COLLEGE ADDRESS: Deakin Avenue, Mildura 3500
POSTAL ADDRESS: P.O. Box 1436, Mildura 3502
TELEPHONE: (03) 5021 2911
FAX: (03) 5023 2440
EMAIL: mildura.senior.co@edumail.vic.gov.au
WEB: www.milsen.vic.edu.au
OFFICE HOURS: 8.00am - 4.30pm
TERM DATES:
Term 1
Wednesday 28th January (Teachers Start)
Friday 30th January (Year 11 students start)
Monday 2nd February (All Year 11 & 12 students attend)
Friday 27th March – Term Ends
Term 2
Tuesday 13th April – Friday 26th June
Term 3
Monday 13th July – Friday 18th September
Term 4
Monday 5th October – Friday 18th December

COLLEGE OFFICE CLOSED DURING ALL SCHOOL HOLIDAYS

The information in this handbook is accurate as of July 2014
We would like to acknowledge Courtney Maynard (Year 12 Photography student) for her contribution of photos throughout the Handbook.

Produced by Sunnyland Press 5023 4199
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OPENING MESSAGE

Welcome to Mildura Senior College
The Mildura Senior College Community welcomes you and we look forward to playing a key role in your future success.

At Mildura Senior College our purpose is to deliver:
- Access to a rich and broad senior curriculum.
- Excellence in education and training pathways for all students.
- Independent and adaptable learners who are socially responsible global citizens.

To achieve this, the College will always strive to ensure:
- All students achieve success in their chosen pathways.
- The existence of mutual respect within the College.
- The development of a reflective learning community committed to continuous improvement in student outcomes.
- That student’s develop independence, resilience and social responsibility.

Mildura Senior College is a unique setting providing an outstanding opportunity for young adults to access extensive pathways within a young adult learning environment. Educating young adults for a productive and rewarding future is a three way responsibility shared by parents, students and the College. With all three parties contributing and cooperating, success in regard to this goal will be maximised. There is in some circles a feeling that parent involvement in their children’s education tapers off when they reach the senior years of secondary education, but our experience is that behind successful students there are usually encouraging and supportive parents. To improve outcomes for students we would urge all parents to be involved in their son or daughter’s senior years.

Mildura Senior College is committed to providing successful academic and vocational pathways for all senior students. Our outcomes in these areas and the associated programs of the performing arts, sport and other extra-curricular activities are consistently outstanding.

Please call on the administration and staff at Mildura Senior College if you have any questions, and again, we welcome you to our vibrant learning community.

Andrew OUGH
Principal

John BERGIN
College Council President
## COLLEGE COMMITMENT

Our College community expects the following commitments:

<table>
<thead>
<tr>
<th>College Commitment</th>
<th>Student Commitment</th>
<th>Parent Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly qualified staff that know their subject area and understand young adults and maintain high standards of professional instruction.</td>
<td>Attend punctually assigned classes and activities every day unless illness or a family emergency occurs.</td>
<td>Insist that students attend all classes every day unless illness or a family emergency occurs.</td>
</tr>
<tr>
<td>A dedicated and committed support team working to ensure each student strives to maximise their ability and results.</td>
<td>Complete and hand in all work and Assessed Tasks on time.</td>
<td>Send a note when students return from an absence, or ring the College on the day of the student’s absence.</td>
</tr>
<tr>
<td>Substantial access to teacher assistance both in and outside normal class time.</td>
<td>Work in a cooperative manner with teaching and support staff.</td>
<td>Ensure that students maintain a balance between work, leisure and rest.</td>
</tr>
<tr>
<td>Expert advice and guidance in the selection of higher education and vocational options.</td>
<td>Be prepared to ‘do their best’ in their various studies.</td>
<td>Immediately contact the Student Coordinator to request a conference if there is a problem concerning progress or lack of work.</td>
</tr>
<tr>
<td>Access to quality facilities and equipment which facilitate student success, this includes state-of-the-art learning technologies.</td>
<td>Follow the College Engagement and Wellbeing Policy.</td>
<td>Support of the College and Victorian Curriculum Assessment Authority rules.</td>
</tr>
<tr>
<td>A supportive young adult environment where an ethos of cooperation, courtesy and care exists between staff and students.</td>
<td>Seek the assistance of teachers, counsellors, and school personnel when academic or personal problems occur which inhibit learning.</td>
<td>Assist the College to obtain data about its performance through sample surveys.</td>
</tr>
<tr>
<td>Additional curriculum activities which assist students to succeed in their Senior Schooling as well as developing pride and respect in themselves and their College.</td>
<td>Adhere to the classroom expectations established by the teacher and the class.</td>
<td>Attend parent/teacher interviews, information evenings, concerts and exhibitions.</td>
</tr>
<tr>
<td></td>
<td>Behave in a mature and responsible manner</td>
<td>Do not call students during school hours on their mobile phone - in an emergency contact the office</td>
</tr>
<tr>
<td></td>
<td>Develop work habits in and out of class to ensure continuous improvement.</td>
<td>Maintain regular contact if required with teachers via phone, interview or email.</td>
</tr>
</tbody>
</table>
The College has been closely linked with the development of Mildura since the opening of the irrigation settlement by the Chaffey’s in the 1880’s. In 1890 the Governor of Victoria, Lord Hopetoun, laid the foundation stone of what was to become the Chaffey Agricultural College, but unfortunately, because of financial difficulties, the College was not built. In 1911, the Education Department of Victoria agreed to erect a high school on the Chaffey College site, and Mildura High School was officially opened in September 1912. The Diamond Jubilee of the school was celebrated on the 8th and 9th September 1972. We celebrated our 75th birthday in August 1987 and on the 14th-17th September 2012 we celebrated the Centenary of the College.

As part of a strategic plan by the Ministry of Education in 1990, Mildura High School changed its name to Mildura Secondary College to reflect the changing nature of educational delivery in secondary schools. Again as a result of restructuring in education provision since 1995 the College has been known as Mildura Senior College, catering exclusively for the final two years of secondary education.

Mildura Senior College has a long and distinguished history of providing quality educational pathways to thousands of young people living in Sunraysia and the wider community.
GENERAL INFORMATION

INTRODUCTION

Mildura Senior College caters exclusively for Year 11 & 12 students. In 2015 there will be approximately 500 students in Year 11 and 400 students in Year 12. Entrance to Year 11 is open to all students living in the Sunraysia District who have successfully completed Year 10. The decision regarding the satisfactory completion of Year 10 is the responsibility of the 7-10 College. Enrolment at the College is also dependent on factors such as age, behaviour record and other achievements. Please see the section on enrolment for further information.

COURSES OFFERED

The college curriculum is outlined in detail later in this Handbook but it currently consists of:

- The Victorian Certificate of Applied Learning (VCAL) – Foundation, Intermediate & Senior Certificate Levels
- 42 of the Victorian Certificate of Education (VCE) studies,
- A substantial Vocational Education & Training (VET) Program,
- University studies in association with Monash University (Extension Studies)

THE SENIOR COLLEGE ENVIRONMENT

At Mildura Senior College the academic / vocational focus of the school and the absence of younger students (most students are 16 to 18 years) means that school organisation can be approached in ways which may not otherwise be possible. As a result the College environment reflects a transition from the more closely controlled and protective environment of the junior years to the more self-disciplined environment of the adult world of work or study. This is a learning environment for young adults, which provides support combined with opportunities to exercise growing independence and self-discipline. As a result students will be operating within a framework of fewer stipulated rules but at the same time one with much higher expectations and where the range of consequences will have a far more adult orientation.
ENROLMENT AT MILDURA SENIOR COLLEGE FOR STUDENTS FROM PARTNERSHIP COLLEGES

Mildura Senior College has five partnership schools, namely Chaffey, Irymple, Merbein, Henderson and Trinity Colleges. Students from these schools will have their enrolment organised by their Year 10 schools.

IMPORTANT DATES AND ENROLMENT INFORMATION

YEARS

OPEN DAYS

Friday 1st August 2014 For students from Irymple, Chaffey, Merbein, Trinity & Henderson Secondary Colleges
Sunday 3rd August 2014 All prospective students, parents and the community 11.00am - 2.00pm

COUNSELLING AND SUBJECT SELECTION

This process takes place in the 7-10 colleges from Monday October 6th 2014. Preliminary choices are due at Mildura Senior College by Friday 31st October 2014. Mildura Senior College staff will assist in course counselling.

ENROLMENT

Chaffey Secondary College & External Enrolments
Monday 24th November 2014 3.30-6.30pm
Merbein Secondary College & Trinity Lutheran College
Tuesday 25th November 2014 3.30-6.30pm
Irymple Secondary College & Henderson College
Wednesday 26th November 2014 3.30-6.30pm

All students are to attend one enrolment session at Mildura Senior College and must be accompanied by a parent or guardian. If you cannot attend your designated session, please contact MSC to arrange another evening or time.

Subjects are removed by the end of the first week in December for ALL students who do not confirm their enrolment by this date.

ORIENTATION PROGRAM

This program is aimed at making the transition to Mildura Senior College as smooth as possible. We encourage all prospective students to attend this program. The orientation program for Year 11 students will run from 9:00am to 3:30pm on Tuesday 9th and Wednesday 10th December.

The program for these days is as follows:

Tuesday December 9th & Wednesday 10th December

Students will get the opportunity to attend lessons in each of their Year 11 subjects and the College staff are available to help students with any enrolment or booklist problems.

Head Start Days – Wednesday 19th to Friday 21st November for ALL students that have chosen to do a Year 12 subject in 2015.

YEAR 12

COUNSELLING AND SUBJECT SELECTION

31st October 2014
Preliminary Choices due
25th & 26th November 2014
Enrolment will occur during school hours in the GYM and parents are welcome but not required to attend.

The Timetable will be:

Tuesday 25th November
9.30 – 11.30am Students in PATHWAYS groups KBN, ILV, BPN, TFL, JEC
12.30 – 2.30pm Students in PATHWAYS groups LGD, MHY, DFR, RBN, JWR, GST

Wednesday 26th November
9.30 – 11.30am Students in PATHWAYS groups KBR, TBR, FMN, GSM, RWL, KMR
12.30 – 2.30pm Students in PATHWAYS groups KPT, RML, TED, RGB, SBY, FLO

All students are to attend one enrolment session at Mildura Senior College and may be accompanied by a parent or guardian. If you cannot attend your designated session, please contact MSC to arrange another evening or time.

HEAD START DAYS

Wednesday 19th, Thursday 20th and Friday 21st November 2014. On this day all 2015 Year 12 students are required to attend as teachers will begin Unit 3 work and give out important work to be completed by the start of the following year.
ENROLMENT AT MILDURA SENIOR COLLEGE
FOR STUDENTS FROM NON-PARTNERSHIP COLLEGES

Mildura Senior College has five partnership schools – Chaffey, Irymple, Merbein, Henderson and Trinity Colleges. Students from these schools will have their enrolment organised by their Year 10 schools. Any student from non-partnership schools must follow this information to obtain enrolment at Mildura Senior College.

What to Bring:

Any student from non-partnership Colleges seeking enrolment at the College must be able to provide:

- Most recent reports from their previous school showing academic achievement, behaviour and attendance records,
- Any certificates (e.g. from TAFE) that the student has completed,
- A MIPs or Pathways Plan from their previous schools,
- Any other relevant documentation such as an employer reference, Visa, Birth certificate, Medicare Card, Learners Permit etc.

Enrolment requests will not be processed until such documentation is produced.

Note:
The College will contact the student’s previous school to obtain further information if required.

When to enrol:
The College accepts the majority of its enrolments in November and early December for the following year. There are specified days and times for these enrolments. Requests for mid-year enrolment will take place in early June.

Students seeking enrolment at other times of the year are advised to follow this process:

- Contact the College to ascertain when enrolments are being taken,
- Collect an enrolment package from the College,
- Complete all relevant documentation,
- Make an appointment for a formal enrolment interview (see list above)
- Undertake enrolment and if successful commence classes.

Further Information about Enrolment:

- Students who lodge subject selections in November and do not confirm these by the end of the first week in December will have their selections removed from our computer system.
- The College makes every effort to ensure each student receives the subjects they request. However, factors such as timetable blocks, class sizes and teacher and room availability can resist subject choice.
- Students can only enrol in VCAL mid-year if they are doing a VET subject as part of their current VCE program.
- The enrolment of some students may only occur if a Student Agreement is negotiated and signed.
- The College will not process enrolment requests after Week 3 of each Semester, unless students are transferring schools from a VCE or VCAL Program.
FURTHER INFORMATION FOR STUDENTS

Attendance:

Students and parents must be aware that there are policies and rules that govern student attendance at Mildura Senior College. Attendance at all scheduled classes, exams, excursions and other events is compulsory. We expect 100% attendance.

Rolls are marked each lesson and the College Attendance Officer will contact home the following day to verify any absence.

In 2015 parents will be able to log on our College Intranet and check student attendance at any time.

The Engagement and Wellbeing Policy outlines the requirements for attendance. Essentially, any student who misses 10 classes in a subject during a semester is considered to be at risk of failing. Any student who misses 20 or more classes in a subject is maybe deemed to be not capable of passing that subject as too much work has been missed.

The Victorian Curriculum and Assessment Authority (VCAA) is the body that governs and administers VCE, VET and VCAL. VCAA has rules that specify that students MUST attend a certain number of classes (hours) to be eligible to pass that subject. This number varies, with the requirements for any VCAL subject in particular being very specific. It is possible for a student to fail a subject based solely on poor attendance, even if all the coursework has been completed to the required standard. Full details about Attendance appear elsewhere in this publication.

Pathways:

The completion of Career Education activities is compulsory for all students at Mildura Senior College. This is a State Government requirement.

Students will attend one Pathways class per week, during which they will complete a number activities that investigate career options and help determine a pathway beyond secondary schooling.

Students can expect to complete computer based programs, written activities and discussion based tasks. Guest speakers, excursions and other trips are included in this program.

Any materials that a student has developed in Year 10 (such as a resume or career investigation) should be bought to the College and given to the Pathways teacher.

College Expectations:

The College Engagement and Wellbeing Policy clearly outlines the expectations the College have for students wishing to continue their secondary schooling into Years 11 and 12.

All students should familiarise themselves with this document.

Essentially, the College sets high standards and expects that students will behave in accordance with the Young Adult Learning Environment that the College provides. All behaviours have a consequence.

The College does acknowledge that students have rights as members of our community, but these are balanced by the responsibilities associated with senior schooling.
1:1 COMPUTING PROGRAM BYOD (BRING YOUR OWN DEVICE)

Research shows that the benefit of having individual full-time access to a computing device is extremely valuable, and will become more so in the future. Digital literacy is becoming a significant factor in future career success for today's students as we move to an increasingly digital economy.

Students at Mildura Senior College overwhelmingly report that personal devices and online learning support are valuable and advantageous in achieving educational outcomes.

Mildura Senior College has invested in reconfiguration of our network to support students and parents to choose the type of computing device that best suits them. This is known as BYOD (Bring Your Own Device).

The College provides:
- Onsite wireless network connection for all students
- Email facilities
- Online course materials accessible at any time
- Intranet facilities for students and parents to communicate with staff, book interviews, view attendance, etc.
- Licencing for the latest Microsoft Office suite of software, that can be installed at no cost for the time a student is enrolled at the College
- A wide range of other educational applications that can be installed free of charge
- A number of devices that can be borrowed e.g. while a device is being repaired or otherwise unavailable
- Specialist classes will have computer labs with more powerful machines that can be used in conjunction with student devices for particular purposes
- Carts of standard devices will be available for staff to book for specific class purposes if needed to assist students.

We are determined that no student will be disadvantaged by not having a device due to financial reasons. We have a number of loan devices available for students. These are refurbished devices from the pre-2014 netbook program. The College has also negotiated with suppliers to offer lease arrangements and discounts on purchase of recommended devices.

The BYOD program also allows students and parents to choose a more high-end device than the standard model. This may suit students undertaking technology-intensive courses such as Media, Information Technology, Interactive Digital Media, etc. Others may choose tough devices with gel cases and protective screen covers to minimise the chance of breakage in practical situations.

The College website provides recommendations on device features and types, that will be continue to be updated as technology develops.

Our aim is to enable students to achieve the best possible results in their studies and prepare to become confident, capable members of society. We ask for the support of parents and students to ensure that the BYOD program is effective in achieving this goal.

The College website has links to recommended suppliers, however any supplier can be used, and the purchase of any product is between the supplier and yourself. The College is in no way involved in the transaction or any pre sale or post sale support.

Many suppliers offer optional accessories for purchase e.g. carry case, external hard drive and accidental damage cover. We encourage the use of protective covers and insurance to minimise the risk of damage, and protect your investment.
Connecting My Device
Before any device can be connected to the college network, the ICT Acceptable Use Agreement must be signed and returned. The device must also be protected against viruses. If the device requires antivirus software, the Helpdesk staff will install the DEECD antivirus solution if deemed necessary. If the student does not have Microsoft Office, it can be installed upon request (Windows and MacOS devices) at no charge. When the owner ceases to be a student at Mildura Senior College, the software must be removed to comply with licencing requirements. Students are expected to charge devices overnight and bring them to school fully charged each day.

