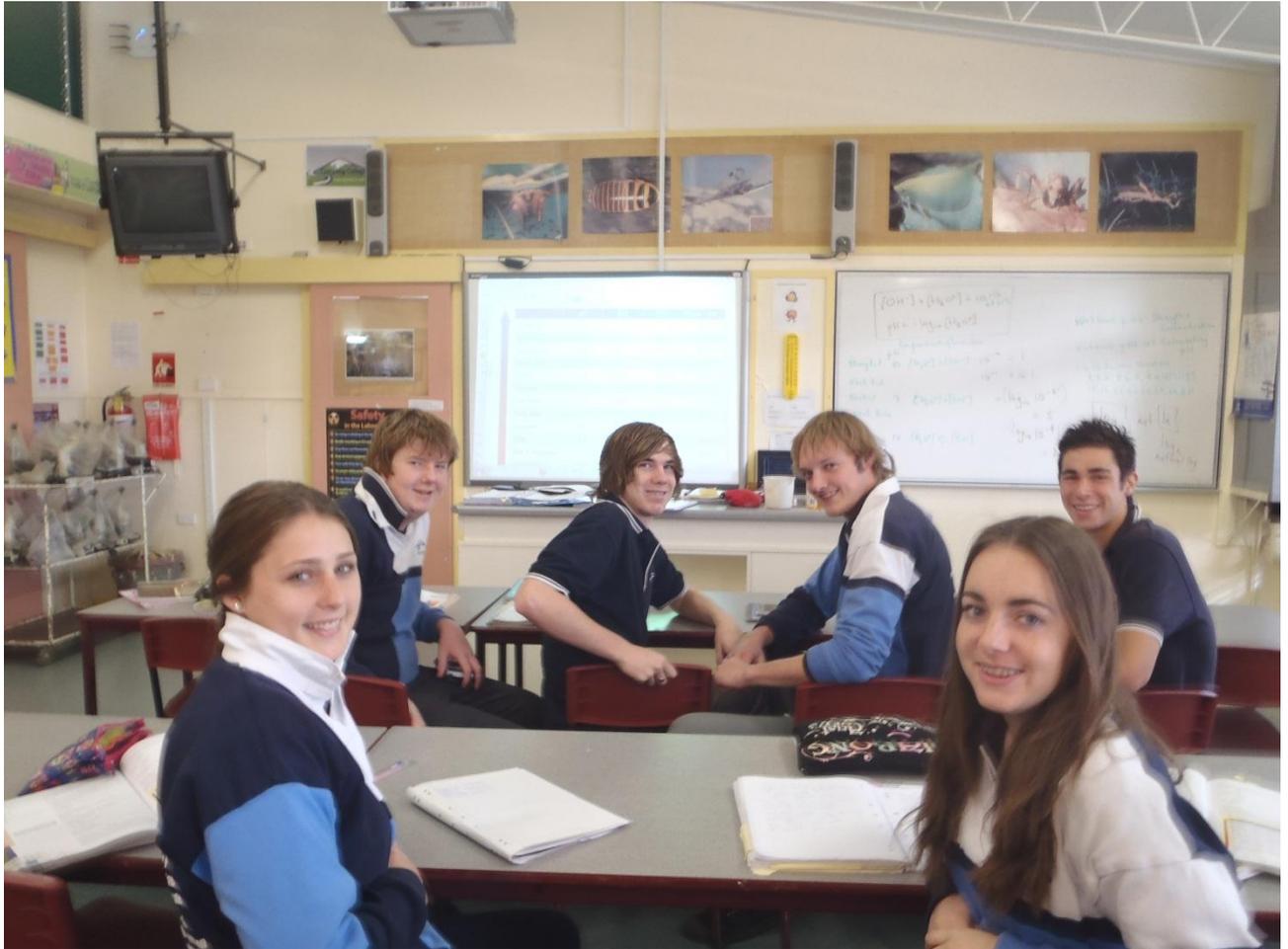


A GUIDE TO VCE and VCAL, 2014



CREATE YOUR OWN FUTURE

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Part One

VCE and VCAL requirements

Part Two

Subject outlines

Corryong College offers the following subjects. They cannot all run and will be determined by student choice, staff availability and the need to protect known pathways.

VCE COURSE SELECTION

Subject

English Units 1 to 4
Studio Art Units 1 to 4
Biology Units 1 to 4
Chemistry Units 1 to 4
Product Design and Technology Units 1 to 4 Metal and Textiles
Health & Human Development Units 1 to 4
History Units 1 to 4
Literature Units 1 to 4 (offered in 2015)
LOTE Indonesian Units 1 to 4
Maths General Units 1 & 2
Maths Methods Units 1 to 4
Further Maths Units 3 & 4
Physical Education Units 1 to 4
Physics Units 1 to 4
Psychology Units 1-4
Visual Communication Units 1 to 4

ADDITIONAL COURSES

These courses are offered in addition to the VCE units and the students are enrolled with a different Institution, generally Wodonga Institute of TAFE.

