td>The Unit 3 &amp; 4 sequence is not designed as a stand-alone study.</td>
</tr>
<tr>
<td>Organise and prepare food</td>
<td>Prepare, cook and serve food for food service</td>
<td><strong>Assessment</strong></td>
</tr>
<tr>
<td>Present food</td>
<td>Prepare appetisers and salads</td>
<td>VCE/VET programs function within the AQTF so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.</td>
</tr>
<tr>
<td>Receive and store kitchen supplies</td>
<td>Prepare stocks, sauces and soups</td>
<td><strong>Levels of Achievement</strong></td>
</tr>
<tr>
<td>Clean and maintain kitchen premises</td>
<td>Prepare vegetables, fruit, eggs and farinaceous dishes</td>
<td><strong>Year 1</strong></td>
</tr>
<tr>
<td>Use basic methods of cookery</td>
<td>Prepare hot and cold desserts</td>
<td>Competency-based assessment</td>
</tr>
<tr>
<td>Develop and update hospitality industry knowledge</td>
<td>Select, prepare and cook poultry</td>
<td><strong>Year 2</strong></td>
</tr>
<tr>
<td>Work with colleagues and customers</td>
<td></td>
<td>Competency-based assessment</td>
</tr>
<tr>
<td>Work in a socially diverse environment</td>
<td></td>
<td>And/or Study Score available</td>
</tr>
<tr>
<td>Follow health, safety and security procedures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Certificate III in (Multi) Media
Swinburne TAFE

Rationale
The VCE / VET Interactive Digital Media program provides students with the knowledge and skills that will enhance their employment prospects within the media industry. Certificate III in Media Units 1 and 2 core units include participating in occupational health and safety processes, producing and preparing photo images, working effectively in the screen and media industries. Units will include creating 3D digital models, preparing audio assets, following a design process and producing drawings to represent and communicate the concept.

The VCE / VET Unit 3 and 4 sequence incorporates core units in preparing video assets, exploring and applying the creative design process to 2D forms, creating visual design component and authoring interactive sequences.

The Certificate III in Media can provide pathways into job roles such as community radio or television production assistant, editing assistant and interactive media author assistant.

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>Year 2:</th>
<th>Entry</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 1 &amp; 2</td>
<td>Units 3 &amp; 4</td>
<td>There are no prerequisites for entry to first year. However Year 1 must be completed before Year 2. The Unit 3 and 4 sequence is not designed as a stand-alone study.</td>
</tr>
<tr>
<td>Units of Competence</td>
<td>Units of Competence</td>
<td></td>
</tr>
<tr>
<td>Develop and extend critical and creative thinking skills</td>
<td>Create 2D digital animations</td>
<td></td>
</tr>
<tr>
<td>Work effectively in the screen and media industries</td>
<td>Write content for a range of media</td>
<td></td>
</tr>
<tr>
<td>Participate in OHS processes</td>
<td>Explore and apply the creative design process to 2D forms</td>
<td></td>
</tr>
<tr>
<td>Produce and prepare photo images</td>
<td>Author interactive sequences</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>Prepare video assets</td>
<td></td>
</tr>
<tr>
<td>Use advanced features of computer applications</td>
<td>Create visual design components</td>
<td></td>
</tr>
<tr>
<td>Maintain interactive content</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Implement copyright arrangements</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Assessment
VCE VET programs function within the AQTF, so that students may be eligible for nationally recognised qualifications or gain credit toward those qualifications.

Levels of Achievement
Year 1
Competency-Based Assessment

Year 2
Competency-Based Assessment
And/or Study Score
The Level 6 (Year 9 and 10) Victorian Essential Learning Standards’ strands include each of the disciplines; a strong focus on developing the full range of interdisciplinary and physical, personal and social knowledge, skills and behaviours; and the capacity for students to pursue pathway-related studies which meet their needs and connect with programs the school will provide in Years 11 and 12.

The Standards are built around three developmental stages of learning that young people experience in the compulsory years of schooling, the third of which involves Year 9 and 10 students. In this stage, students are in their final years of compulsory schooling and are consolidating their foundational learning. At the same time, they also begin to focus more clearly on areas of particular interest, related to both their future schooling and intended pathways beyond school.

By the end of Year 10 all students will have had the opportunity to develop:

- Physical, personal and social qualities which enable them to take initiative, to exercise autonomy, to make responsible decisions and to manage elements of their learning
- Understanding of the world in which they live through a strong foundation in the discipline-based domains
- Interdisciplinary skills which enable them to apply their knowledge confidently and creatively in the context of work and further learning.

In meeting individual students’ requirements we will maintain sufficient breadth of learning to maximise students’ options in their continuing education. This will ensure that students gain deeper understanding of areas related to those pathways they will follow in the next phase of their learning.
Camps
Some elective subjects will involve camps as part of their assessment requirements. To allow all students the opportunity to experience the social and educational benefits of a camp there will be tours on offer. These are:

International Japanese Tour – September
* This tour will be offered every second year to Year 10 and 11 students
Students will be immersed in the Japanese culture throughout the 16 day study tour. We will be visiting the cities of Tokyo, Hiroshima, Kyoto and Osaka (where our sister school is located). Day trips to tourist attractions include Tokyo Disneyland, 'Electric Town' (famous for discount electronics), Memorial Peace Park, Hiroshima Castle, Giant Buddha and the Golden Pavilion just to name a few. Accommodation will include traditional Japanese style (ryokan) hotels and home stay. All breakfasts included. All meals included in the home stay. Approximate cost will be $3500 - $4000.