Helpdesk Support
The College Helpdesk is located in the library, and is operated by technicians employed by the College between the hours of 8am and 4pm each school day.

<table>
<thead>
<tr>
<th>Supported</th>
<th>Not Supported</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Installation of applications to the device’s platform that are listed on the college’s software portal, on supported operating systems.</td>
<td>• The repair of hardware or reinstallation of operating system software on any non-school owned device; these types of issues will need to go to an external IT company to be resolved.</td>
</tr>
<tr>
<td>• The configuration of supported operating systems for use with the Mildura Senior College ICT network.</td>
<td>• Troubleshooting applications that are NOT on the college software portal</td>
</tr>
<tr>
<td>• Troubleshoot issues accessing the college’s web based applications and applications listed on the college software portal, on supported operating systems.</td>
<td>• Removal of viruses; we can recommend local companies that can fix these types of issues. Users with infected devices will be blocked from accessing school wireless until the infection is resolved.</td>
</tr>
</tbody>
</table>

Supported Operating Systems
Below is list of supported operating systems

- Windows 8.1 / 8 / RT / 7
- Mac OS X 10.6 or later
- iOS (iPad) 6 or later

Due to technical issues, we are currently unable to support Android devices.

Unsupported Devices
Below is a list of devices that the helpdesk will not support. This is because of either technical or education limitations or both.

- eReaders e.g. kindle, kobo, nook, Sony PRS, Icarus
- Gaming consoles e.g. PSP
- Smartphones

Features to keep in mind when purchasing a device.

- The device is portable enough for the student to manage taking it to school and between classes each day. Our student surveys indicate this is the feature that has the greatest influence on how often students bring their devices to class.
- Ensure that the operating system installed on the device meets the criteria set out above
- The device has a screen size of 10” or greater
- If purchasing a tablet, look for one with a dockable keyboard option
- The device has a warranty period of 2 years or greater
- If possible, get accidental damage cover
- The battery has a life of at least 6 hours
- The device has a solid state hard drive for fast start up, low weight and shock resistance
Some operating systems have limitations on the college network. Below is a table that explains what function will work with each of the supported operating systems.

<table>
<thead>
<tr>
<th>Operating System</th>
<th>Internet</th>
<th>Web Apps</th>
<th>Files</th>
<th>Print</th>
</tr>
</thead>
<tbody>
<tr>
<td>Windows</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>Mac OSX</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
<td>YES</td>
</tr>
<tr>
<td>iOS</td>
<td>YES</td>
<td>YES</td>
<td>*</td>
<td>**</td>
</tr>
<tr>
<td>Chrome OS</td>
<td>YES</td>
<td>YES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* This is possible with installation of third party apps.
** Limited file formats

We recommend when looking at devices to keep the following specifications in mind

<table>
<thead>
<tr>
<th>Netbook</th>
<th>Notebook / Ultrabook</th>
<th>High Performance Laptop</th>
</tr>
</thead>
<tbody>
<tr>
<td>Processor: Atom or greater RAM: 2GB or greater Hard Drive: SSD 32GB or greater or HDD Screen: 10&quot; or greater</td>
<td>Processor: i3 or greater † RAM: 4GB or greater Hard Drive: SSD 64GB or greater Screen: 12&quot; or greater Keyboard: Full sized Weight: 2 kg or less</td>
<td>Processor: i5 or greater † RAM: 8GB or greater Hard Drive: SSD 120GB or greater Screen: 13&quot; or greater Keyboard = Full Size Weight: 2 kg or less</td>
</tr>
</tbody>
</table>

† 4th Generation processors recommended for battery life

Specific Subject Requirements

The following subjects have requirements that students use specific software as listed. If a student chooses any of these subjects, they must be able to access the required software in one of the following ways (in order of preference)

1. Choose a device that can run the software required i.e. Windows – the college can supply some software free of charge for use while student is enrolled.
2. Hire a device that meets the requirements for any time(s) that the software is being used.
3. Complete work on college computers (this option limits the student’s ability to complete work out of class time).
4. If there is a compatible equivalent application for your device, some staff may approve it. Note: this must be negotiated beforehand with teacher(s), and technical support may not be available.

**IT Software Design (and IT Applications)**

*Microsoft Visual Basic.* This software is only available on Windows devices. This class runs in a computer lab, but students without Windows devices would be unable to complete work on their own devices. This class also uses advanced spreadsheet capabilities that are only available in *Microsoft Excel.*

**Media (Year 12)**

*Adobe Creative Suite 6* is used on the media desktop computers in the classroom. To edit work out of class time, it is suggested that students investigate options for compatible software (discuss with teachers). These programs are not available on iPad, and are not licenced for use on student computers, so would have to be purchased.

*Note:* Media students require an external hard drive or some other method of storing and backing up very large projects.

**Italian**

Ability to access *LanguagePerfect* - [www.languageperfect.com](http://www.languageperfect.com) – this website uses Flash, which is not available on Android devices. Flash will also not run on iPads, but there is a free LanguagePerfect App that runs on iPad 2 or later.

**VCAL Numeracy**

Ability to access *Mathletics* - [www.mathletics.com](http://www.mathletics.com) – this website uses Flash, which is not available on Android devices. Flash will also not run on iPads, but there is a free Mathletics App that runs on iPad 2 or later.
**Dance**  
Music editing application such as *Audacity* (free on Windows) or *Hokusai* (free on iPad)

**Maths**  
*ClassPad 400 Emulator*. Not needed if ClassPad calculator is brought to class each lesson. ClassPad calculator is required for use in exams, as other devices are not allowed.  
*Geogebra*. Available for Windows, MacOS, Linux and iPad.

**VCAL Senior Work Related, Psychology, PE and Year 12 HHD**  
These subjects all use *Inspiration* for visual mind mapping, outlining and presentations. Inspiration is only available on Windows and MacOS, with limited iPad functionality.

**Internet Usage and Monitoring**  
Appropriate use of the internet service within the school network is closely monitored by a filtering system which allows for inappropriate content blocking by a regularly updated list of categories and sites. This does not apply to use of devices outside the school network. Parents are responsible for monitoring usage at home.

**Student download and printing quotas**  
There is a weekly allocation of 200MB per student. Additional credit can be purchased from the front office. The cost is 1 cent per MB.  
Students are allocated credited at the start of the year for printing. Additional printing credit can be purchased from the front office. Printing cost is 4 cents per page grayscale, 20 cents per colour page.

**Student access from home**  
College intranet, student announcements, web site, parent portal, webmail and curriculum server (moodle) with online course materials are accessible at any time from any location with internet access.  
Home internet connection is not supplied by the College or the Department of Education and Early Childhood Development. If there is an existing internet provision at home, access configuration is up to the student and parent. Assistance is not provided by the College Helpdesk.

**Where can I find out more information?**  
Additional information is available from the *Acceptable Use Agreement*, and from the college website [www.milsen.vic.edu.au](http://www.milsen.vic.edu.au)

* Updates to this information will be published on the College Website
FREQUENTLY ASKED QUESTIONS

What happens on the first day of school?
All students should arrive no later than 8.50am, and bring all books to school. Listen carefully for announcements as some students will have assembly in the gym, others will go to Pathways (Home Room), the groups then swap and formal classes start at about 10.30am. In Pathways you will get your timetable, locker number and other important information relevant to the first week or so of school. Make sure you bring your lunch or money to purchase lunch at the College Canteen.

Do I get a locker?
All students are allocated a locker and the College provides a lock. Students should not swap or share lockers. If you have any issues with your locker please go to the front office. All locker areas are under surveillance by security cameras.

How does the canteen operate?
The canteen operates before school (breakfast orders), at recess and lunch times, and takes lunch orders before school and at recess. The canteen has EFTPOS and offers an extensive menu at very competitive prices. The seating areas in and around the canteen are a great place for students to relax with friends. Please ensure this area is kept neat and tidy.

What do I do if I am considering changing a subject?
In the first instance, speak to your Pathways Teacher and/or Student Coordinator about your progress in that subject. If there is a genuine need, a process is put in place to try and accommodate the change. Any request for a change must be based on genuine educational reasons. The official times for changes are at the start of Term One and the end of Semester One. VCAA rules state that students cannot change subjects after a certain time during each semester.

Is there a uniform?
No, but there is a dress code. At all times student dress should be neat in keeping with a workplace. Clothing that is brief, revealing or offensive/dangerous to others cannot be worn. Students are encouraged to buy “College Gear” which is a practical, hard wearing and reasonably priced alternative to supplement your wardrobe. Students in practical classes are required to wear appropriate safety footwear. “College Gear” can be purchased from Sportzprint Mildura.

What time does school start/finish?
On Monday, Tuesday, Thursday and Friday classes commence at 9am. On Wednesday and Thursday classes end at 3.25pm and on Monday, Tuesday and Friday classes end at 3.10pm, except for the last day of term.

What happens on Wednesday mornings?
Classes commence at 10.55am, not 9am. Students should use this time to complete work, access the Library and meet with teachers for extra tuition. Some classes run School Assessed Coursework (SAC’s) during this time and attendance is compulsory. Any other school related events (e.g. sport) that take place on Wednesday mornings are also compulsory.

What happens if I arrive late or have to leave early?
Students who arrive late or have a genuine reason to leave early must sign in/out at the Student Services Centre. Any classes you miss due to lateness/early departure will be entered as “unexplained” and must be verified by a parent.

How much homework will I get?
This will vary from class to class and will “peak” at certain time of the year. The Education Department advises that students can expect up to 15 hours of homework per week; increasing to 30 hours per week in Year 12 as exams or major assessments are due.

What sports can I do?
There is no “house” sport at MSC but there are many sports that students can be involved in at local, zone or state level. Watch the daily bulletin carefully; students can sign up to sport via Moodle. Updates about sport are also given at Year Level Assemblies.

What is the policy for mobile phones?
Students can bring phones to school, but as a courtesy, these are to be on silent or turned off and out of sight during class and other school events such as assemblies. The school is not insured against damage to or theft of mobile phones. Phones are not permitted in exams rooms or when you have a SAC.
Can I/should I do a Year 12 subject in Year 11?
Typically, about a third of Year 11 students study a Year 12 subject (Units 3&4) in their first year at MSC. This decision should be discussed with your current teachers, parents, careers advisor and MSC staff as the increase in workload is significant, the standard is very high and the assessment methods are very different to Year 10 subjects. Some students might think that if they study a Year 12 subject in Year 11, then they can only do 4 subjects in Year 12 and have extra time to study. Results continually show that this rarely happens as almost all students who only study 4 subjects in Year 12 receive less than the average ATAR score (which is about an ATAR of 64).
<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Teaching Areas/Area of Responsibility as at July 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Andrew Ough</td>
<td>Principal</td>
</tr>
<tr>
<td>Mark Tracy</td>
<td>Assistant Principal / English</td>
</tr>
<tr>
<td>Belinda Hudak</td>
<td>Assistant Principal / Dance</td>
</tr>
<tr>
<td>Gavin Alexander</td>
<td>Avionics / Integrated Technology / Systems Engineering</td>
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<tr>
<td>Megan Allen</td>
<td>Health &amp; Human Development / Psychology</td>
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<tr>
<td>Sabina Azzarelli</td>
<td>Library Assistant</td>
</tr>
<tr>
<td>Andrew Banks</td>
<td>English / Global Politics / Literature / Sociology</td>
</tr>
<tr>
<td>Kerrie Banks</td>
<td>Global Politics / Literature / Sociology</td>
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<tr>
<td>Jeanette Bertalli</td>
<td>Canteen Manager</td>
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<tr>
<td>Tony Birch</td>
<td>English / VCAL Literacy</td>
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<tr>
<td>Rhian Birnie</td>
<td>Studio Arts Photography</td>
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<tr>
<td>Raelene Black</td>
<td>Library Manager</td>
</tr>
<tr>
<td>Jim Blue</td>
<td>Student Coordinator / Mathematics / VCAL Numeracy</td>
</tr>
<tr>
<td>Hannah Boseley</td>
<td>Administration Trainee</td>
</tr>
<tr>
<td>Kate Bourchier</td>
<td>Biology / Physical Education</td>
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<tr>
<td>Emma Broadbent</td>
<td>Outdoor Education / Physical Education</td>
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<tr>
<td>Glenn Butterworth</td>
<td>Mathematics / Physics</td>
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<tr>
<td>Reg Byrne</td>
<td>Student Coordinator / Drama / Media / Psychology</td>
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<tr>
<td>Sharyn Byrne</td>
<td>Pathways and Transition Coordinator / Business Management / Economics</td>
</tr>
<tr>
<td>Nicola Chant</td>
<td>English / VCAL Literacy</td>
</tr>
<tr>
<td>Elizabeth Charlton</td>
<td>English / VCAL Literacy</td>
</tr>
<tr>
<td>Colin Cole</td>
<td>College Chaplain / Philosophy / Religion &amp; Society</td>
</tr>
<tr>
<td>Dallas Cole</td>
<td>Agriculture &amp; Horticulture / Physics / Systems Engineering</td>
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<tr>
<td>Lisa Crowhurst</td>
<td>Biology / Environmental Science</td>
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<tr>
<td>Shane Crowhurst</td>
<td>Product Design &amp; Technology Metals / VET Engineering</td>
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<tr>
<td>Rohan Cupper</td>
<td>ICT Technician</td>
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<tr>
<td>Melissa Davies</td>
<td>Food &amp; Technology / Product Design &amp; Technology Textiles / VET Applied Fashion Design</td>
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<tr>
<td>Richard Davis</td>
<td>Visual Communication &amp; Design / VET Interactive Digital Media</td>
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<tr>
<td>Peter De Tarczynski</td>
<td>Maintenance Manager</td>
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<tr>
<td>Ros Devilee</td>
<td>School Nurse</td>
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<tr>
<td>Pam Dichiera</td>
<td>Integration Aide</td>
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<tr>
<td>Kerry Dodson</td>
<td>English / VCAL Literacy / VCAL Personal Development</td>
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<tr>
<td>Mary Droffelaar</td>
<td>Integration Aide</td>
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<tr>
<td>Lorene Dunstan</td>
<td>Business Management</td>
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<tr>
<td>John Eckert</td>
<td>Art / Studio Art Drawing</td>
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<tr>
<td>Tania Edgar</td>
<td>Health and Human Development / Physical Education</td>
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<tr>
<td>Teri Filippi</td>
<td>Italian / English</td>
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<tr>
<td>Dawn Frankel</td>
<td>English as a Second Language (ESL)</td>
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<tr>
<td>Chris Fraser</td>
<td>Art</td>
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<tr>
<td>Lucinda Gadsden</td>
<td>Chemistry / Mathematics</td>
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<tr>
<td>Jo Galloway</td>
<td>Instrumental Music Teacher</td>
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<tr>
<td>Rae Gibbons</td>
<td>Mathematics</td>
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<tr>
<td>Gary Gibson</td>
<td>Product Design &amp; Technology Wood / VET Furnishing</td>
</tr>
<tr>
<td>Sara Gleeson</td>
<td>Mathematics / VCAL Numeracy</td>
</tr>
<tr>
<td>Lavina Hamilton</td>
<td>Careers and Tertiary Adviser</td>
</tr>
<tr>
<td>Marcus Hennig</td>
<td>Instrumental Music Teacher</td>
</tr>
<tr>
<td>Denise Hicks</td>
<td>English / Product Design &amp; Technology Textiles / Health &amp; Human Development</td>
</tr>
<tr>
<td>Kerrie Horne</td>
<td>Canteen Assistant</td>
</tr>
<tr>
<td>Craig Irvin</td>
<td>Food Technology / VET Hospitality</td>
</tr>
<tr>
<td>Jade Jackson</td>
<td>Student Administration / Accounts Payable</td>
</tr>
<tr>
<td>Janet Johnson</td>
<td>Reception / Accounts Receivable</td>
</tr>
<tr>
<td>Barb Kelly</td>
<td>Student Coordinator / Environmental Science / Geography</td>
</tr>
<tr>
<td>Joelenne Kelly</td>
<td>VASS Administration / Pathways &amp; Transition Coordinator's Assistant</td>
</tr>
<tr>
<td>lan Livingston</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Anne Macdonald</td>
<td>Food &amp;Technology / VET Community Services</td>
</tr>
<tr>
<td>Martha Maiorana</td>
<td>Youth Worker / Engage Program</td>
</tr>
<tr>
<td>Deanne Marr</td>
<td>Curriculum and Learning Coordinator / Mathematics / VCAL Personal Development</td>
</tr>
<tr>
<td>Tracy Marr</td>
<td>Pathways &amp; Transition Coordinator / Mathematics / VCAL Numeracy</td>
</tr>
</tbody>
</table>
A – Z IMPORTANT INFORMATION FOR PARENTS AND STUDENTS

Absence:
Any student who is absent from school must bring a note from home within 3 days of returning to school or parents can contact the Attendance Officer (Margie Merrett) by phone on 5022 2893 or email attendance@milsen.vic.edu.au to verify (explain) every absence. Class rolls are marked each lesson (including lateness) and the Attendance Officer will contact home the day after any absence. The SMS system is used to notify parents of student absences. Copies of student absences are sent home with reports and Progress Statements. Students who do not attend regularly may be exited from the College. When considering absences, the College works on total absences (explained and unexplained).