Certificate II, Engineering (Metal Fabrication & Welding)
Certificate II, Equine Industry
Certificate II, Furniture Studies
Certificate II Hospitality (Food and Beverage)
Certificate II Retail (**SBA student only**)
Certificate III Community Services (Aged Care) (**SBA student only**)

Please note that the subject fees for the VET Courses are expensive and the fee must be paid before they can be enrolled with the TAFE Provider.

PART ONE

VCE POLICY STATEMENT 2014

INTRODUCTION

This document summarises the requirements for VCE students at this College. It combines Victorian Curriculum and Assessment Authority (VCAA) rules and Corryong College internal policies.

VCE Students should study, in detail, the VCE Course Selection Booklet issued at the information evening. In selecting their VCE Course, students should bear in mind the following requirements:

GRADUATION REQUIREMENTS

FOR VCE

To gain your VCE you need to satisfactorily complete at least 16 units, three of which must be English and three other level 3 & 4 Units. To apply for tertiary studies through VTAC, Units 3&4 English must be satisfactorily completed.

FOR VCAL

VCAL ELIGIBILITY

To be eligible for the award of the VCAL Foundation, Intermediate or Senior Certificates the program must contain:

1. A minimum of 10 credits.
2. A minimum of 2 VCAL unit credits, drawn from Numeracy & Literacy, Personal Development and Work Related Strands.
3. A minimum of 6 credits at the award level of VCAL enrolment, of which one credit must be for literacy and one credit must be for a VCAL Personal Development Skills Unit.
4. In the Literacy & Numeracy strand, at least one credit for literacy and one credit for numeracy.
5. In each of the three remaining strands, at least one credit in each.
6. At the VCAL Intermediate and Senior levels a minimum of one credit of a VET program in the industry specific skill strand must be included.

NOTE: Credits awarded for VCAL Foundation units cannot contribute to the award of a Senior VCAL.

All studies are organised into Units 1,2,3,4. Students would normally take Units 1 & 2 in Year 11 and Units 3 & 4 in Year 12. The most usual variation from this may be that some Year 12 students might choose to do some Unit 1 & 2 studies, or that a Year 11 student may apply to do one Unit 3/4 study, (with the approval of the Co-ordinator and subject teacher).

UNIT REQUIREMENTS

Units 1 & 2 - These assessment tasks are graded H,M,L and are not included in the students' official VCE results. They are part of the College's internal assessment/reporting and should be seen as preparation for Unit 3 & 4 SACs. There will be mid and end of year exams in most Year 11 subjects.

Units 3 & 4 - For each unit, there will be a number of SCHOOL ASSESSED COURSEWORK (SACs) tasks which will be set and assessed in school. In addition, some practical subjects will have SCHOOL ASSESSED TASKS (SATs). Both SACs and SATs will be graded H, M, L. The marks obtained are then moderated against the GAT and the grades obtained at the end of year exam in that subject. These form part of official VCE results and are used for tertiary selection purposes.

Students who miss such assessment because of illness, personal hardship or similar must provide documented evidence (e.g. Medical Certificate), before the VCE Committee will authorize a supplementary task.

Studio Art 1 & 2, 3 & 4

Unit 1: Artistic inspiration and techniques

This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through art making. Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

Examples of Assessments

- Selection of folio exploratory work.
- Written reports, oral responses and short and extended responses.

Unit 2: Design exploration and concepts

This unit focuses on students establishing and using a design process to produce artworks. Students also develop skills in the visual analysis of artworks.

Examples of Assessments

- A folio demonstrating students can create a number of artworks.
- Written reports, oral responses and short and extended responses.

Unit 3: Studio production and professional art practices

This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions to support the making of finished artworks in Unit 4.

Students investigate and analyse the response of artists to a wide range of stimuli, and examine their use of materials and techniques. They explore professional art practices of artists in relation to particular artworks and art form/s and identify the development of styles in artworks. *Students are expected to visit at least two different exhibition spaces in their current year of study.*

Examples of assessment

- A folio of visual responses.
- Written reports discussing art practise in relation to particular artworks of at least two artists and analysing ways in which artists develop their styles.

Unit 4: Studio production and art industry contexts

This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation. This unit also investigates aspects of artists' involvement in the art industry. *Students are expected to visit at least two different exhibition spaces in their current year of study.*

Examples of Assessment

A cohesive folio of completed artworks.

Complete written tasks that examine the art industry and the exhibition of art works.

Biology Units 1 & 2, 3 & 4

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, their interdependence, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity. Biology enables students to understand that despite the diverse ways of meeting the challenges of survival, all living things have many structural and functional characteristics in common.

Unit 1: Unity and Diversity

Cells in action which focuses on the activities of cells and the relationships between the specialised structures of cells and processes that maintain life.

Functioning organisms which focuses on relationship between features of organisms and how organisms meet their requirements for life.