G'day USA
Following the very successful tour to California in January 2014, students who are currently in Years 8, 9 and 10 have been given the opportunity to express interest in this amazing trip which is planned for January 2014. The tour is for 19 days and includes visits to Knott's Berry Farm, Disneyland, Universal Studios, Hollywood, San Diego and San Francisco. The highlight of the trip will be the 10 days spent in home stay in a city (yet to be decided) where the students will live with an American family, attend school and tour the local area.

Students will benefit enormously from the cultural experience and achieve significant personal development, not to mention the possibility of making lifelong friendships. The cost of the tour is approximately $6,000 and students are encouraged to fundraise and gain part -time employment to contribute to the cost. A deposit of $500.00 will be required immediately upon registration. If you are interested in finding out more about G'Day USA please contact Sherallen Smith at the College.
Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a certificate which recognises the successful completion of secondary education. The VCE provides pathways to further study at university, Technical and Further Education (TAFE) and to the world of work. The VCE is designed to be undertaken in Years 11 and 12 but can be started in Year 10.

In the VCE there are over 90 studies or subjects to choose from. Of these, over 30 are Vocational Education and Training (VET) programs which also provide a nationally recognised industry qualification. There are other choices too… You can also choose from several Mathematics studies or study Group or Solo Music Performance.

A VCE study is generally designed to last for one year and is made up of units. A unit is half a year or a semester in length. Units 1 and 2 can be taken as single units - that is just Unit 1 or just Unit 2 - but Units 3 and 4 must be taken as a sequence of two units. If you enrol in Unit 3 in a study, you will also be expected to enrol in Unit 4 of that study, usually in the same year.

A VCE program will generally consist of 20 to 24 units taken over two years, although you can vary the number of units that you do in one year.

Units 3 and 4 are normally taken in your final year at school. If you are planning to take some Units 1 and 2 in Year 10 or Units 3 and 4 in Year 11, remember that these are more difficult.

What must I include in my VCE program?

To obtain your VCE, you must satisfactorily complete at least 16 units.

Regardless of how many units you do altogether, you must satisfactorily complete at least three units from the English Group listed below:

- Foundation English Units 1 and 2
- English Units 1-4
- English as a Second Language (ESL) Units 1-4
- English Language Units 1-4
- Literature Units 1-4

To gain an Australia Tertiary Admission Ranking (ATAR) you must complete both Units 3 and 4 of an English sequence.

Students must complete three sequences of Unit 3 and 4 studies in addition to the sequence chosen from the English group. These sequences can be from VCE studies and/or VET programs.

If you intend applying for an ATAR at the end of your VCE, you will need to be aware of restrictions.
**Victorian Certificate of Applied Learning (VCAL)**

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for Year 11 and 12 students. The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE), VCAL is an accredited secondary certificate.

Students who do the VCAL are likely to be interested in going on to training at Technical and Further Education (TAFE) institutes, doing an apprenticeship or getting a job after completing school. However, if you start your VCAL and then decide to transfer to the VCE, it won't be too late to change your mind. In fact, any VCE units you complete as part of your VCAL will count towards your VCE, should you decide to transfer between certificate courses.

The VCAL's flexibility enables you to undertake a study program that suits your interests and learning needs. Accredited modules and units are selected from the following four compulsory strands:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills

If you successfully complete your VCAL, you will receive a certificate and a statement of results which details the areas of study you have completed.

A student’s VCAL learning program must include:

- A minimum of two VCAL units
- At least one unit from:
  - Literacy
  - Numeracy
  - Industry Specific Skills strand (In Intermediate and Senior levels this must include a unit of study from a VET/ASBA qualification)
  - Work Related Strand
  - Personal Development Strand
- At least five credits at the level of VCAL a student is enrolled in, of which one must be literacy and one must be a VCAL Personal Development Skill unit.
Terms and Definitions

Assessment at Unit 3 and 4 Level

Each study has three graded assessments over Units 3 and 4, either two school assessments and one examination or one school assessment and two examinations. Your results for each graded assessment will be reported as a grade from A+ to E or UG (ungraded – unsatisfactory). The two kinds of school assessment are School Assessed Coursework (SACs) and School Assessed Tasks (SATs).

Australian Tertiary Admission Rank (ATAR)

This is the overall ranking on a scale of 0 – 100 that you receive upon successful completion of the VCE, based on your study scores. The ATAR is used by universities and TAFEs to select students for their courses.

Authentication

The process of ensuring that work submitted by students for assessment is their own.