Assemblies:
A number of assemblies for students are conducted during the year. These are held in the Gymnasium, where important information for students is given. Attendance at all assemblies is compulsory and students who chose to absent themselves from assemblies are jeopardising their enrolment.

Assessment:
Students at Mildura Senior College are assessed in the following ways – class work or course work, assessment tasks (such as projects, folios of work and essays) and exams. Student attendance is a requirement for assessment, as students must attend a specified number of hours to satisfy the requirements of all courses and to authenticate their work. Full details about assessment are given to students in class and are all on moodle.

Assessment Tasks (VCE Subjects Only):
These are one of the major forms of assessment in Year 11 and 12 subjects. (These tasks are also called SAC’s – School Assessed Coursework or SAT’s - School Assessed Tasks.) In Units 1 and 2 of VCE, Assessment Tasks receive a letter grade which appears on the student’s report. In Units 3 and 4 of VCE, SACs or SATs assessment tasks are given a numerical grade which counts towards the study score in that subject. Students must satisfactorily complete assessment tasks to receive an “S” (pass) result in a subject. Teachers provide students with assessment criteria for each task.

ATAR – Australian Tertiary Admission Rank:
This is the final numerical score a VCE student receives at the end of their Year 12 studies. This score is used to determine entry in universities and other post-secondary institutions. For full details about ATAR scores, please see the Careers Teacher, the Pathways and Transition Coordinator or access the VCAA website. You must sit end of year exams to gain an ATAR.

Attendance Policy:
The College has a clearly defined policy for attendance. Essentially, students are required to attend all scheduled classes and other events (such as assemblies and excursions). Students who do not attend classes are jeopardising their chances of success as they are missing out on important instruction time. Catching up on the work and authenticating the work (see below) then becomes difficult. If students miss a certain number of classes, the teacher may determine that the student is not capable of passing that subject. Parents/Guardians are responsible for ensuring that their child attends all scheduled classes and events. Full details of this policy appear in the Student Engagement & Wellbeing Policy (see page 119). The College Attendance Officer will ring home to verify student absences not covered by a note.

Authentication of Student Work:
The onus is on the student to demonstrate that all work completed during Years 11 and 12 is their own. Regular attendance enables teachers to readily monitor student progress and assess work accurately. Students are reminded that there are serious consequences for those who choose to plagiarise the work of others, this may include being exited from the College. Most major tasks are completed in class to further assist the teacher with authentication of work. Teachers determine if student work has been satisfactorily completed.
The Beat:
Conducted in Term 3, The Beat is a performing arts presentation that showcases talent from local state primary and secondary schools. Acts are auditioned and Mildura Senior College staff and students play a significant role in the planning and staging of this event. Students who wish to be involved should contact the convenor of The Beat.

Bell Times:
Details of bell times are shown at the back of this publication. Students are expected to respond promptly to bells which signify the beginning of a class. Teachers determine when the lesson is completed and when students can be dismissed.

Behaviour:
The Young Adult or Mature Learning Environment is a major feature of Mildura Senior College. As we cater exclusively for Year 11 and 12 students, our expectations regarding behaviour are extremely high and the expectation is that students take responsibility for their behaviour and actions. Our Engagement & Wellbeing Policy (see page 118) reinforces this expectation and provides specific details about behaviours that are an accepted part of our learning community.

Book Sales:
Collins Books (Langtree Mall) is the supplier for textbooks at Mildura Senior College. Any orders or queries should go to this location. The College conducts a Second Hand Book Sale in late November/early December where parents can purchase good quality text books at approximately half the new price. Full details regarding the Second Hand Book Sale are available from the College at enrolment and on parent newsletters late in the year. The College occasionally has text books for sale during the year from students who have left school – please enquire at the Office.

Bus Passes:
Any student who lives 4.8km or more (by the shortest route) from the College is eligible for free bus travel under certain conditions. Application forms are available at enrolment or from the Office. Please note that the 4.8km limit is strictly enforced.

Bus – College:
The College has two 12 seater mini-buses which are used for transporting students and staff on excursions. As the buses are college property, the consequences for students who mistreat them are serious. Misbehaviour whilst travelling on the buses will not be tolerated under any circumstances.

Bus Stops:
These are located in Deakin Avenue at the front of the College and in 14th St near Deakin Avenue. As both these areas are extremely busy at the start and end of the school day, students should not linger near the kerb or behave in a manner that puts themselves or others at risk. **During the school day, the bus stop shelters are out of bounds for students.**

Business Manager:
The College Business Manager is located in the main Administration building and is available to discuss all financial matters such as payment of fees. Anyone wishing to hire College facilities should also contact the College Office.

Canteen:
The canteen provides students with a range of food and drink before school, at recess and during lunch. Prices are competitive with neighbourhood shops. Students can order items at the start of the day. Students are responsible for keeping the canteen area neat and tidy, in particular placing rubbish in the bins provided. The canteen has EFTPOS facilities for students who prefer to use a card instead of carrying cash.

Cars – Students and Cars:
Students who are licensed drivers are able to drive to and from the College. **Parents and students need to be aware that it is against College policy for student drivers to transport other students during the course of the school day (this includes travel to and from school), or to any school function or event.** The Student Code of Conduct outlines our policy regarding student drivers. Essentially, the policy states that

- students can only park in 14th Street or the Gym car park, (no parking in Havilah Crescent)
- student drivers must register their vehicle details with the Assistant Principal,
- any dangerous or irresponsible driving will be reported to Police immediately.

Students who drive must complete Driver Agreement Forms which can be collected from the front office.
Careers Office/Careers Advice:
The College has a well-resourced Careers Centre that students and parents can access for advice and information. It is preferable to make an appointment with the Careers Adviser to discuss your circumstances. Given the complex and ever changing “rules and regulations” related to further study and/or employment, it is crucial that students and parents receive the correct information at all times. Not seeking the correct advice or relying on “second hand” information can be extremely detrimental to a student’s pathway.

Chaplain:
Our College Chaplain is a valued member of our Well Being Team. Colin Cole can be accessed by students and parents for counselling on a range of issues – please make an appointment to ensure your needs are met. The chaplain also teaches several classes and is a key figure in the organisation of events such as Graduation Ceremony, Debutante Balls and the Commencement Ceremony.

Changing Subjects:
The College has two formal change of subject periods – Week 2 of Term 1 and at the end of Semester 1 (early June). A formal process must be followed. Subject changes at any other times of the year are discouraged.

Centrelink:
A significant number of students at our College receive support from Centrelink. Officers regularly visit our College and we are obligated to supply Centrelink with information about a range of student information, in particular, attendance. Any student wishing to visit Centrelink should do so during independent study on Wednesday mornings between 9.00am and 10.30am. Any student with concerns about Centrelink should see Marg Wilson in the Administration building. Any change in student details (such as address) or course changes must be reported to Centrelink immediately.

Code of Conduct:
The Student Code of Conduct outlines the expectations of our learning community and is the centrepiece of our Young Adult/Mature Learning Environment. The document “sets the tone” for our College by outlining our main rules, and the consequences for those who choose to breach those rules. A copy of the Engagement & Wellbeing Policy appears in Appendix 2. When enroling, students and parents sign a declaration agreeing to abide by the Code of Conduct and to accept the consequences of inappropriate behaviour.

College Hours:
The College office is open from 8.00am to 4.30pm on a normal school day. Students who wish to access the College outside of these hours should see one of the Assistant Principals. Please note that the College office is closed during school holidays. The office reopens on or about January 24th following the Christmas and New Year break.

College Council:
The College Council meets approximately 8 times a year to discuss a wide range of management policy and financial issues relating to the College. Council members comprise parents, teachers and co-opted community members. Any parent who wishes to join Council or has any queries regarding Council should contact the Principal.

Computer Access:
The College operates a BYOD program for students. It is important that all students adhere to the user guidelines at all times. The College has retained a number of desktop machines to supplement this program as well as providing machines that have the capacity to run some of the larger programs students need to access for coursework that involves editing videos and graphic design/CAD. There are also loan Netbooks available for hire for students who do not have their own device.

Commencement of the Academic Year Ceremony:
This is a formal occasion conducted in February each year to recognise the academic, sporting and cultural achievements of Year 11 students from the previous year and to induct the College Captains and SRC. Students receiving awards are notified by the College, and parents are allocated tickets for the evening.

Counselling:
The College Well Being Team comprising the Chaplain, School Nurse, Well Being Co-ordinator, Youth Worker, Student Co-ordinators and Assistant Principals are available to assist students and parents with well-being issues. District staff such as psychologists and social workers can also be accessed at the College to assist with specific needs.
Daily Bulletin:
The student bulletin is available to students on their MSC Intranet home page. This bulletin lists important information for students on a range of issues such as sport, Pathways, careers and upcoming events. As we are a Senior College, the expectation is that students are responsible for making the time to read the bulletin and to respond to relevant notices accordingly. Employment and Careers Information is also located on the Intranet.

Debating/Public Speaking:
The College provides students with the opportunity to participate in public speaking and debating competitions. Students should contact their English teacher for further details.

Debutante Balls:
The Chaplaincy Board organises a number of Debutante Balls (usually four) as a major fund raiser to help offset the costs of Chaplains in local schools. The balls are usually held in August, with initial meetings and rehearsals in April. Further details about debutante balls are available from the Office.

Dress Code:
The College does not have a uniform. However there is a dress code, the standard of which should be in line with an adult working environment. Students will be requested to change out of any item of clothing that is brief, revealing or offensive to others, such as a slogan or logo on a t-shirt that is not acceptable. Practical classes have specific footwear requirements. A range of College Clothing (polo shirts, windcheaters) can be viewed at enrolment and is available from Sportzprint Mildura. Students are encouraged to purchase “College gear” to supplement their everyday wardrobe items.

Drugs and Alcohol:
Any student who possesses or uses drugs or alcohol during the course of a school day, or arrives at any function or event under the influence of alcohol or drugs is committing a serious offence. Such incidents will result in severe consequences, which may include notifying Police.

EMA – Educational Maintenance Allowance:
Please contact the office for any matters relating to EMA eligibility and payments.

Email:
Staff can be contacted via milsen mail. Using the structure of surname first letter of first name @milsen.vic.edu.au, e.g. to contact Mr John Brown the email address would be: brownj@milsen.vic.edu.au.

Exams:
Exams are a major form of assessment at the College, and students should prepare accordingly. A structured home study and revision program is essential for student success. As a guide, students should do no less than 5 hours of preparation for each exam. Students studying Units 1 and 2 VCE and VET subjects will have compulsory exams at mid-year and at the end of the year. All subjects in VCE Units 3 and 4 have exams at the end of the year. All students receive exam timetables well in advance and teachers provide revision sessions in the lead up to exams. There are no exams in VCAL subjects. Students who misbehave during exams will be removed from the room immediately and forfeit their grade for that exam. Students should arrive at the exam venue 15 minutes prior to the advertised starting time. Mobile phones and netbooks are NOT permitted in exam rooms. Exams are compulsory for all students studying a VCE/VET subject.

Enrolment:
All enrolment enquiries should be directed to the office in the first instance. Students wishing to enrol are asked to provide their most recent school report along with any other relevant documentation such as references and certificates. Enrolment at the College is not automatic; students must have satisfactorily completed Year 10. Students are interviewed by an Assistant Principal where a pathway is discussed and a set of subjects are developed. An enrolment form must be completed as part of this process. Please see Enrolment section for further information.

Evacuation/Emergency:
The College conducts a number of emergency evacuations each year. In the event of an evacuation, all students must move to the far side of the main oval as quickly as possible, following instructions from teachers. All students and staff are to remain in this area until the all clear is given. Under no circumstances can students leave the area before the all clear is given. Rolls are marked as part of the evacuation.
Exchange Students:
The College hosts a number of exchange students each year from a range of countries. Any student interested in an overseas exchange should contact Grant van Looy.

Excursions:
Throughout the year, students will participate in a range of excursions related to class work or for sports teams. All excursions require parent permission and must be fully paid before students participate. Permission for local excursions is provided at enrolment. At all times whilst on an excursion, school rules apply.

Extensions for Work:
Students are provided with adequate time to complete set tasks as part of their coursework. However, there are situations such as significant illness, participation in another school activity (e.g. sport) or other personal circumstances (such as a family bereavement) which may prevent students from completing tasks on time. Requests for extensions are not granted automatically as each case has individual circumstances. If a student does require additional time to complete the work, their case is considered by the class teacher in conjunction with the Student Coordinator and the Pathways and Transition Coordinator. Once a decision has been made, there is no right of appeal.

Exiting the College:
Students who wish to leave the College (for example, if they have gained employment) must undertake a formal exiting process, which includes completing a transition form. Where possible, a parent should be present to sign the form and confirm the destination of the student. Parents and students are reminded that as students at MSC are involved in post compulsory schooling, the College can exit a student based on their behaviour, attendance and academic record. Under no circumstances can students simply “leave” school without formally exiting.

Fax:
The College fax number is 03-50232440. The College can send faxes for students for a small fee.

Fees:
Each subject that a student studies has a fee attached. The monies collected provide Essential Education material and some excursion activities for students. Fees are payable upon enrolment. Payment in instalments can be organised in consultation with the Business Manager and can be paid directly to the school bank account.

GAT – General Achievement Test:
All students studying a Unit 3 and 4 subject must sit the GAT. It is a 3 hour “general knowledge” test conducted in early June. The score students receive on the GAT is used to verify grades and may be used to adjust the ATAR score a student receives in December. Please see the Pathways and Transition Co-ordinator for further information about the GAT. Under no circumstances can the GAT be attempted on any other day.

General Enquiries/General Office:
The office is the first point of contact for all visitors to the College and for queries relating to the day to day operations of the College. The office is open from 8.00am to 4.30pm on school days. The telephone number is 03-50212911.

Graduation:
In December each year we acknowledge the Year 12 Graduates (both VCE and VCAL) in a formal ceremony where academic, social and sporting achievements are recognised in a public forum. The ceremony features students in gowns, the Dux of Year 12, awards and musical items. Students who successfully complete their Year 12 studies receive information (including ticketing) about Graduation early in Term 4. The evening is a celebration of success and allows families to be together to recognise the completion of formal secondary schooling.

Homework and Home study:
Regular and scheduled homework (usually “catching up” on or “finishing” off class work) and home study (revision and preparation for SAC’s, exams and other major assessments) are crucial to student success at the college. The amount of homework set varies from subject to subject, but usually Year 11 students should complete up to 3-4 hours of homework work 3 or 4 times a week. Year 12’s should complete 5-6 hours of homework 4-5 times a week. Home study for exams and SAC’s should begin well before the scheduled date; Year 11 students should do no less than 5 hours preparation for an exam Assessment Task or SAC. For Year 12 students, this figure should be a minimum of 10 hours. Teachers regularly provide students with revision processes and guidelines for assessment, and dates for exams and assignments are given to students well in advance of the event.
Harassment:
Any form of harassment or discrimination by students or staff as specified under current Equal Opportunity Legislation, The Racial and Religious Tolerance Act and the College Merit and Equity Policy is not permitted. Those who choose to harass others face serious consequences, some of which may involve outside agencies such as Police. Use of the internet and electronic devices to harass others is strictly forbidden.

Hire of College Facilities:
Please contact the General Office regarding the hire of College facilities such as ovals or the gymnasium.

ID Cards:
ID cards are included as part of the enrolment package. The card is used for photocopying and computer credit, borrowing from the Library and other school related tasks. (Students are reminded that lack of print or photocopy credit is NOT an excuse for the non-completion of work.) Any queries about ID cards should be directed to the office. ID cards should be returned to the Assistant Principal upon exiting the College. MSC ID cards are not designed to be used as “proof of age” cards. ID cards must be taken to all exams.

Illness and Accident:
In the event of illness or accident during the school day or on a school activity, the College will contact parents to organise medical attention if deemed necessary. Before going on an overnight or extended excursion, parents must give permission for students to receive medical attention in the event of an accident or emergency. Please ensure that all contact details (especially phone numbers) are up to date and lodged at the office.

Insurance:
There are a number of organisations who provide cover for accident or property damage. Please contact the office for further details. Please note that the College is not insured for loss or damage to student property, such as theft of mobile phones.

Information Evenings:
The College conducts a number of information evenings during the year, such as the Tertiary Information Service (TIS) and visiting University staff. Please check newsletters and notices sent home carefully for details regarding such events. These evenings are not long and always contain important information about further study, student wellbeing and employment options.