Unit 2: Organisms and Their Environment

Adaptations of organisms which focuses on the kinds of environmental factors that are common to all habitats and how organisms use resources and adapt to their particular ecological niche.

Dynamic Ecosystems focuses on the complex and finely balanced relationships that exist between living things and resources in their particular habitat.

UNIT 3: Signatures of Life

The two areas of study are:

Molecules of life focuses on the activities of cells at a molecular level, the synthesis of biomolecules that form components of cells and the role of key biochemical processes involved in cells.

Detecting and responding includes the study of coordination and regulation in maintaining homeostasis. It also includes the study of diseases and the immune response.

UNIT 4: Continuity and Change

The two areas of study are:

Heredity focuses on molecular genetics, the patterns of inheritance of individual traits and the complete genome of the individual and species. Students also look at manipulation of DNA in biotechnology.

Change over time focuses on change to genetic material that occurs over time in a population and the evidence that supports the concept of evolution of life forms.

Units 1 – 4 Examples of assessment

- All units contain assessed practical reports, research assignments and topic tests
- There will be a 1 ½ hour exam at the end of each semester for Units 1&2
- Units 3&4 have one end of year 2½ hour exam which contributes 60% of the student's study score

Chemistry Units 1 & 2, 3 & 4

Chemistry is a central science in explaining the workings of our universe through an understanding of the properties and interactions of substances.

Unit 1: The Big Ideas of Chemistry

The Periodic Table provides a framework for the study of chemistry. The chemical nature of materials is explored through investigating their properties, modification and uses in our everyday lives. Students investigate the uses of materials and how these have changed.

Examples of Assessment

- Practical reports
- An extended experimental investigation
- A summary report of 3 practical activities
- Short written reports
- Tests
- Analysis of data using structured questions
- A written, oral, visual, multimedia or web page presentation of a new material
- End of semester 1 ½ hour exam

Unit 2: Environmental Chemistry

Living things on earth have evolved to use water and the gases of the atmosphere in the chemical reactions that sustain them. Students will investigate how chemistry is used to respond to the effects of human activities on our environment. (eg algae blooms, salinity, acid rain, depletion of ozone, photochemical smog, global warming)

Students observe how monitoring the concentration of wastes in industrial effluent, monitoring air quality and an understanding the principles and application of green chemistry to produce cleaner and more efficient chemical processes are typical tasks of the environmental chemist.

Examples of Assessment

- Practical reports
- An extended experimental investigation
- A summary report of 3 practical activities
- Short written reports
- Tests
- Analysis of data using structured questions
- A written, oral, visual, multimedia or web page related to green chemistry
- End of semester 1 ½ hour exam

Unit 3: Chemical Pathways

Chemical analysis is vital in the work of the forensic scientist, the quality control chemist at a food manufacturing plant, the geologist in the field, and the environmental chemist monitoring the health of a waterway. Each technique of analysis depends on a particular property or reaction of the chemical being investigated. Consequently, an understanding of the chemistry is necessary in learning how and why the techniques work. Students investigate organic reaction pathways and the chemistry of particular organic molecules.

Examples of Assessment

- A summary report of 3 practical activities
- Written report of one practical activity
- Analysis of data using structured questions
- A written response to stimulus material

Unit 4: Chemistry at Work

Chemical reactions produce the diverse range of products that we use and depend on every day. Students investigate how energy is produced from a range of sources (including coal, gas, solar and wind) and consider the efficiencies, advantages and disadvantages of each energy resource. The principles of how galvanic and electrolytic cells work (transforming chemical and electrical energy) to power such things as mobile phones, personal computers and larger systems such as cars are investigated.

Examples of Assessment

- A summary report of 3 practical activities
- A written report of one practical activity
- Analysis of data using structured questions
- A written response to stimulus material

Assessment for Units 3 & 4: Unit 3 SACs contribute 20%, Unit 4 SACs 20% and a single end of year exam 60% towards the student's study score.

English Units 1 & 2, 3 & 4

- **To obtain the Victorian Certificate of Education, students MUST successfully complete three units of English.**

Unit 1

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts. The term 'set text' refers to texts chosen by the school for the achievement of outcomes 1 & 2.

Examples of Assessment

- Completion of one analytical or creative written or oral response to the set text or oral or written creative responses to them
- A collection of writing created for the selected context.
- Completion of either a written or oral language analysis.

Unit 2

The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written oral or multimodal texts.

Examples of Assessment

- Completion of a response either written or oral.
- A collection of writing created for the selected context.
- Construction and completion of a reasoned point of view on an issue

One assessment task, but no more than one task in Unit 2 must be in oral form.

Unit 3

Assessment Tasks

- Response to a selected text either orally or in writing.
- At least one sustained written text created for a specific audience and context with a written explanation of decisions about form purpose, language, audience and context.
- Writing which analyses the use of language in three or more persuasive texts that debate a current issue in the Australian media. A sustained and reasoned point of view on the selected issue in written or oral form.