English (Second Language) (ESL)

Students from a non-English speaking background are eligible to study ESL – a modified English course – at Units 3 and 4. A student is eligible for enrolment in ESL if he or she has been a resident in Australia or New Zealand for no more than seven years, and English has been the student's major language of instruction for no more than seven years.

External Examinations

External examinations are set and marked by the VCAA for all Unit 3 and 4 level subjects. These exams are held in November. There are also performance examinations in subjects such as Music Craft, Drama and LOTE.

General Achievement Test (GAT)

The GAT is a test that measures your knowledge and skills in three areas of study, namely: written communication; mathematics, science and technology; and humanities, arts and social sciences.

The GAT is a three hour exam undertaken by all students studying any subject at Units 3 and 4. It does not count towards your VCE graduation, but your GAT results are reported to you with your Statement of Results.

The GAT scores are used as a basis for:

- contributing to statistical moderation of school assessed coursework
- reviewing school assessments in school assessed tasks
- checking the accuracy of exam marking

Languages Other Than English (LOTE)

The VCAA provides courses in a range of different languages. This includes Japanese. Arrangements can be made through the Victorian School of Languages to study many different languages as a Distance Education course.

Learning Outcomes

Learning outcomes describe the knowledge and skills you should have by the time you have completed a unit. Each unit has between two and four outcomes. Your teacher will set assessment tasks to decide whether you have achieved the learning outcomes and hence satisfactorily completed a unit.
Managed Individual Pathways (MIPS)

MIPs are a State Government initiative to assist students with pathway options which will lead on to employment or further education and training. It includes tracking former students regarding their employment and further education after leaving school.

Registered Training Organisation (RTO)

An institution which has been accredited to deliver specified training programs - such as VET courses.

Scaling of VCE Subjects

Scaling ensures that a study score in one subject is equivalent to the same study score in other subjects. For the process of calculating the ATAR, some study scores will be scaled up and some will be scaled down.

School Assessed Coursework (SACs)

Coursework assessment is the graded assessment of work done mainly in class time to establish how you are performing in Units 3 and 4. This work is in the form of assessment tasks specified in the Study Design. Coursework assessment is often referred to as School Assessed Coursework or a SAC. Assessment at Units 1 and 2 is also described as SACs.

School Assessed Task (SATs)

Some VCE studies (i.e. Art, Studio Arts, Visual Communication and Design, Food and Technology, Design and Technology, Systems and Technology) have school assessed tasks (SATs). These will be used in studies where products and models are assessed. Like coursework assessment, a school assessed task establishes how you are performing in Units 3 and 4. A school assessed task is set and graded by your teachers according to Victorian Curriculum and Assessment Authority (VCAA) assessment criteria.

Semester

One half of an academic year. Each VCE Unit and each year 10 elective lasts for one semester or two terms.

Sequence

Unit 3 and 4 studies are designed to be taken as a sequence, normally during Year 12. Unit 1 and 2 studies do not need to be studied as a sequence.

Special Provision

Special consideration may be given to a student who is significantly affected by illness, personal environment or disability during the completion of SACs, SATs, exams or the GAT. This may take the form of extra time allowed to complete a task or modification of a task. The granting of Special Provision is determined by the Sub School Leader and subject teacher with provision of appropriate documentation.

Statement of Results

A set of documents which record the results you attained in the VCE.

Study Design

Each VCE Study (subject) has a booklet specifying the content for the study and how student work is to be assessed. VCE classes are taught according to guidelines in the study design.

Study Score

The final marks given by the VCAA for each of the 3 graded assessments will be used to calculate your study score. This is a score from zero to 50 which shows how you performed in a Unit 3/4 level study, relative to all other students doing that study. It is based on your results for school assessments and examinations.
Unit of Work

Every subject is subdivided into units, each lasting half a year (one semester). Students will normally study 10 units while in Year 11 and 10 units while in Year 12.

Victorian Certificate of Education (VCE)

The VCE is a certificate gained upon graduating from secondary schools in Victoria. It allows you access into University and TAFE courses by providing an ATAR score. It is achieved through SACs and exams.

Victorian Certificate of Applied Learning (VCAL)

VCAL is designed to sit alongside the VCE and is based on applied learning. It provides an accredited program of studies in four compulsory strands:

- Literacy and numeracy
- Work-related skills
- Industry-specific skills
- Personal development

VCAL develops and extends pathways for students from school to VCE, further education, training and work.

Victorian Curriculum and Assessment Authority (VCAA)

VCAA is the organisation responsible for VCE and VCAL curriculum and assessment.

Victorian Tertiary Admissions Centre (VTAC)

VTAC is the organisation responsible for tertiary selection. You will receive information about VTAC during your senior years.

Vocational Education and Training (VET)

This is a career-oriented course taken at the same time as the VCE/VCAL. Depending upon which course is studied, it may be completed at CDSC or at a TAFE Institute.
Week 4 - Monday 5 August
Senior Information Evening
Course Handbook distributed

Week 4 - Tuesday 6 August
Extended Pastoral Care

Week 8 Tuesday 3 September
Course confirmation day and
subject selection forms due

Week 10 - Friday 27 September
Subject selections for 2014
finalised