Leaving School during the day:
Any student who leaves the College during the day and will miss any scheduled class or event MUST bring a note and sign out at the Student Services Centre. Please note that under Education Department regulations, students cannot leave school before 3.30pm to undertake employment, except if a Work Placement agreement has been signed.

Library:
The David Wah Library is a well-resourced, multi-purpose area for student use. The Library has computer facilities, audio visual access, theatrette, study corrals and space for quiet, individual study. It is open from 8.30am to 5.00pm Monday to Friday. Wednesday mornings (Independent study time) is an excellent time to access the Library. Students are reminded that the Library is NOT a social area. Students wishing to socialise or study in groups can do so in the EBSC or at the outside tables and chairs.

Lockers:
Each student receives a locker and a combination lock upon enrolment after paying the enrolment fee. Students must ensure that their locker is locked at all times and avoid bringing valuables to school. Under no circumstances should students swap or share lockers with other students. Any theft must be reported to an Assistant Principal. The College supplies each student with a lock at the start of the year. Students are given a new locker at enrolment every year. Locker areas are covered by security cameras.

Magazine:
The College produces a magazine “The Mildurian” each year to commemorate events and student contributions to the school. A magazine is included in the enrolment package. Students receive their magazine in December. Students wishing to assist with the production of the magazine should see an Assistant Principal or Mr Mark Storm.
Mobile Phones:
Students are permitted to have mobile phones at the College, but these must be switched off or put on silent and out of sight whilst in class, assemblies and other scheduled events. The College is not insured against theft of or damage to mobile phones. Under **NO** circumstances can students take mobile phones into an exam. Teachers can confiscate mobile phones if their use is disrupting our teaching and learning program.

Music Program:
Students can continue their music studies at the College by undertaking one or more specific music subjects. Students who wish to study a music subject should have achieved a required standard before enrolling. There are a number of bands that students can join at the College, and a number of functions they can perform at such as The Beat. Please contact the music teacher directly for further information.

Newsletters:
The College mails a number of newsletters to parents during the year, (usually about 8 for the year). The newsletters are the major form of communication between the school and home, and consequently, they contain vital information about a wide range of events and services. Parents who would like newsletters emailed to a home or work address should contact the office. Copies of the newsletters also appear on the College website – www.milsen.vic.edu.au.

Notices home to Parents:
Throughout the year, the College will send home a number of notices to parents about important events or to reinforce important information (such as upcoming parent teacher interviews, sports trip or class excursion). As we are a Senior College, we expect that students are responsible for ensuring that notices do get home and that these are handed to parents. Please contact the College if you have any queries about details of upcoming events. Please check the college website for key dates – www.milsen.vic.edu.au.

Nurse:
The College nurse is a member of the well-being team who co-ordinates a wide range of school and community based health and support services. Referrals to counselling services are also available.

Open Day:
The College conducts a community Open Day early August to promote the College and to allow prospective enrolments to view our facilities. The day is always a success and we work hard to ensure that the 600 plus visitors to the College are welcomed and informed.

Out of Bounds Areas:
There are a number of out of bounds areas for students. These are: the ovals beyond the Setts/Bambill rooms and MELC, centre plantation in Deakin Avenue, Havilah Crescent, Eulina Drive, Church grounds adjacent to neighbourhood shops, new development behind the College located off Eulina Drive and driveways/front lawns of local residents in the vicinity of the College. Local shops are out of bounds during class time. Students should not congregate in any area of Deakin Avenue and Fourteenth Street that is deemed to be in the vicinity of the College.

Pathways Classes:
Students are required to attend these compulsory classes once a week to undertake a range of career, organisational and pastoral tasks. Students who choose to miss these classes will be putting their enrolment at risk.

Parent Involvement at the College:
Parent involvement is always welcomed and appreciated. If you are interested in becoming involved with an activity at the College, please contact the person nominated – College Council (Principal); assist on school camp or sports trips or assist elsewhere in the school (Assistant Principal); sponsorship (Business Manager).

Parent Teacher Interviews:
The College conducts three Parent / Student / Teacher (PTS) sessions each year, during Terms 1, 2 and 3. Details about these evenings appear in newsletters and on notices sent home. The interviews usually take place between 5pm and 7pm, with appointments required for the interviews. Please contact your son/daughter’s Pathways Teacher or Student Coordinator if you are unable to attend the interviews and would like to speak to teachers or if you require a progress report. An online booking system is used for appointments; this can be accessed through the Parent Portal.
Part Time Employment:
The College acknowledges that a significant number of students will have part time or casual employment during the year. Please ensure that students do not work excessive hours as this will impact on the balance required for leisure and study outside of school. As a general rule, any student working more than 10 hours a week will not be able to fulfil their student obligations (e.g., homework) outside of school hours. Students cannot leave school before the end of the school day to commence work.

Phone Calls to Students:
Parents should avoid ringing students direct on mobiles during class time. Recess and lunchtimes are best – please see the back of this booklet for these times. In the event of an emergency, please call the office so that a staff member can contact the student. If collecting a Student during the day (e.g., for a medical appointment) the “pick up” point must be the school office, not in neighbouring streets.

Photos:
Student photographs are taken each year in February. Students will receive envelopes beforehand so that orders can be placed. Students should have envelopes with them on the day photos are taken even if they are not ordering portraits. Any queries about student photographs should be directed to an Assistant Principal.

Police:
Given the age of our students, parents are advised that Police will be contacted in some circumstances if the incident is serious, or if it is a serious breach of the Student Code of Conduct. This applies especially to assault, drug use, property damage, cyber bullying and incidents involving dangerous or improper use of cars.

Punctuality:
Teachers mark rolls each lesson and lateness to class is also recorded. The College expects that all students will arrive punctually to all classes and scheduled events. Punctuality is not only a courtesy; it is an expectation of any workplace. Parents will be notified if lateness becomes a concern.

Reports:
Students receive a number of reports during the year. Year 11 students receive Progress Statements during Terms 1, 2 and 3, and a Semester Report during Terms 2 and 4. Year 12 students receive Progress Statements in Terms 1, 2 and 3 and a Semester Report in Term 2. Year 12 students do not receive a report in Term 4; they receive a statement of results from the Victorian Curriculum and Assessment Authority. All College reports are posted home. A progress report can be organised in consultation with Student Coordinators.

SAC – School Assessed Coursework (Year 12):
SAC’s (or Assessment Tasks) are one of the major ways in which students are assessed at the College. An example of a SAC is in English where the students write an essay in class after completing the study of a novel. As mentioned elsewhere in this booklet, students are expected to undertake substantial revision and study for these tasks. Exam conditions apply during SAC’s. Please be aware mobile phones must not be taken into the room during SAC’s.

School Hours:
Classes for students commence at 9.00am each day (except Wednesday, which is 10.55am) and finish at 3.10pm (Monday, Tuesday and Friday) and 3.25pm (Thursday and Wednesday). Recess is from 10.35am to 10.55am and lunch is from 1.10pm to 1.55pm. Students can leave the College at recess and lunch to access neighbourhood shops, returning by 1.30pm at lunch. Students who have a “study” lesson cannot visit neighbourhood shops during this time.

Smoking:
Under no circumstance does the College condone smoking. Smoking anywhere in College buildings or the grounds is strictly forbidden. Smoking is also forbidden within the vicinity of the College. Students who breach this rule face serious consequences.

Special Provision:
Students who have had their schooling interrupted by adverse circumstances can apply for special consideration. Please contact the VCE / VCAL Co-ordinator for further information. Please note that the College has discretion in terms of submitting and supporting applications for special provision. The College does not make the final decision about special provision, and there is no appeal process.
Sport:
There is no “house” sport competition at the College, but students are able to represent the College in a wide range of sports at local, zone, state and national level. Competitions are held throughout the year, and students should read noticeboards and the online Bulletin for details about training, team selection and competition formats. As we are a Senior College, it is expected that students will sometimes play a role in organising or even coaching a team. Parents are reminded that the cost of taking teams to Bendigo or Melbourne to compete is high, often involving overnight stays and coach travel. The College Sports Levy covers students for local and Zone participation.

Staff List:
A full list of all staff at the College appears on pages 15-16. All teaching staff has an email address and this form of contact is welcomed. For example, if the staff members name is John Smith, then the email address is smithj@milsen.vic.edu.au. Please ring the office if you wish to speak to or organise an appointment with a member of staff.

Student Welfare/Well-Being:
Please see the information under "Counselling".

Student Council:
Approximately 30 students form our Student Council. These students organise fundraising and other social events during the year and promote worthy causes such as “Daffodil Day” and “Shave for a Cure”. They also act as a conduit between the student body and school administration. Students who wish to be on council are nominated and elected early in the year.

Student Forum:
These are held at least once a term. Any student can nominate to be a representative of their Pathways class. The Student Forums provide a genuine opportunity to influence College Operations and Policy.

Student Functions:
Normal school rules apply at all functions (such as the Year 12 Dinner) during the year. The College does not endorse “after parties” and students cannot advertise or promote private parties (such as 18th birthdays) at the College at any time.

Student Co-ordinators:
There are five Student Co-ordinators who support groups of students in a variety of ways such as counselling, subject changes and attendance. Aside from the Pathways and class teachers, Student Co-ordinators are the main contact for issues relating to success at the College. Please contact the College if you wish to speak to a Student Co-ordinator.

Student Services Centre:
Located next to classroom A4 (in the Quadrangle Area) the Student Services Centre (SSC) is the main area for students who wish to see their Student Co-ordinator, see the Attendance Officer, sign in and out, change a subject, apply for Special Provision, ask questions about exams or seek general assistance with school issues. The SSC is open from 8am to 4:30pm on school days.

Student References:
Year 12 students can apply for a College reference during Term 3, and these are published in Term 4. Most students request a reference for employment, tertiary admission or residential accommodation. If any student requires a reference at any other time of the year, they must contact an Assistant Principal. Teachers do, on occasions, write personal references for students. Parents are reminded that in most cases, student reports are an appropriate reference, especially for employers.

Study Periods:
Some students will have a number of study periods during their weekly program. These should not be considered “free sessions”. There is a strong expectation that students will use their study periods to access the library, computers and class teachers. Under no circumstances should students use this time to visit neighbourhood shops, wander the school or disrupt classes.
Study Score:
The numerical score a student receives after studying Units 3 and 4 in a VCE/VET subject. The score is calculated based on class assessments, exams and the GAT (see details elsewhere). All study scores are tallied and statistically moderated to calculate the ATAR score for a student – the final score for their VCE studies. This score is used to determine entry into post-secondary study.

Suspension:
Students at this College can be suspended for serious breaches of the Code of Conduct or for any serious incident that affects persons or property. Parents are asked to support the College when such a consequence is applied.

Term Dates:
These appear in the front of this booklet. Term dates for future years are located on the DEECD website.

Tertiary Trips:
Each year, students (with preference given to Year 12’s) travel to either Adelaide or Melbourne to view a range of tertiary institutions. These trips are invaluable and often ex MSC students are on campus to guide or assist students and staff. Please note that most universities have their Open Days in August. Please contact the Student Coordinators for relevant dates.

Trespass Laws:
These laws are designed to keep our school environment safe. Signs at gateways clearly outline the trespass rules. Under no circumstances should students invite outsiders on to College grounds. All visitors to the College must register at the office before proceeding to other areas of the school. The Principal can issue trespass notices, and if necessary, Police will be contacted.

VCE – Victorian Certificate of Education:
The VCE is a two year certificate that the majority of students complete to either gain employment or entry into post-secondary institutions. Further details about the VCE can be found in the current course handbook, by contacting the VCE Administration Manager or by visiting the VCAA website. Please note that whilst the College can develop some internal policies relating to senior schooling, the College is bound by VCAA policy in relation to the administration and delivery of VCE, VET and VCAL. It is MOST important that parents and students read the information in the Course Handbook carefully when considering subjects and career pathways.

VET – Vocational Education and Training:
The College offers a range of VET subjects to students. VET courses allow students to experience both school and workplace education and training. Full details about VET courses are in the current course handbook or you can contact the VET Coordinator at the College.

VCAL – Victorian Certificate of Applied Learning:
VCAL is a one year certificate that students can complete at Foundation, Intermediate or Senior level. VCAL offers a vocational (work) focus. Assessment in VCAL is usually competency based with students being required to demonstrate a range of skills in a number of ways. Full details about VCAL courses are available in the current course handbook.

Visitors to the College:
Please read the section under “Trespass Laws”.

VCAA – Victorian Curriculum and Assessment Authority:
This is the body that administers the VCE, VET and VCAL studies. The College is bound by the rules outlined in the VCAA Administrative Handbook – this is available at the office for parents to view. Our VCE Administrative Manager deals with most VCAA issues.

Weapons:
Any student who possesses or uses a weapon during the course of a school day, or at any function is committing a serious offence. Such incidents will result in severe consequences, which will include notifying Police.

Website:
The College website is www.milsen.vic.edu.au. A range of information is available on-line for students and parents to read. Please contact the College if you have any queries or suggestions about our website.
Wednesday Mornings:
A unique feature of our College is that from 9.00am to 10.30am on Wednesday mornings, independent study time is provided to students. This is NOT “time off” or an opportunity to “sleep in”. Students should use the time to study, revise, and access teachers or the library or to attend to personal business such as medical appointments. Please note that on a number of Wednesday mornings, students will be required to attend school before classes start to complete practise exams or SAC's, hear guest speakers, and go on excursions and the like. Attendance at these events is compulsory.

Well Being/Welfare:
Please see the section under “Counselling”.

Yard Duty/Litter:
There is no formal yard duty roster for students. Students are expected to be responsible and dispose of their rubbish thoughtfully and appropriately. Students must comply with a teacher instruction to pick litter up.

Year 12 Ball:
Each year in June, a formal ball is conducted for current Year 12 students. The ball is attended by Year 12 students from the Sunraysia District schools and is supervised by teachers and security staff. The ball is an alcohol, smoke and drug free event. Normal school rules apply at this function. Tickets are available from the office in the weeks preceding the ball.

Year 12 Dinner:
Following the completion of final exams, Year 12 students meet for a semi-formal dinner to celebrate the completion of their exams. The dinner is an alcohol, smoke and drug free event which is supervised by teachers and security staff. Normal school rules apply at this function. Ticket cost is included in the Year 12 enrolment package and tickets are available from the office in the weeks preceding the dinner.

Youth Allowance:
Please contact Centrelink or the Student Well-Being Coordinator Marg Wilson if you have any queries about Youth Allowance.

IMPORTANT WEBSITES:
Mildura Senior College - www.milsen.vic.edu.au
Victorian Curriculum and Assessment Authority (VCAA) – www.vcaa.vic.edu.au
Department of Education and Early Childhood Development (DEECD) – www.education.vic.gov.au

Please Note: Students and parents should access the VCAA and DEECD websites regularly. Both sites contain a great deal of information about all aspects of senior schooling in Victoria.
SUBJECT REQUIREMENTS AND COSTS FOR 2015

The information in this handbook will enable parents/guardians to make an accurate estimation of the costs associated with the VCE/VCAL/VET course chosen by a student. Parents/Guardians should therefore examine each section of the handbook very carefully before students make their final choices.

TEXT BOOKS AND TEXT PACKAGES

Collins Booksellers Mildura is our school suppliers of text books. Costs of texts are indicative only. They may alter slightly by the time booklists are issued at enrolment in late November.

Mildura Senior College will make second-hand books available. Students will order these texts at enrolment; they will be packaged and ready to collect in December 2014. Second-hand texts will be sold at approximately half the new price plus 10% and must be paid for when collected.

Students will be provided with a computer generated individualised booklist when course selections are confirmed on enrolment day or evening. These booklists will enable parents/guardians to calculate the overall costs for the course chosen.

All booklists should be forwarded to Collins Booksellers in December 2014. (The exact date will appear on the booklist.)

N.B. Late submissions may not be ready for collection in January 2015.

ESSENTIAL EDUCATION MATERIALS

Items or services that are essential to support the course of instruction in the standard curriculum program that parents and guardians are responsible for. These items, due to their nature may only be provided by the school. These items include:

Essential Education Material Items - Include costs associated with exam and subject revision, online subscriptions and other paper-based school learning materials.

Module/Practical Booklets - Materials that the student takes possession of; including text books.

Calculators - Casio Classpad II calculator

Material Kits/Project Credits - Materials for learning and teaching where the student consumes or takes possession of the finished articles (e.g. home economics, ceramics, photography, catering);

Camps & Excursions - Compulsory camps and excursions which all students in a particular subject area are expected to attend.

Other Fees – Some subjects may include specific uniforms, or activities to be completed i.e. First Aid.