Unit 4

- An extended written interpretation of one selected text.
- At least one sustained written text created for a specific audience and context, with a written explanation of decisions about form, purpose, language, audience and context.

There will also be an examination at the end of the year, which will contribute 50 percent to the final assessment.

Health & Human Development

Units 1 & 2, 3 & 4

Unit 1: The Health and Development of Australia's Youth

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

Examples of Assessment

Assessment **choices** for Units 1 & 2 are from the following

- a case study analysis
- a data analysis
- a visual presentation, such as a concept/mind map, poster
- a multimedia presentation
- an oral presentation
- a blog
- a test
- a written response such as a research assignment

Unit 2: Individual Human Development and Health Issues

In this unit focuses on the lifespan stages of childhood and adulthood . The study of health is constantly changing with many emerging issues that have impacts on Australia's health and development and need to be considered in planning for the future of the health system.

Unit 3: Australia's Health

Students will explore health status and how it is measured, the National Health Priority Areas and different levels of health within different groups in Australia. Also studied is the funding for the Australian health system from government and non government sources and initiatives that are implemented both government and non government to promote health in Australia.

Examples of Assessment

Assessment for the outcome on the **relative health status of Australians** in **one or more** of the following forms:

- a case study analysis
- a data analysis
- N.H.P.A.'S & approaches to health, health promotion, Australia's health system.
- a test
- a response on the **National Health Priority areas** selecting one or more of the above forms:

Unit 4: Global Health and Human Development

Using a global perspective we explore achieving sustainable improvements in health and human development and the ways in which people can create an environment in which to develop to their full potential and lead productive, creative lives in accord with their needs and interests. A focus on the Millennium Development Goals in reducing the inequalities that result in human poverty and lead to inequalities in health status and human development. The work of the Australian Government's overseas aid program is studied on how it is working to reduce poverty and improve human development as well as the contribution of non-government organisations in the same area

Examples of Assessment

Assessment for the outcome on the **variations in health status between developing countries and Australia** in one or more of the following forms:

- a data analysis
- a case study
- a test
- a response on the **contribution of the Millennium Development Goals to global health and sustainable human development in** selecting one or more of the above forms.

History Units 1 - 4

Units 1 - 4: History Revolutions

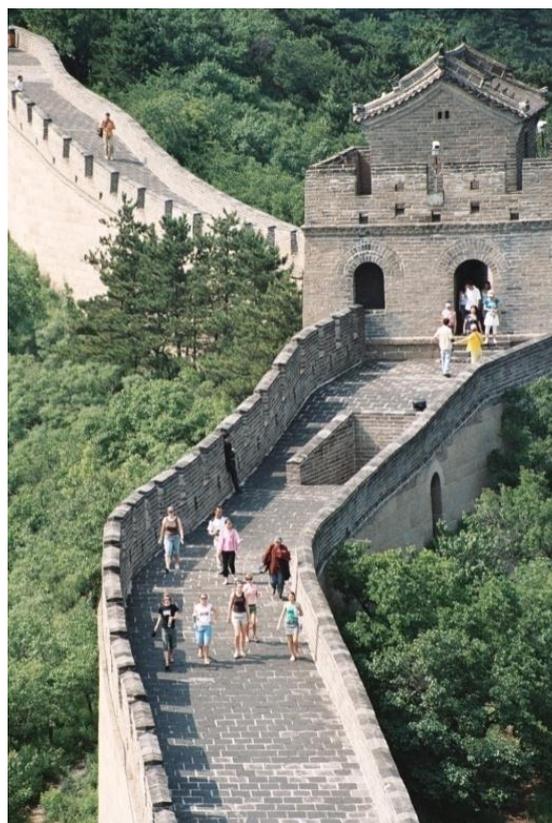
Revolutions are the great disjuncture of modern times and mark deliberate attempts at new directions. They share the common aim of breaking with the past by destroying the regimes and societies that engender them and embarking on a program of political and social transformation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur as well as important international repercussions. Because revolutions involve destruction and construction, dispossession and liberation, they polarise society and unleash civil war and counter-revolution, making the survival and consolidation of the revolution the principal concern of the revolutionary state. In defence of the revolution, under attack from within and without, revolutionary governments often deploy armed force and instituted policies of terror and repression. The process of revolution concludes when a point of stability has been reached and a viable revolutionary settlement has been made.

Unit 3: France

Unit 4: China

Examples of Assessment

- Analysis of visual and/or written document
- historiographical exercise
- essay
- research report



Literature Units 1 & 2, 3 & 4

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. Students study the relationship between the text, the context and the reader's context. Texts from past to contemporary eras are selected. Students learn to construct independent responses, both critical and creative, to the texts studied

Unit 1:

This unit focuses on the ways literary texts represent human experience, and how students develop their understanding of texts. Students respond to a range of texts personally, critically and creatively. They consider ideas and concerns in texts, and develop their appreciation of language as well as the conventions associated with different kinds of texts such as poetry, prose, drama and non-print texts.