The use of materials is particularly high in two (2) main fields of study within the VCE:

- The Arts (Studio Arts) (Art, Graphics, Media, Drawing and Photography)
- Technology Studies (Food, Textiles, Metals and Wood)

To be successful in these two areas, students will require special materials above what the College can provide in day to day classes. Students and parents should make themselves aware of these costs before choosing a particular subject. The actual cost of these materials is largely dependent on the folio work or project undertaken by the student. In some instances individual projects may be quite expensive but, in general, the costs would usually be between $50-$300. Teachers will be able to direct students to the most appropriate suppliers. Students undertaking Units 3 and 4 in the Arts area should consult with their teacher regarding the necessity to purchase a new kit for 2015.

EXCURSIONS

Compulsory excursions form part of the course work in some studies, including Drama, Music, Textiles, Outdoor and Environmental Studies and Chemistry. The approximate costs of these trips are outlined under each subject concerned and will need to be paid in full before the student participates in the excursions. The costs would generally be between $50-$250, however Outdoor and Environmental Studies camp costs can exceed $500 per year.
STATIONERY
These items may be purchased from any stationery supplier/supermarket. A general stationery list will be provided at the time of enrolment.

ENROLMENT PACKAGE
This package is compulsory and should be paid prior to the commencement of the school year.

Year 11 Enrolment Package
Locker hire, student photo ID card, careers counselling, computer access and College Magazine.

Year 12 Enrolment Package
Includes the above plus tertiary materials, VTAC guide, Year 12 dinner, Year 12 photo and graduation satchel.

OPTIONAL COSTS

1. College Levy
This voluntary levy is charged as a contribution to the building maintenance program within the college

2) Chaplaincy and Counselling
These contributions will be used towards the College’s share of contributions to the Chaplaincy fund. We have a Chaplain appointed who is available to help and counsel students and parents of any denomination or religion. The College is responsible for raising one third of the funds for maintaining a School Chaplain.

COLLECTION OF BOOKS
Collection of books and payments of fees will be undertaken at the College in January, 2015.

PAYMENTS
Payment of fees should be made at the general office and can be made by EFTPOS, cash and cheque. Dates for collection of books and payment of fees will appear on student booklists.

The college recognises that some families may experience financial and economic difficulties at the commencement of a school year after the Christmas period. Payments can be made by BPAY, EFTPOS, cheque or cash. Families will receive a statement of amounts owing before the end of January 2015.

Parents can confidentially approach the College Business Manager to make individual arrangements for the payment of Essential Education Materials and other requirements at the time of collection and payment for texts. Payment plans can commence at the end of 2014.

Please note: the College cannot make special arrangements for texts as they are the commercial property of Collins Books. Lay-by arrangements can be arranged with Collins Books prior to collection

HIRE OF EQUIPMENT
SLR Cameras & DVD Cameras
The College has a limited supply of these expensive items for hire by students. Students are required to complete a hire agreement, pay a bond for the year and return the equipment in sound working order at the end of the year.
A NOTE ABOUT THE COST OF MATERIALS AND INCIDENTALS IN UNDERTAKING ARTS and/or TECHNOLOGY STUDIES

The use of materials and other incidentals is particularly high in the Arts and Technology.

To be successful in some of these studies, students will require special materials over and above what the College can provide in day to day classes.

The actual cost of materials is largely dependent on the project undertaken by the student. While in some instances individual projects may be quite expensive, the extra costs entailed in a project would usually be between $50 and $300. Teachers will be able to direct students to the most appropriate suppliers and assist students find the most competitive prices.

Additionally, compulsory excursions form part of the course work in Drama, Dance, Music, Art, Visual Communications, Studio Arts and Theatre Studies.

To meet the ongoing costs of materials and other incidentals, students and parents are asked, for each of the Arts/Technology studies they undertake, to add in approximately $10 per month to their calculation of what it would cost to undertake the relevant study.

Photography (especially) incurs ongoing expenses that may exceed $300. It is also expected that any student selecting photography have access to an SLR Camera (NOT DIGITAL).

Technology classes operate in workshop classrooms and therefore are governed by statutory legal requirements. In these classes students will need to wear sturdy clothing and covered footwear.

*PLEASE NOTE: VCE Product Design & Technology Textiles, VCE Product Design & Technology Metals and VCE Product Design & Technology Wood are all run on the same course guidelines therefore students can only choose one of these subjects as credit towards their VCE / VCAL.
STUDENT WELL BEING

Year 11 & 12 is a complex time for young people as they aim to balance home, school, work and relationships.

At times issues arise which need to be addressed so that everyone can move forward. An independent point of view or someone who has time to listen to you can be important. We can help provide this for you.

The Student Wellbeing team consists of the Chaplain, Colin Cole, the School Nurse, Roz Devilee, a Youth Worker Martha Maiorana, the Koorie Engagement and Support Officer Fiona Moncur, Mick James from the Clontarf Academy and Marg Wilson who is the Coordinator of the team. We also access the support of a social worker from the Network School Support Staff. We have developed a Memorandum of Understanding with Tristar and also have a doctor and a mental health worker on site for one day a week. Students can, with parental approval, access this service through the team. Our offices are located in the administration block, where in a private area; you can be assured of confidentiality. If it is appropriate, we can refer you to outside professionals and/or organisations. We can also be a link with your teachers and parents, providing them with information relevant to your wellbeing and success at school.

The types of issues we currently support students with vary enormously from managing workload stress and anxiety through to accommodation, medical and peer and family relationships. All matters are treated respectfully and we encourage students and parents to seek support earlier rather than later.
The Clontarf Academy supports Aboriginal boys and operates in partnership with Mildura Senior College. We are focussed on encouraging behavioural change, developing positive attitudes, assisting students to complete school and secure employment. Fundamental to this, is the development of values, skills and abilities that will assist the boys to achieve better life outcomes. Through a diverse mix of activities, the full-time Clontarf staff will mentor and counsel students while the College caters for the educational needs of each student.

To remain in the Academy, students must consistently endeavour to:
- attend school regularly
- apply themselves to the study of appropriate courses
- embrace the Academy’s requirements for behaviour and self-discipline.

Academy reward activities gained through school attendance, training attendance and academy involvement include:
- Regular football games and other activities against Victorian/Interstate Clontarf Academies
- Dreamtime at the “G” football game in Melbourne
- Football games in Adelaide and Melbourne
- End of year and term trips

General Academy activities also include:
- Morning and afternoon training sessions
- Murray Cup games and sleepovers once a term
- Oasis Aged Care gardening projects weekly
- Parent and partners breakfasts
- Site visits to local partners and potential future employers
The Koorie Girl’s Academy was established in 2012. The purpose of the Academy is to provide support to Aboriginal and Torres Strait Islander girls enrolled at the Mildura Senior College. This year the Academy provided assistance to 28 Koorie girls in either Year 11 or 12. A Pathways class was established in 2014 to provide a more structured approach in support and monitoring of the girls.

The focus of the Koorie Girl's Academy is to:

- Provide support and advocacy on behalf of the Koorie girls;
- Promote an environment that is based on high expectations;
- Increase retention rates to Year 12 or its equivalent and beyond;
- Engage in training and employment opportunities;
- Assist with tutorial support;
- Ensure a culturally safe and secure environment for the girls;
- Provide a positive transition experience from Year 10 to 11;
- Increase confidence and self-esteem in young women.
VCAL Engage - Student Re-engagement Program

The VCAL Engage program is aimed at re-engaging students into education. This is for students who have been absent from schooling for a significant period of time and not necessarily completed Year 10. FLO is designed to re-engage students who would struggle to enter Year 11 in a mainstream VCAL or VCE program.

The program is aimed at providing students opportunities to experience success and have an input into their education goals. Attendance is a key focus, building positive habits of being at school, in class with a readiness to learn. Students further develop their functional numeracy and literacy skills and personal development, to assist them to gain meaningful employment.

VCAL Engage provides a wraparound service of support with a dedicated youth worker, key teaching support and a standalone space to establish a community of support in a safe school environment.

Students in VCAL Engage will not automatically be able to achieve a VCAL or VCE certificate. They will be able to gain credits toward VCAL to support transition to VCAL or VCE as appropriate to the individual student’s goals.

A typical VCAL Engage Program will include:

- VCAL Numeracy
- VCAL Literacy
- Personal Development
- Vocational Education Training (VET) - A range of certificate courses are available through TAFE and school
- Community engagement through regular excursion outside the school
- Extra activities including Art, Photography, Community Service, Boxing, Fitness
- Work experience through structured work placement

“I am learning that it’s not as hard to succeed as it has been for me in “normal” school”
“I’m getting back into a routine of getting up and going to school”
“I like the extra support I receive in VCAL Engage”
EAL PROGRAM

The EAL Program is designed to support the integration of Year 11 EAL students into mainstream VCE. The program will give EAL students the support needed to start VCE, with extra support and tuition throughout their timetabled classes.

Students will study the following classes:

- VCE English – Units 1 and 2
- VCE Further Mathematics – Units 1 and 2
- VCE Foundation English – Units 1 and 2 – Foundation English is a course which is aimed at students who need additional support in strengthening and refining their literacy skills.
- Tutor class – An opportunity for students to gain assistance with other timetabled classes
- Two additional subjects chosen by the student.

How many Units will a successful student obtain?

- Ten Units in total for the year if all subjects are successfully passed.
- Student do not gain credits for Tutor Class

What program do students select in Year 12?

- Student would transition if capable into a mainstream Year 12 but attend the Tutor Class and enrol in EAL English.

  OR

- Student could repeat a Year 11 Program and attempt a Year 12 subject that they found successful as a Unit 1/2 in Year 11

How are students chosen for this program?

- Through recommendations from Partnership schools
- EAL programs in Partnership Schools
- MELC Transitions
- EAL students who have successfully undertaken the VCAL Foundation or Intermediate Course.
VCE (Victorian Certificate of Education)

This qualification, pursued by the majority of students in Years 11 and 12, is undertaken over a minimum of two years.

A VCE student will usually undertake 22 units comprising of:
- At least FOUR units from the English Group
- and at least 8 units at Units 3 & 4 level

A VCE student must satisfactorily complete at least 16 units including:
- At least THREE units from the English Group
- At least THREE unit 3 / 4 sequences other than English

VCAL (Victorian Certificate of Applied Learning)

A hands-on vocational focus option that can either be completed in one or two years, with Year 11 students undertaking Foundation or Intermediate Certificates, and Year 12 students undertaking the Senior Certificate.

VCAL places high demands students organisational, self-management and planning skills.

A VCAL student completes compulsory units in:

| Literacy | Numeracy | Work Related / Personal Development |

as well as a Vocational Education and Training (VET) subject and a VCE subject.

VET (Vocational Education and Training) Certificates

A VET subject is compulsory for VCAL students and VCE students can also complete a VET subject as part of their program. The VET subject has a vocational focus, providing students with a TAFE standard qualification in a variety of areas. Students wishing to study a VET subject must have a vocational pathway and be prepared to undertake work placement or structured workplace learning as part of their studies.

FULL DETAILS OF VCE, VCAL AND VET SUBJECTS ARE OUTLINED IN THE FOLLOWING SECTIONS OF THIS HANDBOOK. PLEASE READ THE INFORMATION CAREFULLY.

ALL STUDENTS SHOULD SPEAK TO COUNSELLORS ABOUT SUBJECT SELECTIONS.
The VCE (Victorian Certificate of Education) is a two-year certificate, which is primarily designed to give students the opportunity to apply for tertiary education or seek employment.

The main requirements to obtain the VCE are:
1. Minimum of sixteen semester units satisfactorily completed
2. Minimum of eight units must be at unit 3 & 4 level (Year 12)
3. Minimum of three units of English must be satisfactorily completed

Most tertiary education offers are based on a student’s ATAR (Australian Tertiary Admission Rank) which is obtained using scores from unit 3 / 4 English and the next 3 best scores at Year 12 level. Students can also gain a 10% increment for up to two more subjects. A total of six subjects can count towards a student’s ATAR.

Each year about 40% of our Year 11 students undertake a Year 12 subject and the following year undertake five more Year 12 subjects.

Two typical VCE courses are outlined below:

**Example 1**

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Units 1 &amp; 2 English</th>
<th>Maths Methods</th>
<th>Physics</th>
<th>Chemistry</th>
<th>Accounting</th>
<th>Units 3 &amp; 4 Information Technology – Applications</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12</td>
<td>Units 3 &amp; 4 English</td>
<td>Maths Methods</td>
<td>Physics</td>
<td>Chemistry</td>
<td>Accounting</td>
<td></td>
</tr>
</tbody>
</table>

**Example 2**

<table>
<thead>
<tr>
<th>Year 11</th>
<th>Units 1 &amp; 2 English</th>
<th>Literature</th>
<th>Drama</th>
<th>History</th>
<th>Further Maths</th>
<th>Theatre Studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 12</td>
<td>Units 3 &amp; 4 English</td>
<td>Literature</td>
<td>Drama</td>
<td>History</td>
<td>Theatre Studies</td>
<td></td>
</tr>
</tbody>
</table>

Assessment in VCE subjects is by a mixture of School Assessed Coursework (SACs) and exams.

Year 11 Students have exams at mid-year and at the end of year (usually 1.5 hours per subject).

Year 12 Students sit the GAT in June and have exams in October/November.

**STUDENTS CONSIDERING POST SECONDARY STUDY ARE STRONGLY ADVISED TO SEEK CAREER ADVICE BEFORE SELECTING SUBJECTS.**
VCE

QUESTIONS AND ANSWERS

Q. How long will it take me to complete the VCE?
A. The College strongly suggests that students take six units per semester in their first year and five units per semester in their second year. A third year program, if necessary, is allowed for students to complete their 16 units.

Q. What are the benefits of completing a Unit 3 / 4 study in the first year?
A. It provides an area of extension for able students. It also enables a sixth subject to be studied at the 3 / 4 level, which provides an extra subject in the calculation of the students ATAR.

Q. What happens if I leave school during the year?
A. You will be credited with passes in those units you have completed satisfactorily. You are able to return later at the start of any semester to continue your studies.

Q. Can my VCE units gain credit for me elsewhere?
A. Depending on your choice of studies it is possible to gain credit towards up to 50% of some TAFE certificate courses. VCE units that have been successfully completed can normally gain a full credit at interstate secondary colleges.

Q. Can I change my unit selections?
A. Yes. One of the advantages of the VCE is its flexibility. You can change units in the first month and at mid-year in Year 11 and at enrolment in November for Units 3 / 4. The College is proud of its flexibility and has highly experienced teachers who are readily available for course counselling.
The VCAL (Victorian Certificate of Applied Learning) is a one-year certificate, which is designed to allow students to gain hands on experiences that primarily prepare them for gaining employment including apprenticeships and traineeships.

The VCAL can be undertaken at any of three different levels. These are Foundation, Intermediate (predominantly Year 11 students) or Senior (predominantly Year 12 students). The certificate level is determined by the level of the majority of units studied.

Students who undertake the VCAL course must satisfy these requirements to be awarded the certificate:

1. Minimum of ten semester units satisfactorily completed.
2. Minimum of one unit from each of these five strands – Literacy, Numeracy, Industry Specific, Personal Development / Work Related Studies and other.
3. Minimum of two VCAL units

Industry specific studies are the VCE/VET units such as VET Integrated Technology or VET Automotive.

VCAL students can undertake VCE subjects, which will count towards their VCAL certificate.

Two typical VCAL courses are outlined below for you to check that you understand the rules detailed above.

**Example 1**

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Literacy</th>
<th>Numeracy</th>
<th>Work Related / Personal Development</th>
<th>Industry Specific</th>
<th>Others</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>English VCE</td>
<td>VCAL Numeracy</td>
<td>VCAL Personal Development / Work Related</td>
<td>VET Engineering</td>
<td>VCE Design Metals</td>
<td>VET Cabinet Making</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two</th>
<th>Literacy</th>
<th>Numeracy</th>
<th>Work Related / Personal Development</th>
<th>Industry Specific</th>
<th>Others</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>English VCE</td>
<td>VCAL Numeracy</td>
<td>VCAL Personal Development / Work Related</td>
<td>VET Engineering</td>
<td>VCE Design Metals</td>
<td>VET Cabinet Making</td>
<td></td>
</tr>
</tbody>
</table>

**Example 2**

<table>
<thead>
<tr>
<th>Semester One</th>
<th>Literacy</th>
<th>Numeracy</th>
<th>Work Related / Personal Development</th>
<th>Industry Specific</th>
<th>Others</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCAL Literacy</td>
<td>VCE Maths</td>
<td>VCAL Personal Development / Work Related</td>
<td>VET Hospitality</td>
<td>VCE Food Technology</td>
<td>VCE Business</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester Two</th>
<th>Literacy</th>
<th>Numeracy</th>
<th>Work Related / Personal Development</th>
<th>Industry Specific</th>
<th>Others</th>
<th>Other</th>
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<td>VET Hospitality</td>
<td>VCE Food Technology</td>
<td>VCE Business</td>
<td></td>
</tr>
</tbody>
</table>

VCAL units are assessed by students showing competence in outcomes and exams are not undertaken in VCAL subjects.
VCAL

QUESTIONS AND ANSWERS

Q. How long will it take me to complete VCAL?
A. The VCAL certificate can be completed in one year. It is also possible for students to complete the certificate over two years. Some students have completed an Intermediate/Foundation level certificate in one year and a Senior/Intermediate certificate in the following year.

Q. May I enrol part time?
A. Students may enrol part time provided sound reasons are provided. Careful selection of units would leave useful time for students’ other commitments.

Q. When may I enrol for the various unit levels?
A. Year 11 students are usually enrolled in Intermediate Units. Year 12 students are usually enrolled in Senior units.

Q. What happens if I leave school during the year?
A. You will be credited with passes in those units you have completed satisfactorily. You are able to return later at the start of any Semester to continue your studies.

Q. Can my VCE units gain credit for me?
A. VCE units that have been successfully completed gain a full credit towards completing your VCAL.

Q. Can I do work experience?
A. All VCAL students will be enrolled in VCAL Personal Development / Work Related studies and will complete a work placement.

Q. Can I change my unit selections?
A. Yes. One of the advantages of the VCAL is its flexibility. The College is proud of its flexibility and has highly experienced teachers who are readily available for course counselling.
YPES OF VOCATIONAL EDUCATION & TRAINING PROGRAMS

VET in Schools
Vocational Education & Training (VET) is a fully integrated component of the Victorian Certificate of Education and the Victorian Certificate of Applied Learning. This allows students to combine their VCE and VCAL with targeted vocational training and experience in the workplace.

To gain maximum credit, VCE students are required to study a number of compulsory VCE units. Within the VCE up to eight units, may be VET units.

Students undertaking the Victorian Certificate of Applied Learning (VCAL) are required to complete a minimum of 90 hours of VET units of competency for both VCAL Intermediate and VCAL Senior.

School-Based Apprenticeships & Traineeships Scheme (SBAT)
Mildura Senior College with the assistance of Sunraysia & Murray Group Training, MADEC, AUSNAC, VECCI and MMTC will support students wanting to apply for positions in the School-based Apprenticeship & Traineeship Scheme. (Please note: the school does not find employers for the students). An SBAT can be completed as part of a VCE or VCAL program and can provide credits for Personal Development / Work Related, Industry Specific Skills, or VCE Units 1 & 2 and/or Units 3 & 4 and in some cases a study score.

SBAT’s can be offered in any industry area including Carpentry, Hospitality, Automotive, Integrated Technology, Engineering, Business Administration, Retail and Hairdressing. As long as the student can find an employer to hire them then an SBAT can be undertaken.

Arrangements can vary depending on the employer and what suits a student’s timetable. Students should average 13 hours per week of employment and training during school hours to satisfy the SBAT requirements. Students should speak with the VETiS Coordinator (Linda Snoxall) if they are interested in pursuing this option.

For more information on VET in Schools and SBAT programs go to www.vcaa.vic.edu.au

Joel Schwarz 2013 Australian School-based Apprentice of the Year
<table>
<thead>
<tr>
<th>Subject</th>
<th>Area of Study</th>
<th>Faculty</th>
<th>Levels of Study 2012</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>VCE</td>
<td>Business</td>
<td>Units 1 – 4</td>
<td>44</td>
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<td>Agriculture/Horticulture</td>
<td>VCE</td>
<td>Science</td>
<td>Units 1 – 4</td>
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<td>VCE</td>
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<td>Units 1 – 4</td>
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<td>Australian History</td>
<td>VCE</td>
<td>SOSE</td>
<td>Units 3 – 4</td>
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<td>VCE</td>
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<td>Units 1 – 4</td>
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<td>Units 1 – 4</td>
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<td>Units 1 – 4</td>
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<td>VCE</td>
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<td>VCE</td>
<td>Arts</td>
<td>Units 1 – 4</td>
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<td>Units 3 - 4</td>
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<td>Units 1 – 4</td>
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<td>Units 3 - 4</td>
<td>62</td>
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<td>Mathematics - Further Mathematics</td>
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<td>Maths</td>
<td>Units 1 – 4</td>
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<td>Monash Extension</td>
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<td>Product Design and Technology Metals</td>
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<td>78</td>
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<td>Units 1 – 4</td>
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<td>Year 11 &amp; Year 12</td>
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<td>Year 11 &amp; Year 12</td>
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<td>VET Aeroskills - Avionics</td>
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<td>VET</td>
<td>Technology</td>
<td>Certificate II</td>
<td>99</td>
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<tr>
<td>VET Building &amp; Construction</td>
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<td>VET Retail</td>
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</table>
**What is Accounting all about?**

Every business, whether operating for a profit or not for profit needs to keep accurate records of the funds coming in and out of a business. Accounting is the subject which teaches students the correct way of recording and reporting financial information so they can provide users of accounting reports with appropriate and accurate information as a basis for planning, control and effective decision making.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Unit 1: Establishing &amp; operating service and trade businesses</th>
<th>Unit 3: Recording and Reporting for a Trading Business &amp; Control and analysis of business performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Going into business</td>
<td>• Recording financial data</td>
</tr>
<tr>
<td>• Report accounting information</td>
<td>• Balance day adjustments and reporting</td>
</tr>
<tr>
<td>• Recording financial data and reporting</td>
<td>• Recording and reporting financial information</td>
</tr>
<tr>
<td>• ICT in Accounting</td>
<td>• Financial planning and decision making</td>
</tr>
<tr>
<td>• Evaluation of business performance</td>
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<table>
<thead>
<tr>
<th>Unit 2: Accounting for a trading business</th>
<th>Unit 4: Control and analysis of business performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Record financial data and report financial information</td>
<td>• Record financial data using double entry and accrued-based accounting</td>
</tr>
<tr>
<td>• ICT in Accounting</td>
<td>• Undertake financial planning and decision making</td>
</tr>
<tr>
<td>• Evaluation of business performance</td>
<td></td>
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</tbody>
</table>

**Type of Assessments in this subject:**

- Assignment work
- Computerised accounting package problem solving
- Folio of exercises
- Tests
- Spreadsheet tasks
- Examination

**Key Skills developed through this area are:**

- Identify, classify and record financial information
- Record and interpret accounting information

**Complimentary Subjects include:**

- Economics
- Business Management
- Legal Studies

**Text Book**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

**Possible Occupations that could relate to this study include:**

- Accountant
- Business Teacher
- Accounts Officer
- Actuary
- Bank Officer
- Financial Planner
- Finance Clerk
- Valuer
- Tax Consultant
- Advertising Account Executive

**Subject Costs:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Items</td>
<td>$40</td>
</tr>
</tbody>
</table>
What is Agriculture & Horticulture all about?
The Australian social and economic fabric is reliant on its primary industries. Agricultural and Horticultural Studies provide opportunities for students to experience and understand these industries.

The study allows students to develop and apply theoretical knowledge and skills to real world businesses and practices. They apply their acquired knowledge and skills to design, develop and manage an agricultural or a horticultural business as a project for part of their study.

This course is suited to students who have an interest in Agricultural and Horticultural practices and a willingness to participate in outdoor activities.

<table>
<thead>
<tr>
<th>Areas of Study:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unit 1:</strong></td>
<td>• Current management techniques</td>
</tr>
<tr>
<td>• Influences on agricultural and horticultural</td>
<td>• New and emerging technology</td>
</tr>
<tr>
<td>systems</td>
<td>• Business design</td>
</tr>
<tr>
<td>• Agricultural and horticultural operations</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 2:</strong></td>
<td>Unit 4:</td>
</tr>
<tr>
<td>• Biological and environmental factors in</td>
<td>• Sustainability in agriculture and/or</td>
</tr>
<tr>
<td>agriculture and horticulture</td>
<td>horticulture</td>
</tr>
<tr>
<td>• Production systems and processes</td>
<td>• Resource management and maintenance</td>
</tr>
<tr>
<td><strong>Unit 3:</strong></td>
<td>• Business plan implementation and evaluation</td>
</tr>
<tr>
<td>• Current management techniques</td>
<td></td>
</tr>
<tr>
<td>• New and emerging technology</td>
<td></td>
</tr>
<tr>
<td>• Business design</td>
<td></td>
</tr>
<tr>
<td><strong>Unit 4:</strong></td>
<td></td>
</tr>
<tr>
<td>• Sustainability in agriculture and/or horticulture</td>
<td></td>
</tr>
<tr>
<td>• Resource management and maintenance</td>
<td></td>
</tr>
<tr>
<td>• Business plan implementation and evaluation</td>
<td></td>
</tr>
</tbody>
</table>

| Type of Assessments in this subject:                |                                             |
| • Annotated visual display                          | • Written enterprise report                 |
| • A report in data show format                      | • Short written report                      |
| • Test (short answer, open book)                    | • Written case study report                 |
| • Practical demonstration                           | • Examination                               |

| Key Skills developed through this area are:         | Complementary Subjects include:            |
| • Work effectively as a team member                 | Biology                                    |
| • Select and use appropriate production skills       | Environmental Science                      |
| • Safely use tools and equipment appropriate to the  |                                             |
| business project                                     |                                             |
| • Collect and record appropriate production data,    |                                             |
| including visual material (e.g. photographs)        |                                             |

Text Book  Yes [X]  No [ ]

Possible Occupations that could relate to this study include:
Geographer  Landscape Architect  Park Ranger  Tourism Officer
Surveyor  Fire Fighter  Ecologist  Agricultural Scientist
Environmental Scientist

<table>
<thead>
<tr>
<th>Subject Costs:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 1 &amp; 2</td>
</tr>
<tr>
<td>Essential Education Materials $40</td>
</tr>
<tr>
<td>Units 3 &amp; 4</td>
</tr>
<tr>
<td>Essential Education Materials $40</td>
</tr>
</tbody>
</table>
**What is Art all about?**

Art is about expressing creative ideas and learning to analyse artwork. Students are encouraged to explore a variety of art forms including painting, drawing and printmaking. Students will also study the work of a range of artists.

It is recommended that students undertaking Unit 3 at a Year 11 have sound writing skills.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Unit 1: Art &amp; Meaning</th>
<th>Unit 3: Interpreting Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Art making &amp; personal meaning</td>
<td>• Investigation &amp; interpretation through Art-making</td>
</tr>
<tr>
<td>• Investigating Analytical Frameworks</td>
<td>• Producing a major artwork</td>
</tr>
<tr>
<td>• Investigating Analytical Frameworks</td>
<td>• Investigating Analytical Frameworks</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2: Art &amp; Culture</th>
<th>Unit 4: Discussing &amp; Debating Art</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Art-making &amp; cultural expression</td>
<td>• Refining ideas and techniques</td>
</tr>
<tr>
<td>• Investigating Analytical Frameworks</td>
<td>• Producing major art works</td>
</tr>
<tr>
<td>• Investigating Analytical Frameworks</td>
<td>• Investigating Analytical Frameworks</td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

- Experimental Work
- Annotated Folios
- Major Art works

- Examination
- Essay or Oral presentation

**Key Skills developed through this area are:**

- Ability to work independently
- Enhances creativity and problem solving

**Complementary Subjects include:**

Visual Communication
Studio Arts

**Text Book**

Yes [X]  No

**Possible Occupations that could relate to this study include:**

Artist  Graphic Designer  Architect  Cartographer  Fashion Designer
Art Teacher  Illustrator / Animator  Cartoonist  Visual Merchandiser  Cultural Heritage Officer

**Subject Costs:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Kit</td>
<td>$140</td>
</tr>
</tbody>
</table>

**Unit 1 & 2**

Visual diaries, lino square, watercolour discs, acrylic paints, brushes, inktense pencils, palette, scissors, grey lead pencils, glue stick, fine liners.

**Unit 3 & 4**

Two visual diaries. Students may need to purchase a Units 1 & 2 materials kit for $140 instead, if they do not already have a kit. Otherwise students are expected to purchase additional materials as they are required throughout the year. Optional Top Arts trip to Melbourne for $260.
**What is Australian History all about?**

Australian History explores the experiences and ideas of men and women from the beginning of European settlement in the Port Phillip District, Victoria, until today (in shaping the nation). This course is suited to students who enjoy learning about our past and who are prepared to read, write and discuss ideas. This course is preferable to History of Revolutions for a Year 11 student wishing to complete a Unit 3-4 subject.

**Areas of Study:**

**Unit 3:**
- A new land: Port Phillip District 1830-1860
- Nation, Race and Citizen 1888-1914

**Unit 4:**
- Testing the new nation 1914-1950
- Debating Australia’s future 1960-2000

**Type of Assessments in this subject:**

- Essays
- Research Assignments
- Analysis of photographs, artwork and other visual forms
- Analysis of written documents such as diaries, letters and newspapers
- Reports
- Oral Presentations

**Key Skills developed through this area are:**
- Comprehension
- Analysis

**Complementary Subjects include:**
- Sociology

**Text Book**
- Yes [X]
- No [ ]

**Possible Occupations that could relate to this study include:**
- Historian
- Politician
- Lawyer
- Anthropologist
- Journalist
- Writer
- Teacher
- Librarian
- Museum Curator

**Subject Costs:**

**Units 3 & 4**
- Essential Education Materials $40
What is Biology all about?
The life science of Biology looks at the forms and functions of living organisms, how they relate to each other and to their environment. Studies in Biology have resulted in the modern, more complex understanding of the process of life. This course is suited to students who have coped well with Core Science at Year 10. An interest in scientific investigation and its application to the living world is also desirable.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Cells in Action</td>
<td>• Molecules of Life</td>
</tr>
<tr>
<td>• Functioning Organisms</td>
<td>• Detecting and Responding</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Adaptations of Organisms</td>
<td>• Heredity</td>
</tr>
<tr>
<td>• Dynamic Ecosystems</td>
<td>• Change Over Time</td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

- Practical activities
- Questions and problems
- Tests
- Data Analysis
- Oral, poster and multimedia presentations
- Examination

Key Skills developed through this area are:

- Investigate and inquire scientifically
- Apply biological understandings
- Communicate biological information and understandings

Complementary Subjects include:

- Chemistry
- Physical Education
- Psychology

Text Book: Yes [X] No [ ]

Possible Occupations that could relate to this study include:

- Medical Practitioner
- Pharmacist
- Nurse
- Osteopath
- Teacher
- Physiotherapist
- Speech Pathologist
- Biochemist
- Dentist
- Occupational Therapist

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Materials</td>
<td>$40</td>
</tr>
<tr>
<td>Local Excursions</td>
<td>$20</td>
</tr>
<tr>
<td>Essential Education Materials</td>
<td>$40</td>
</tr>
</tbody>
</table>
What is Business Management all about?

Business Management aims to develop knowledge of the ways in which businesses are managed and the skills needed in management. The study considers ways in which people in business manage resources to achieve business goals and objectives. This subject would suit a student who intends to specialise in business related studies or has an entrepreneurial flair.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Introducing Business</td>
<td>• Large scale organisations (LSO) in context</td>
</tr>
<tr>
<td>• Small business decision making, planning and evaluation</td>
<td>• Internal environment of LSO’s</td>
</tr>
<tr>
<td>• Day to day Operations: Management of Staff</td>
<td>• Operations management</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communication in business</td>
<td>• Human resource management</td>
</tr>
<tr>
<td>• Managing the marketing function</td>
<td>• The management of change</td>
</tr>
<tr>
<td>• Managing the public relations function</td>
<td></td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

- Tests
- Multimedia presentation
- Case studies
- Business plan based on a business simulation
- Surveys and interviews in the workplace
- Examination
- Business Research
- Media Analysis
- Analytical exercises
- Reports on presentations
- Business survey
- Marketing plan
- Analysis based on portfolio of articles
- Simulated team problem solving tasks
- Investigation Report
- School based, short-term business activity

Key Skills developed through this area are: Accounting
- Analyse business information and data
- Apply better knowledge and concepts to practical and/or simulated situations
- Accurately use relevant business terms
- Economics
- Legal Studies

Complementary Subjects include:

<table>
<thead>
<tr>
<th>Text Book</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Possible Occupations that could relate to this study include:

- Human Resources
- Hotel Manager
- Training Officer
- Events Management
- Supply Officer
- Marketing Officer
- Office Administration
- Real Estate Agent
- Travel Consultant
- Retail Buyer
- Insurance Agent
- Sports Management

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Items $40</td>
<td>Essential Education Items $40</td>
</tr>
<tr>
<td>Australian Business Week $70</td>
<td>Local Field Excursions $20</td>
</tr>
</tbody>
</table>

Additional notes:

- Australian Business Week happens in Unit 2.
- Excursions - Lindemans Winery or Olam
**What is Chemistry all about?**

Chemistry studies what things are made of, elements and compounds, their properties, composition and the way they react together to form new substances.