Examples of Assessment

- Workbook entries
- Analysis of selected passages
- Debate
- A close analysis of selected passages in a text
- A persuasive or expository essay and a presentation of a dramatic interpretation of the text
- A comparison between a novel or play and its adaptation into film or television
- An analysis of the elements of narrative in a film text
- An examination of the conventions of a particular genre

Unit 2:

- Written comparison of elements of text.
- An oral or written examination
- Written interpretation of the features of literature
- Discussion of the ways in which different texts of a similar period interpret the ideas and conventions of their time.

Unit 3:

Examples of Assessment

- Written reflection on a dramatised version of a scene or scenes from a text, or
- A written comparison of a print text with the text's adaptation into film, or
- Written reflection of the performance of either a substantial individual poem or group of poems, or
- A written evaluation of a play in performance
- A sustained interpretive essay on the ways in which views and values are represented and commented upon in a text, or
- A comparative essay on how different contemporary readers or readers at different times might construct the views and values of a text.
- A written analysis of a review or critical commentary and a comparison with own interpretation.

Unit 4:

Examples of Assessment

- An original piece of writing, written in a manner consistent with the style and context of the text, accompanied by a brief reflective commentary, or
- A re-creation or reworking of an aspect of the text, such as adding to the text, recasting a part of the text in another setting or form, rewriting an episode in the text from another point of view, accompanied by a brief reflective commentary.

- The selection and discussion of the role and significance of particular sections of a text in interpreting the text as a whole, or
- A written analysis of how certain literary features contribute to an interpretation of a text, or
- An analysis of the linkages, parallels and contrasts between different passages from a text.

LOTE – Indonesian Units 1, 2, 3 & 4

The areas of study for Indonesian Second Language comprise themes and topics, grammar, text types, vocabulary and kinds of writing. They are common to all four units of the study, and they are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. The themes and topics are the vehicle through which the student will demonstrate achievement of the outcomes, in the sense that they form the subject of the activities and tasks the student undertakes.

THEMES, TOPICS AND SUB-TOPICS

There are three prescribed themes:

- The individual
- The Indonesian-speaking communities
- The changing world

Unit 1:

In this Unit students learn to communicate in Indonesian about themselves; family, hobbies, travel and career.

Examples of Assessment

- conversation
- listening and reading tasks
- written reviews, articles, short stories

Unit 2:

Students will choose and focus on an area of study which interests them, this is called the Detailed Study. The Sub-topics which they focus on will either be Environment, Youth in Indonesia or Culture & Traditions.

- interview
- listening and reading tasks
- written letters, reviews, reports.

Unit 3:

In this Unit students will learn about various topics related to Indonesian speaking communities and the changing dynamics in Indonesia, for example, women, health and social issues.

Examples of Assessment

- personal and imaginative written piece.
- listening task
- role play

Unit 4:

Students will choose and focus on an area of study which interests them, this is called the Detailed Study. The Sub-topics which they focus on will either be Environment or Youth in Indonesia.

- reading task
- persuasive, informative, evaluative piece of writing
- interview

MATHEMATICS Units 1, 2, 3 & 4

Further Mathematics Units 3 & 4

Further Mathematics extends the work developed in Unit 1 & 2 General Maths and provides a general focus of Maths. It consists of the compulsory area of study Data Analysis and a selection of three from six modules in the applications area of study including Geometry & Trigonometry, linear graphs and Business related mathematics.

The data analysis area of study in Unit 3 covers Univariate data, Bivariate data and linear relations and equations.

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.

Examples of Assessment

- **Application task:** A data analysis application task with several components of increasing complexity. Teachers will choose appropriate contexts from within a specified data set. All outcomes will be covered by components of the task.
- **Analysis task:** A short item of 2-4 hours duration over 1-2 days

Note that students studying these units are required to purchase a TI84 plus graphics calculator.

General Mathematics (Standard) Units 1 & 2

General Maths provides a general or business focus of Mathematics. The units involve the study of the following:

- Arithmetic
- Data analysis
- Algebra
- Graphs and Relations,
- Business related Mathematics,
- Geometry and Trigonometry

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 General Mathematics Units 1 and 2, while others will intend to study Further Mathematics Units 3 and 4.

Examples of Assessment

- Tests
- Short written responses
- Problem-solving tasks
- Modelling tasks

Note that students studying these units are required to purchase a TI84 plus graphics calculator.

Mathematical Methods (CAS) Units 1 & 2, 3 & 4

Units 1 and 2 Mathematical Methods (CAS)

Maths Methods Units 1 & 2 gives students a grounding to prepare them for Units 3 & 4 Maths Methods (CAS) and Specialist Maths. These units involve the study of

- Functions and graphs
- Algebra
- Probability
- Rates of change and calculus

In these units, the course uses computer algebra system (CAS) technology to support and develop the learning of mathematics.

Please Note: It is necessary that students studying these units purchase a TI-Inspire CAS calculator.

Examples of Assessment

- tests
- Short written responses
- Problem-solving tasks
- Modelling tasks

Units 3 and 4 Mathematical Methods (CAS)

Mathematical Methods (CAS) Units 3 and 4 consists of the following areas of study: functions and graphs, calculus, algebra and probability.

These areas must be covered in progression from Unit 3 to Unit 4.

Mathematical Methods (CAS) Units 1 & 2 are prerequisites, as an assumed knowledge and skills level are essential for the study of Mathematical Methods (CAS) Units 3 & 4

The appropriate use of CAS technology is to be incorporated throughout the course to support and develop the teaching and learning of mathematics. This will include the use of computer algebra technology to assist in the development of mathematical ideas and concepts, the application of specific techniques and processes to produce required results and its use as a tool for systematic analysis in investigative, problem-solving and modelling work. Other technologies such as spreadsheets, dynamic geometry systems or statistical analysis systems may also be used as appropriate for various topics from within the areas of study.

Please Note: It is essential that students studying these units purchase a TI-Inspire CAS calculator.

Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable. Students should be familiar with relevant mental and by hand approaches in simple cases.

Unit 3

Examples of Assessment

- A function and calculus application task with several components of increasing complexity
- Two tests designed to cover material from each area of study in relation to Outcome 1 and corresponding aspects of Outcome 3

Unit 4

- Analysis Task 1: This a short item of 2-4 hours duration over 1–2 days
- Analysis Task 2: This task which is to be related to the ‘Statistics and probability’ area of study, is a short item of 2-4 hours duration over 1-2 days

Physical Education Units 1 & 2, 3 & 4

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. The study enables the integration of theoretical knowledge with practical application through participation in physical activities. .

Unit 1: Bodies in Motion

In this unit students explore how the body systems work together to produce movement and analyse this motion using biochemical principles. Through practical activities students explore the relationships between the body systems and physical activity.

Students apply biochemical principles to improve and refine movement. They use practical activities to demonstrate biochemical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

Students select one detailed study (Technological Advancements or Injury Prevention) to explore in greater depth.

Unit 2: Sports Coaching and Physically Active Lifestyles

This unit introduces students to effective coaching practices and their contribution to effective coaching and improved performance of an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching.

Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits and investigate how participation in physical activity varies across the lifespan.

Students select one detailed study (Decision Making in Sport or Promoting Active Living) to explore in greater depth.

Examples of assessment may include – lab reports, case study analysis, written reports, tests and oral presentations and data analysis.

Unit 3: Physical Activity Participation and Physiological Performance

This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity.

Unit 4: Enhancing Performance

Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analyses. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

Assessment: Level of achievement for Units 3 & 4 is based on 50% school assesses coursework (tests, case studies, lab and written reports, data analysis) and 50% end of year examinations.

Examples of Assessment Tasks

As Above

Physics Units 1 & 2, 3 & 4

Unit 1:

Consists of two prescribed areas of study: Nuclear Physics and Radioactivity, Electricity and a third area selected from one of six detailed studies: Astronomy, Astrophysics, Energy from the nucleus, Investigations: Flight, Sustainable energy resources and Medical Physics.

Examples of Assessment Tasks

A selection from :

- an annotated folio of prac activities
- a data analysis
- a multimedia (or web) presentation
- a response to a media article
- a summary report of pracs inc logbook
- a written report
- tests

Unit 2:

Consists of two prescribed areas of study: Motion and Wave-like properties of light and a third area selected from the other options above which must be different than studied in Unit 1.

Unit 3:

Unit 3 consists of two prescribed areas of study: Motion in one and two dimensions; Electronics and photonics; and a third area of study to be chosen from one of three detailed studies: Einstein's relativity, Investigating structures and materials, or Further electronics.

Examples of Assessment Tasks

- A student-designed extended practical investigation
- a multimedia presentation
- an annotated folio of practical activities
- a summary report of selected practical activities from the student's log book
- a data analysis
- a report (written, oral, annotated visual)
- a test (short answer and extended response)
- a response to a media article.

Unit 4

Unit 4 consists of two prescribed areas of study: electric power, interactions of light and matter; and a third area of study to be chosen from one of three detailed studies: Synchrotron and applications, Photonics and sound.

Examples of Assessment Tasks

- A summary report of selected practical activities from the student's log book
- a multimedia presentation
- an annotated folio of practical activities
- a student-design extended practical investigation
- a data analysis
- a test (short answer and extended response)
- a report (written, oral annotated visual)
- One end of year exam covering Units 3&4

Product Design and Technology Units 1-4 (Metal & Textiles)

Aims

This study enables students to:

- Understand design practice and product development
- Generate and communicate multiple creative ideas
- Explore and determine characteristics of materials
- Examine methods of processing and producing materials
- Examine the social, economic and environmental implications of materials
- Apply the appropriate safe methods of working with materials, tools and equipment to produce a model
- Apply project management techniques of time and sequence
- Analyse and evaluate production activities and product design
- Understand the requirement for ethical and environmental considerations involved in designing for the broader community

Structure

This study is made up of four units:

- Unit 1: Product re-design and sustainability
- Unit 2: Collaborative design
- Unit 3: Apply the product design process
- Unit 4: Product development and evaluation

Work Requirements

All Units will produce:

- A Design Folio
- A production item
- Theory requirements will vary depending on the Unit studied.

Psychology Units 1&2,3 & 4

Unit 1:

Introduction to Psychology, Visual Perception, Lifespan Psychology, Psychological development theories and research methods.

Examples of Assessment tasks for Units 1 & 2

- research investigation
- media response
- oral presentation
- test
- essay
- debate
- evaluation of research

Unit 2:

Attitudes, Prejudice, Social influences on the individual, Pro and Anti-social behaviour, Intelligence, Personality and Research Methods and Ethics.

Unit 3:

This unit develops student understanding of the biological bases of behaviour, states of consciousness, including sleep and memory. It includes the role of the nervous system in understanding human behaviour, and ethics in psychology.

Examples of Assessment Tasks for Units 3 & 4

- Report on empirical research activity
- Test
- Media response
- Essay
- One end of year exam covering Units 3&4

Unit 4:

This unit develops understanding of the areas of learning and mental health. Research methods in psychology are further developed; and practical activities are undertaken. This unit is designed to enable students to develop knowledge and skills in research methods in psychology.

Visual Communication Design **Units 1 & 2, 3 & 4**

Unit 1: Introduction to Visual Communication Design

- A drawing folio that demonstrates an ability to create drawings for different purposes.
- A folio that demonstrates the appropriate selection and application of elements and principles to create visual communications for stated purposes.
- A written or oral report investigating and describing how existing visual communications are influenced by historical, social and cultural factors.

Unit 2: Applications of Visual Communication Design

- A folio of drawings that demonstrates technical drawing methods for specified contexts including environmental and industrial design fields. Two and three dimensional drawing systems will be explored.
- A folio of technical exercises focusing on creating visual communications through type and image.
- A folio that explores the design process appropriate to a given brief. The design process will include consideration of environmental or industrial design.

Unit 3: Design Thinking and Practice

- A folio demonstrating technical drawing conventions using both manual and digital methods of drawing production, Written and oral reports will demonstrate research and analysis.
- A report or series of written and oral presentations describing how visual communications are designed and produced in the design industry and explaining factors which influence these practices.
- A folio demonstrating application of design thinking skills to develop a brief, research and generate ideas relevant to the communication need

Unit 4: Design Development and Presentation

- Students complete the design development process commenced in Unit 3 to complete the school assessed task.
- Develop a written report, visual or oral presentation to explain and 'sell' their folio focus to an audience.

- Develop a folio with distinctly different design concepts for the communication needs identified in Unit 3
- Produce 2 final visual communication presentations that satisfy the design brief.

Certificate II in Engineering Studies

Course Description

This two year course aims to:

- Provide the skills, knowledge and attitudes to perform entry level roles across the four main areas of engineering-fabrication, electrical/electronics, production and mechanical
- Enhance prospects of employment and enable informed choices related to future careers.

Examples of some Modules in the Course

- Occupational health and safety
- Development of a career plan
- Basic machining operations
- Basic fabrication techniques
- Computers in engineering
- Hand and power tools
- Engineering sketches and drawings
- Welding and thermal cutting processes
- Basic computational principles

Workplace Learning

At least 12 days on the job training should be taken in this course, depending on the student's background. Work placements are usually organized for the last week of each term.

Certificate II in Equine Industry

Course Description

This two year course aims to provide a first step in the career path for people who want to be employed in the horse industry. It is designed to provide students with the theoretical knowledge, practical skills and personal development to take full advantage of opportunities provided within the horse industry.

Examples of Some Units in the Course

- Horse care
- Workplace communication
- Riding
- Personal health and fitness
- Stable routines
- Job seeking skills
- Health care

Electives are available in Competition Preparation, Trail Riding and the Racing Industry.

Access to a Horse

Students will need to have access to a horse in order to complete the practical components of the course.

Workplace Learning

A minimum of five days work placement will be undertaken in both years of the course. Students will also visit local stables and undertake approximately 8 days of specific practical training.

Equine Industry and the VCE Program

Students who successfully complete the Certificate are eligible for:

- 4 VCE Units – two at unit 1 & 2 level and two are at a 3 & 4 level.
- A contribution to the ATAR score is calculated in the second year from assessed course work and the final exam.

Students who select this course must be able to manage their own time and work independently.

There is an expectation that parents enroll their student as “Supporters of an Equestrian Federation of Victoria” to: obtain 24 hour Australia wide personal accident insurance.

Students should also have a current Level II Work Place First Aid Certificate. Note: this is an expensive course (in the order of \$300.00/year). Enrolment with the provider will not occur until the fee is paid.

VCE VET Furnishing

Aims

The VCE VET furnishing program aims to ;

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

Program structure

Units 1 & 2

- Communicate in the workplace
- Work in a team
- Work safely
- Prepare surfaces for finishing
- Construct a basic timber furnishing product
- Apply first aid
- Join solid timber
- Hand make timber joints

Units 3 & 4

- Construct furniture using leg and rail method
- Prepare cutting lists from plans and job specifications
- Read and interpret work documents
- Assemble furnishing components
- Apply quality standards
- Carry out measurements and calculations
- Use furniture making hand and power tools.

Practical Projects

Each student makes four items over the two year course.

Certificate II in Hospitality

Students who successfully complete first year are awarded Certificate II Hospitality. Students who successfully complete the second year are awarded credits toward Certificate III and IV in Hospitality.

Course Description

This two-year program aims to provide access to a range of potential career paths within the hospitality industry.

Examples of Some Units in the Course

First Year – provides an overview of the hospitality industry: for example

- Follow workplace hygiene procedures
- Serve food and beverages to customers (casual café style service)
- Clean and maintain premises
- Organize and prepare food

Second Year – the focus is on food and beverage service: for example

- Prepare and serve non-alcoholic drinks
- Provide food and beverage service (aimed at 5 Star Dining)
- Responsible Service of Alcohol

Course Timing

Hospitality is offered to Years 10 & 11 students at the College. **It is delivered outside school hours, and costs \$150 for the course and \$40 for a text book.**

Workplace Learning

To complete the certificate the College operates a training restaurant. Students at Year 10 level run the kitchen while Year 11 students learn the skills and techniques required to work “front of house” in a restaurant. Some of the Year 11 course is covered during school holidays April and September.

Hospitality and the VCE Program

This VET course is classified as a Group B VCE Study.

Students who successfully complete both years of the course are eligible for:

- 4 VCE units – two at unit 1 & 2 level and two at unit 3 & 4 level.
- **As the course is dedicated to kitchen and front of house skills, students will not obtain the necessary requirements for the course to contribute to their ATAR scores.**

This Program May Lead To:

- **Employment:** This program provides background knowledge and skills associated with employment in the hospitality industry. For example, kitchen hand, waiting, bar work, apprentice chef.
- **Tertiary Studies:** This program will give students credit towards Certificate IV in Hospitality and credit towards an apprenticeship as a chef. It provides a foundation of theory and practice for further study at a diploma or degree level in the hospitality field.

Certificate II in Retail Operations

Students who successfully complete this course are eligible for credit toward Certificate II in Retail Operations. This qualification is widely used in retail traineeships.

Course Description

This one-year course provides an understanding of the retail industry and allows students to develop practical skills through on the job training at local workplaces. **Students effectively need to have a part time position in the retail industry and their employer must be supportive of the training.**

Examples of Some Units in the Course

- Communicate in the workplace
- Interact with customers
- Operate retail equipment
- Apply safe working practices

Workplace Learning

Students must have part time employment in the retail industry.

Retail Operations and the VCE Program

Students who successfully complete this one year program are eligible for:

- Two VCE units at level 1 & 2.

As this program does not have a 3 & 4 sequence, there is no ENTER contribution.

This Program May Lead To:

- Employment: This program provides background knowledge and skills associated with employment in the retail industry. It provides excellent up-to-date knowledge in the fields of retailing and sales.
- Tertiary Studies: This program will give students credit towards Certificate II in Retail Operations and have advanced standing in a retail traineeship. Further study options are available at TAFE and University in areas such as retail, business management, marketing, arts and visual merchandising.

Students who enrol in this course must be able to manage their own time and work independently.

School Based Apprenticeships (SBA)

If you want to complete your VCE or VCAL and also start a career, this is the ideal situation.

Part time apprenticeships mean flexible training, experience and a nationally recognised qualification and are available in the following fields.

- Arts and media
- Automotive trades
- Building and construction
- Education
- Engineering
- Financial services

- Health and community services
- Information technology and telecommunications
- Metals and engineering
- Multimedia
- Retail
- Rural and horticulture
- Sport and recreation
- Tourism and hospitality

Training can be on-the-job, off-the-job, or a combination of both. Off-the-job training is provided by TAFE colleges, business colleges or other approved training organisations.

Traditionally, apprenticeships took up to four years to complete and traineeships one and two years. SBAs are now 'competency based' which means you can complete your training faster if you reach the required skill level.

One of the many advantages of an SBA is that you earn a wage as you train. Your training wage will depend on the industry you are working in, the type of SBA and the level of schooling and training you have completed.

The best way to find an SBA is to search the advertised job vacancies and by contacting employers in industries where you would like to work. The key point is that you will need to find an employer who is willing to employ you on a part time basis that can be made fit in with your selected VCE/VCAL studies.

The student must be prepared to catch up on any school work missed.