This course is suited to students who have coped well with Core Science at Year 10 and who also have a good grasp of Year 10 Mathematics. An interest in performing experiments and theory work are important.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Periodic Table</td>
<td>• Chemical analysis</td>
</tr>
<tr>
<td>• Mole Concept</td>
<td>• Organic chemical pathways</td>
</tr>
<tr>
<td>• Chemical Bonding</td>
<td></td>
</tr>
<tr>
<td>• Carbon Chemistry</td>
<td></td>
</tr>
<tr>
<td>• Nanotechnology</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Water</td>
<td>• Industrial chemistry</td>
</tr>
<tr>
<td>• Acids and Bases</td>
<td>• Supplying and using energy</td>
</tr>
<tr>
<td>• Stoichiometry</td>
<td></td>
</tr>
<tr>
<td>• Redox Chemistry</td>
<td></td>
</tr>
<tr>
<td>• Green Chemistry</td>
<td></td>
</tr>
<tr>
<td>• Atmosphere and Gas Laws</td>
<td></td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

| • Experiments | • Tests |
| • Oral, poster and multimedia presentations | • Modelling |
| • Short Reports | • Homework |
| • Examination | |

**Key Skills developed through this area are:**

- Investigate and inquire scientifically
- Apply chemical understandings
- Communicate chemical information and understandings

**Complementary Subjects include:**

- Mathematical Methods (CAS)

**Text Book**

Yes [X]  No [ ]

**Possible Occupations that could relate to this study include:**

- Medical Practitioner
- Pharmacist
- Radiologist
- Chemical Engineer
- Veterinarian
- Biochemist
- Dietician
- Horticulturist
- Food Technologist
- Physicist

**Subject Costs:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Materials</td>
<td>$40</td>
</tr>
<tr>
<td>Essential Education Materials</td>
<td>$40</td>
</tr>
<tr>
<td>Camps/Excursions</td>
<td>$100</td>
</tr>
</tbody>
</table>
What is Dance all about?
Dance is a combination of both the theory and practical. It is about the realisation of the body as an expressive instrument and developing of performance skills. It is highly recommended that students have a background in dance and are currently taking private dance lessons.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dance perspectives</td>
<td>• Dance perspectives</td>
</tr>
<tr>
<td>• Dance technique and performance</td>
<td>• Dance choreography, performance and dance-making analysis</td>
</tr>
<tr>
<td>• Choreography and performance</td>
<td>• Dance technique, performance and analysis</td>
</tr>
<tr>
<td>• Awareness and maintenance of the dance’s body</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dance perspectives</td>
<td>• Dance perspectives</td>
</tr>
<tr>
<td>• Choreography, performance and dance-making analysis</td>
<td>• Choreography, performance and dance-making analysis</td>
</tr>
<tr>
<td>• Dance technique, performance and dance analysis</td>
<td></td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

| • Oral presentations                                                   | • Performances                                                         |
| • Investigative Presentations                                           | • Essays                                                               |
| • Written Reports                                                      | • Tests                                                                |
| • Examination                                                          |                                                                        |

Key Skills developed through this area are: Complementary Subjects include:

- Confidence
- Team work
- Time management and organisation

Drama
Theatre Studies
Media

Text Book
Yes [X] No [ ]

Possible Occupations that could relate to this study include:

Professional Dancer  Choreographer  Film / Stage Actor  Teacher
Entertainer  Theatrical Manager  Music Therapist  Early Childhood Teacher

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory Camp/Excursions</td>
<td>Compulsory Camp/Excursions</td>
</tr>
<tr>
<td>$200</td>
<td>$200</td>
</tr>
</tbody>
</table>
**What is Drama all about?**  
Drama is about performance. You will develop your expressive skills and gain the ability and confidence to perform a range of characters. You will study both the practical and theoretical aspects of different styles of acting and the history of drama as an art form.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Dramatic</td>
<td>• Devise a non-natural ensemble performance</td>
</tr>
<tr>
<td>• Creating a devised performance</td>
<td>• Analysis of performance</td>
</tr>
<tr>
<td>• Presenting a devised performance</td>
<td>• Analyse a professional non-natural play (prescribed)</td>
</tr>
<tr>
<td>• Analysing a devised performance</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Non-naturalistic Australian drama</td>
<td>• Devise a non-natural solo performance &amp; analyse the process</td>
</tr>
<tr>
<td>• Using Australia as an inspiration</td>
<td>• Devise a non-natural solo performance (prescribed structure exam)</td>
</tr>
<tr>
<td>• Presenting a devised performance</td>
<td>• Solo performance analysis</td>
</tr>
<tr>
<td>• Analysing a devised performance</td>
<td>• Written Exam</td>
</tr>
<tr>
<td>• Analysing Australian drama</td>
<td></td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

- Performances (individual & group)
- Workshops
- Written Analyses
- Research Tasks
- Visual Folio
- Examination

**Key Skills developed through this area are:**

- Performance
- Research
- Confidence
- Public Speaking

**Complementary Subjects include:**

- Literature
- Theatre Studies

**Text Book**

- Yes [x]
- No [ ]

**Possible Occupations that could relate to this study include:**

- Actor
- Teacher
- Scriptwriter
- Camera Operator
- Film & TV worker
- Costume Maker
- Playwright
- Set Designer
- Recreation Officer

**Subject Costs:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory Camp/Excursions</td>
<td>Compulsory Camp/Excursions</td>
</tr>
<tr>
<td>$40</td>
<td>$200</td>
</tr>
<tr>
<td>Materials/Project Credits</td>
<td>Materials/Project Credits</td>
</tr>
<tr>
<td>$10</td>
<td>$10</td>
</tr>
</tbody>
</table>

**Unit 1 & 2**

- Materials- A4 Visual Diary. The cost of the theatre excursions will vary depending on the production. They will be local excursions only.

**Unit 3 & 4**

What is Economics all about?

Economics provides a basis for further work or study, as well as an opportunity to learn about how Australia’s economy operates and is managed. Examine how economic decisions (local, national or international) impact on the life and wellbeing of everyone. The central theme of economics concerns decisions and processes that determine how well our scarce resources of land, labour and capital are managed and how wealth in our society is created and distributed. The course is suited to students who have an interest in business studies and also an interest in current affairs and politics. Competent reading, writing and analytical skills are desirable.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Market System</td>
<td>• Microeconomics</td>
</tr>
<tr>
<td>• Economic growth and sustainable development</td>
<td>• Macroeconomics</td>
</tr>
<tr>
<td>• Inflation</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Population, Employment and Change</td>
<td>• Budgetary Policy</td>
</tr>
<tr>
<td>• Global Economic Issues</td>
<td>• Monetary Policy</td>
</tr>
<tr>
<td>• International Economic Relationships</td>
<td>• Aggregate Supply Policies</td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

<table>
<thead>
<tr>
<th>Multi media Presentations (power point)</th>
<th>Problem solving tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Case studies</td>
<td>• Internet research assignments</td>
</tr>
<tr>
<td>• Debate</td>
<td>• Essay</td>
</tr>
<tr>
<td>• Tests</td>
<td>• Web searches</td>
</tr>
<tr>
<td>• Examination</td>
<td>• Applied economic exercises</td>
</tr>
<tr>
<td>• Report an investigation</td>
<td>• Economic Media Portfolio</td>
</tr>
</tbody>
</table>

Key Skills developed through this area are:  

<table>
<thead>
<tr>
<th>Complementary Subjects include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Define and apply key economic concepts</td>
</tr>
<tr>
<td>• Interpret and analyse economic data</td>
</tr>
<tr>
<td>• Analyse the impact of economic policies on living standards in Australia</td>
</tr>
<tr>
<td>Accounting</td>
</tr>
<tr>
<td>Business Management</td>
</tr>
<tr>
<td>Legal Studies</td>
</tr>
</tbody>
</table>

Possible Occupations that could relate to this study include:

<table>
<thead>
<tr>
<th>Economist / Corporate Manager</th>
<th>Importer / Exporter</th>
<th>Politician</th>
<th>Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>Financial Planner</td>
<td>Stock Broker</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Customs Officer</td>
<td>Accountant</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Text Book: Yes [X] No

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Items</td>
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</tr>
<tr>
<td>$40</td>
<td>$40</td>
</tr>
<tr>
<td>Local Field Excursions</td>
<td>$20</td>
</tr>
</tbody>
</table>
### What is EAL all about?

English as an Additional Language (EAL) is an alternative English subject for students who speak English as a second or additional language. This subject provides guidance and support for EAL learners completing the two year VCE course. EAL provides students with opportunities to extend their competence in using English to meet a wide range of needs. EAL students will read a variety of texts and extend their skills in reading, responding, creating and speaking.

English is a compulsory subject and a requirement for Tertiary Entrance. Entry into Units 3 and 4 EAL is subject to approval by VCAA.

### Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Study of print and non-print texts</td>
<td>• Reading and responding to a variety of texts</td>
</tr>
<tr>
<td>• Oral presentations (creative and persuasive)</td>
<td>• Oral presentations</td>
</tr>
<tr>
<td>• Media Text analysis</td>
<td>• Creating responses related to context/theme</td>
</tr>
<tr>
<td>• Creating and responding to a range of texts and contexts</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Study of print and non-print texts</td>
<td>• Reading and responding to a variety of texts</td>
</tr>
<tr>
<td>• Oral presentations (creative and persuasive)</td>
<td>• Creating responses related to context/theme</td>
</tr>
<tr>
<td>• Media Text analysis</td>
<td></td>
</tr>
<tr>
<td>• Creating and responding to a range of texts and contexts</td>
<td></td>
</tr>
</tbody>
</table>

### Type of Assessments in this subject:

- Text Response Essay
- Expository Essay
- Oral Presentation
- Discussions
- Examination
- Analytical essay

### Key Skills developed through this area are: Complementary Subjects include:

- Reading skills
- Written skills
- Confidence in speaking
- English

### Possible Occupations that could relate to this study include:

- Public Relations Officer
- Lawyer
- Translator
- Journalist
- Diplomat
- Speech Pathologist
- Actor
- Linguist
- Librarian
- Writer
- Teacher

### Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Materials</td>
<td>Essential Education Materials</td>
</tr>
<tr>
<td>$40</td>
<td>$40</td>
</tr>
</tbody>
</table>
**What is English all about?**

English is the mainstream subject that caters for students doing the two year VCE course. It is the only compulsory VCE subject and a requirement for Tertiary Entrance. This subject enables students to extend their competence in using English to meet a wide range of needs. They will read a variety of texts and extend their skills in reading, responding, creating and speaking.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 2:</th>
<th>Unit 3:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Study of print and non-print texts</td>
<td>• Study of print and non-print texts</td>
<td>• Detailed analysis of media issue</td>
<td>• Reading and responding to a variety of texts</td>
</tr>
<tr>
<td>• Oral presentations</td>
<td>• Oral presentations</td>
<td>• Reading and responding to a variety of texts</td>
<td>• Oral presentations</td>
</tr>
<tr>
<td>• Media Text analysis</td>
<td>• Media Text analysis</td>
<td>• Creating responses related to context/theme</td>
<td>• Creating responses related to context/theme</td>
</tr>
<tr>
<td>• Creating and responding to a range of texts and contexts</td>
<td>• Creating and responding to a range of texts and contexts</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

- Expository essay
- Oral presentation
- Text Response essays
- Examination
- Analytical essay

**Key Skills developed through this area are:**

- Comprehension of themes/issues in texts
- Analysis of persuasive language
- Written skills in a variety of styles
- Confidence in public speaking

**Complementary Subjects include:**

- Literature

**Possible Occupations that could relate to this study include:**

- Public Relations Officer
- Speech Pathologist
- Lawyer
- Actor
- Translator
- Linguist
- Journalist
- Librarian
- Diplomat
- Writer
- Teacher

**Subject Costs:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Materials</td>
<td>$40</td>
</tr>
<tr>
<td>Essential Education Materials</td>
<td>$40</td>
</tr>
</tbody>
</table>
What is Environmental Science all about?
Environmental Science creates an exciting sense of and a deep understanding of current issues. Students learn how to use scientific equipment, collect data and analyse the basis of the many serious environmental problems in the world today. On a local scale in Year 11 students investigate salinity, wind erosion, acid sulphate soils and waste management. In Year 12 topics include energy – renewable/non-renewable energy sources, the enhanced greenhouse effect, management strategies of endangered species, pollution and health and government environmental policy.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ecological components and interaction</td>
<td>• Environmental indicators</td>
</tr>
<tr>
<td>• Environmental change</td>
<td>• Using environmental indicators</td>
</tr>
<tr>
<td>• Ecosystems</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Energy and global warming</td>
<td>• Pollution and health</td>
</tr>
<tr>
<td>• Diversity in the biosphere</td>
<td>• Applied environmental science</td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

| • Fieldwork and reports | • Oral presentations |
| • Practical activities | • Practical reports |
| • Reports in multimedia and/or poster format | • Tests |
| • Examination | |

Key Skills developed through this area are:

| • Investigate and inquire scientifically | Agriculture and Horticulture |
| • Apply environmental practise and understanding | Biology |
| • Communicate environmental information and understandings | Chemistry |
| | Geography |
| | Outdoor and Environmental studies |

Text Book

| Yes | No |

Possible Occupations that could relate to this study include:

| Geographer | Landscape Architect | Park Ranger | Tourism Officer |
| Surveyor | Fire Fighter | Ecologist | Environmental Scientist |
| Agricultural Scientist | Environmental Impact Assessor |

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Materials</td>
<td>$40</td>
</tr>
<tr>
<td>Local Excursions</td>
<td>$20</td>
</tr>
</tbody>
</table>
What is Food & Technology all about?

This study is designed to give students a greater understanding of food as a commodity. An understanding of the links between food, food processing, nutrition, health and well-being is a high priority in contemporary society. The study of Food and Technology challenges students to make these links and provides them with opportunities to acquire knowledge and skills to make informed choices when selecting, storing, purchasing, preparing and consuming foods that will contribute to a healthy lifestyle.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Keeping food safe</td>
<td>* Maintaining food safety in Australia</td>
</tr>
<tr>
<td>* Food properties and presentation</td>
<td>* Food preparation and processing</td>
</tr>
<tr>
<td>* Developing a design plan</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Tools, Equipment, Preparation &amp; Processing</td>
<td>* Implementing a design plan</td>
</tr>
<tr>
<td>* Planning &amp; Preparing Meals</td>
<td>* Food Product development</td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

<table>
<thead>
<tr>
<th>Unit 1 &amp; 2</th>
<th>Unit 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Production work</td>
<td>* Written tests</td>
</tr>
<tr>
<td>* Practical tests</td>
<td>* Written reports</td>
</tr>
<tr>
<td>* Records of planning and production</td>
<td>* Examination</td>
</tr>
</tbody>
</table>

Key Skills developed through this area are:

<table>
<thead>
<tr>
<th>Unit 1 &amp; 2</th>
<th>Unit 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>* Planning and preparing meals using the design process</td>
<td>* Planning and preparing meals using the design process</td>
</tr>
<tr>
<td>* Identifying for properties and preparation skills</td>
<td>* Identifying for properties and preparation skills</td>
</tr>
<tr>
<td>* Using different types of tools and equipment for food preparation</td>
<td>* Using different types of tools and equipment for food preparation</td>
</tr>
</tbody>
</table>

Complementary Subjects include:

<table>
<thead>
<tr>
<th>Unit 1 &amp; 2</th>
<th>Unit 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>English</td>
</tr>
<tr>
<td>Health and Human Development</td>
<td>Health and Human Development</td>
</tr>
<tr>
<td>Studio Arts - Photography</td>
<td>Studio Arts - Photography</td>
</tr>
<tr>
<td>VET Hospitality</td>
<td>VET Hospitality</td>
</tr>
</tbody>
</table>

Text Book

Yes [X] No [ ]

Possible Occupations that could relate to this study include:

- Biochemist
- Winemaker
- Chef
- Quality Assurance Inspector
- Food Stylist
- Hotel/Motel Manager
- Hospital Food Service Manager
- Laboratory Assistant
- Food Writer

Subject Costs:

<table>
<thead>
<tr>
<th>Unit 1 &amp; 2</th>
<th>Unit 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials/Project Credits</td>
<td>Materials/Project Credits</td>
</tr>
<tr>
<td>$230</td>
<td>$120</td>
</tr>
</tbody>
</table>

Unit 1 & 2

Material costs cover practical cooking ingredients.

Unit 3 & 4

Material costs cover practical cooking ingredients for Unit 3 only. Students to supply their own ingredients for the Unit 4 SAT productions.
What is Geography all about?

If you enjoy learning about the world around you and are curious about why the physical and human environment changes then Geography is for you.

In Year 11 we study volcanoes, forests and coasts, Vietnam and Megacities as well as Ouyen as an urban centre. Year 12 consists of the Murray Darling Basin, Recreation at The Old Aero Ovals, Global Tourism and Global Population Change.

### Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Coasts</td>
<td>• Murray Darling Basin</td>
</tr>
<tr>
<td>• Forests</td>
<td>• Local Table Grape Property as a Resource</td>
</tr>
<tr>
<td>• Volcanoes</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ouyen: A Case Study</td>
<td>• Global Tourism</td>
</tr>
<tr>
<td>• Vietnam: A Growing Economy</td>
<td>• Global Population</td>
</tr>
<tr>
<td>• Megacities</td>
<td></td>
</tr>
</tbody>
</table>

### Type of Assessments in this subject:

- Fieldwork
- Data processing
- Research reports
- Visual Displays
- Analysis of geographical data
- Tests
- Essays
- Examinations

### Key Skills developed through this area are:

- Analysis of data
- Interpretation of graphs and maps
- Spatial skills in terms of representing information in a map on diagram
- Reading skills
- Presentation skills

### Complementary Subjects include:

- Environmental Science
- Sociology
- Global Politics
- History of Revolutions
- Twentieth Century History

### Possible Occupations that could relate to this study include:

- Ecologist
- Scientist
- Meteorologist
- Surveyor
- Geologist
- Pilot
- Tour Guide
- Town Planner
- Stock and Station Agent
- Recreation Officer

### Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Materials</td>
<td>Essential Education Materials</td>
</tr>
<tr>
<td>Compulsory Camp/Excursions</td>
<td>Compulsory Camp/Excursions</td>
</tr>
</tbody>
</table>
**VCE GLOBAL POLITICS (UNITS 1&2 ONLY)**

**What is Global Politics all about?**

Global Politics introduces students to the study of politics by considering key concepts and ideas including representation, citizenship, power and democracy. Students analyse the exercise of political power by comparing a number of case studies. Consideration is given to mechanisms that legitimize the exercise of political power and the ways in which this legitimacy can be undermined.

Students consider the ideologies that underpin political structures and interactions, and the ways in which ideologies affect the exercise of political power. Students also consider the nature and context of leadership and globalisation.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Power, politics and democracy</td>
<td>• Global threads</td>
</tr>
<tr>
<td>• Exercising and challenging power</td>
<td>• Global cooperation and conflict</td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

- Case studies
- Extended responses
- Short answer questions
- An analysis of visual materials (e.g. cartoons, films, websites)
- Essay(s)
- Reports
- Tests
- Presentations

**Key Skills developed through this area are:**

- Analysis
- Critical thinking

**Complementary Subjects include:**

- Sociology
- History
- Literature

**Text Book** ☒ × ☐

**Possible Occupations that could relate to this study include:**

- Politician
- Lawyer
- Public Relations Officer
- Police Officer
- Import / Export Worker
- Economist
- Journalist
- Trade Union Officer
- Diplomat
- Management Consultant

**Subject Costs:**

- Units 1 & 2
  - Essential Education Materials $40
What is Global Politics all about?

Global Politics (formally known as International Studies) explores contemporary international issues. Unit 3 investigates recent global events and incorporates a detailed examination of global actors including their aims, influence, sources of power and successes. It examines two case studies of non-state actors from environmental organisations, human rights organisations, organised religion, terrorist organisations and/or organised crime syndicates. It examines the concept of power and the way that states within the Asia-Pacific region use power in their relations with each other as they pursue their national interest. Countries studied include China, USA and Australia.

Unit 4 focuses on ethical issues and debates involving international treaties and responses. The ability of States and institutions to uphold international law when dealing with human rights, people movement, arms control and disarmament and development focusing on poverty and inequality. Global crises from the twenty-first century are studied through the nature of the crises-prone world. Students will study issues from terrorism, economic instability, intra and interstate conflict and environmental degradation.

Areas of Study:

Unit 3:
- Global actors
- Power in the Asia Pacific Region

Unit 4:
- Ethical Issues and Debates
- Crises and responses

Type of Assessments in this subject:
- Case studies
- Essays
- Reports
- Tests
- Short answer questions
- Extended responses
- Examination

Key Skills developed through this area are:
- Analysis
- Raises awareness of international issues
- Critical thinking

Complementary Subjects include:
- Sociology
- History
- Literature

Text Book
- Yes
- No

Possible Occupations that could relate to this study include:
- Diplomat
- Lawyer
- Journalist
- Hospitality Manager
- Defence Force
- Teacher
- Translator
- Politician
- Marketing Officer
- Travel Consultant
- Foreign Affairs Officer
- Politician
- Marketing Officer
- Travel Consultant

Subject Costs:

Units 3 & 4
Essential Education Materials
$40
**What is Health & Human Development all about?**

Health & Human Development focuses on the factors that promote well-being in individuals, families and communities, both in Australia and globally. It aims to develop an understanding of the relationship between health and human development.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Understanding youth health &amp; human development</td>
<td>• Understanding Australia’s health</td>
</tr>
<tr>
<td>• Youth issues</td>
<td>• Promoting health in Australia</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Prenatal Health and Individual Development</td>
<td>• Introducing global health &amp; human development</td>
</tr>
<tr>
<td>• Child Health and Individual Development</td>
<td>• Promoting global health &amp; human development</td>
</tr>
<tr>
<td>• Adult Health and Individual Development</td>
<td></td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

<table>
<thead>
<tr>
<th>A case study analysis</th>
<th>A test (short answer or extended response)</th>
</tr>
</thead>
<tbody>
<tr>
<td>A data analysis</td>
<td>Written response</td>
</tr>
<tr>
<td>Multi Media presentation</td>
<td>A written report</td>
</tr>
<tr>
<td>Oral presentation</td>
<td>Examination</td>
</tr>
</tbody>
</table>

**Key Skills developed through this area are:**

| Analysis and interpretation of data |
| Personal health and knowledge skills |

**Complementary Subjects include:**

- Physical Education
- Psychology
- VET Fitness
- VET Community Services

**Possible Occupations that could relate to this study include:**

- Kindergarten Teacher
- Nurse
- Health Educator
- Social Worker
- Mother Craft Nurse
- Dietician
- Health Officer
- OHS Officer
- Medical Practitioner
- Nanny
- Youth Worker
- Primary Teacher

**Subject Costs:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Materials</td>
<td>$40</td>
</tr>
</tbody>
</table>
What is History of Revolutions all about?
These two Units study the history of revolutions in both Russia and China. We examine the causes of revolution, the ideas which stimulate change, the revolutionary events and the outcomes of the revolution. The course is suited to students who have an interest in history.

Students do need to possess good skills in reading, writing and analysing, and we recommend the study for students in Year 12.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 3:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russia 1905 – 1924</td>
<td>China 1898 – 1976</td>
</tr>
<tr>
<td>• Revolutionary ideas, leaders, movements and events</td>
<td>• Revolutionary ideas, leaders movements, and events</td>
</tr>
<tr>
<td>• Creating a new society</td>
<td>• Creating a new society</td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

| • Essays | • Essays |
| • Research assignments | • Research assignments |
| • Analytical exercises based on graphics, paintings and films | • Analytical exercises based on graphics, paintings and films |

| • Tests | • Tests |
| • Key individual studies | • Key individual studies |

Key Skills developed through this area are:

| • Comprehension | • Comprehension |
| • Inference | • Inference |
| • Analysis | • Analysis |

Complementary Subjects include:

- Global Studies
- Literature

Text Book

Yes [x]  
No [ ]

Possible Occupations that could relate to this study include:

- Politician
- Lawyer
- Journalist
- Writer
- Librarian
- Foreign Affairs
- Teacher

Subject Costs:

**Units 3 & 4**

Essential Education Materials $40
## What is LOTE - Indonesian all about?

Indonesian is about learning to communicate in a language other than English. Students develop their skills in reading, writing, listening and conversing in Indonesian. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the Australian community and beyond. The course is suited to students who have coped well with their study of Indonesian at Year 10 and who have a genuine interest in further developing their skills.

### Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Australian &amp; Indonesian teenagers</td>
<td>• Senior College and life beyond</td>
<td>• The role of women in Indonesia</td>
<td>• Indonesian customs and traditions</td>
</tr>
<tr>
<td>• Sport in Indonesia</td>
<td>• Indonesian Music &amp; Media</td>
<td>• 60 years of Indonesian history</td>
<td>• Indonesian environment</td>
</tr>
<tr>
<td>• Australian &amp; Indonesian Similarities &amp; Differences</td>
<td>• The Indonesian Environment</td>
<td>• Indonesian perceptions of Australia</td>
<td></td>
</tr>
</tbody>
</table>

### Type of Assessments in this subject:

- Multi Media presentations
- Listening Activities
- Reading and responding
- Role plays & interviews
- Cultural Investigations
- Tests
- Informal conversations
- Examination

### Key Skills developed through this area are:

- Communicating in LOTE
- Boosts memory
- Confidence
- Multitasking
- Improved listening skills

### Complementary Subjects include:

- Mathematics
- Music
- Other LOTES

### Possible Occupations that could relate to this study include:

- Journalist
- Diplomat
- Hospitality Worker
- Translator
- Teacher
- Interpreter
- Travel Consultant
- Immigration Officer
- Speech Pathologist

### Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Materials</td>
<td>$40</td>
</tr>
</tbody>
</table>
What is Information Technology Applications all about?
Information Technology Applications focuses on how organisations use information, the procedures and techniques used to process and manage information and the roles that people and technology play in information systems. Students will use a variety of computer software tools including Microsoft Excel, Microsoft Access, Adobe Fireworks and Adobe Dreamweaver.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1</th>
<th>Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Data to Information</td>
<td>• Online Communities</td>
</tr>
<tr>
<td>• Networks</td>
<td>• Organisations &amp; Data Management</td>
</tr>
<tr>
<td>• ICT in a Global Society</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2</th>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Data Analysis &amp; Visualisation</td>
<td>• Organisations &amp; Information Needs</td>
</tr>
<tr>
<td>• Programming &amp; Pathways</td>
<td>• Information Management</td>
</tr>
<tr>
<td>• Tools, Techniques and Procedures</td>
<td></td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

- Production of a solution and an information product in response to an identified need
- Folios
- Electronic Learning journals (such as a blog)
- Oral presentations supported by visual presentations
- Written Reports
- Tests
- Visual presentations such as multimedia presentations

Key Skills developed through this area are:
- Problem solving
- Communication
- Software use

Complementary Subjects include:
- All subjects, as it enhances all study areas

Possible Occupations that could relate to this study include:
- Desktop Publisher
- Animator
- Teacher
- Web Designer
- Database Administrator
- Programmer
- Marketing Manager
- Pilot

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Items</td>
<td>Essential Education Items</td>
</tr>
<tr>
<td>$40</td>
<td>$40</td>
</tr>
</tbody>
</table>

Additional notes:

- Unit 1 & 2
  - Textbook - IT in Action

- Unit 3 & 4
  - Textbook - IT Applications
What is Information Technology Software Development all about?
Software development focuses on the structure and design of computer and information systems. The focus is on networked information systems, and the development of custom designed software using a Windows programming language.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Data to Information</td>
<td>• Data Analysis &amp; Visualisation</td>
</tr>
<tr>
<td>• Networks</td>
<td>• Programming &amp; Pathways</td>
</tr>
<tr>
<td>• ICT in a Global Society</td>
<td>• Tools, Techniques &amp; Procedures</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analysing Information Problems</td>
<td>• Purposed-designed Solutions</td>
</tr>
<tr>
<td>• Design &amp; Development</td>
<td>• Evaluating Purpose-designed Solutions</td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:
• Production of a solution and an information product in response to an identified need
• Folios
• Electronic learning journals
• Visual presentations such as multimedia presentations
• Oral presentations supported by visual presentations
• Tests
• Written reports

Key Skills developed through this area are:
• Problem solving
• Programming
• Logical thinking
• Software production

Complementary Subjects include:
• Systems Engineering
• Integrated Technology
• Mathematics
• VET Information Technology

Possible Occupations that could relate to this study include:
Software Development
Computer Programmer
Systems Administrator
Systems Analyst
Software Engineer
Electronic Engineer
Web Designer
IT Support Person

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Items</td>
<td>Essential Education Items</td>
</tr>
<tr>
<td>$40</td>
<td>$40</td>
</tr>
</tbody>
</table>

Text Book: Yes [X] No [ ]
What is LOTE Italian all about?
The study of Italian is about learning to communicate in a language other than English. Students develop their skills in reading, writing, listening and conversing in Italian. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the Australian community and beyond. The course is suited to students who have coped well with their study of Italian at Year 10 and who have a genuine personal interest in further developing their skills.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Who am I? My past, my memories</td>
<td>• Family and Friends</td>
</tr>
<tr>
<td>• Life at school in Italy and Australia</td>
<td>• Healthy Lifestyles</td>
</tr>
<tr>
<td>• Contemporary Italian Films</td>
<td>• Changing roles in the workplace</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Technology in the changing world</td>
<td>• A detailed study of a topic selected by the class, e.g.</td>
</tr>
<tr>
<td>• Taking care of the environment</td>
<td>Immigration, Neorealism</td>
</tr>
<tr>
<td>• Italian Soccer</td>
<td>• Places to see in Italy</td>
</tr>
<tr>
<td>• Italian History</td>
<td></td>
</tr>
</tbody>
</table>

Note: The topics listed in the above unit outlines will be covered in any two year sequence. However the precise order may vary.

Type of Assessments in this subject:

<table>
<thead>
<tr>
<th>Multi Media presentations</th>
<th>Cultural Investigations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Listening Activities</td>
<td>Reading and responding</td>
</tr>
<tr>
<td>Role plays</td>
<td>Essays, letters, film reviews</td>
</tr>
<tr>
<td></td>
<td>Tests</td>
</tr>
<tr>
<td></td>
<td>Informal conversations</td>
</tr>
<tr>
<td></td>
<td>Examination</td>
</tr>
</tbody>
</table>

Key Skills developed through this area are: Complementary Subjects include:

| Communicating in LOTE | Mathematics |
| Boosts memory         | Music       |
| Confidence            | Other LOTES  |
| Multitasking          |             |
| Improved listening skills |         |

Text Book

- Yes [ ]
- No [ ]

Possible Occupations that could relate to this study include:

- Journalist
- Diplomat
- Hospitality Worker
- Immigration Officer
- Teacher
- Interpreter
- Translator
- Speech Pathologist
- Travel Consultant
- Customs Officer

Subject Costs:

- Units 1 & 2
  - Online Resources $30
- Units 3 & 4
  - Online Resources $30
**What is Legal Studies all about?**

This course looks at both criminal and civil law courts and tribunals. It is not meant to be just for people wanting to study law at University to become lawyers. It is an introduction to law for the average person who needs to understand the nation’s laws, which affect everyday life. People in Year 10 thinking of a possible career in law or the police force could certainly benefit from this study. An interest in current affairs and politics as well as competent reading and writing skills is desirable.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Law in society</td>
<td>• Parliament and the citizen</td>
</tr>
<tr>
<td>• Criminal Law</td>
<td>• Constitution and the protection of rights</td>
</tr>
<tr>
<td>• The Criminal Courtroom</td>
<td>• Role of the Courts in Law Making</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Civil Law</td>
<td>• Dispute resolution methods</td>
</tr>
<tr>
<td>• The Civil Law in Action</td>
<td>• Court processes and procedures, and engaging in justice</td>
</tr>
<tr>
<td>• The Law in Focus – A question of rights</td>
<td></td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

- Multi Media Presentations
- Written or Oral reports
- Role Plays
- Written closed book tests
- Timed structured reports done in class
- Examination
- Annotated displays
- Excursion and Report (Local Court)
- Essays
- Open book Tests
- Web Searches
- Guest Speaker

**Key Skills developed through this area are:**

- Logical arguments using appropriate Legal Terminology
- Analysis of Current Affair topic relevant to Legal Studies

**Complementary Subjects include:**

- English
- Psychology
- Sociology
- Economics

**Possible Occupations that could relate to this study include:**

- Lawyer
- Police Officer
- Journalist
- Politician
- Court Registrar
- Social Worker
- Legal Secretary
- Legal Aid Worker
- Teacher
- Industrial Relations Officer
- Human Resources Manager
- Teacher
- Industrial Relations Officer

**Subject Costs:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Items $40</td>
<td>Essential Education Items $40</td>
</tr>
</tbody>
</table>
What is Literature all about?

Literature is designed for students who enjoy reading, watching and listening to a wide variety of print, visual and spoken texts. Students extend their understanding of how texts are constructed and how they present varied views of human experience. By developing an understanding of our culture and the cultures of others, students gain a rich enjoyment of literature. This subject can lead to the study of English at University.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Study of print texts – Contemporary &amp; Classics</td>
<td>• Film adaption analysis</td>
</tr>
<tr>
<td>• Study of social issues in texts</td>
<td>• Study of the views and values in a text</td>
</tr>
<tr>
<td>• Comparative study of two texts</td>
<td>• Analysis of a review</td>
</tr>
<tr>
<td>• Poetry</td>
<td></td>
</tr>
<tr>
<td>• Reading journal – wider reading</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Study of print texts – Contemporary &amp; Classics</td>
<td>• Creative response to a text</td>
</tr>
<tr>
<td>• Comparative study of two texts</td>
<td>• Interpretation of a text</td>
</tr>
<tr>
<td>• Creative response</td>
<td>• Close Analysis of passages</td>
</tr>
<tr>
<td>• Close Analysis of passages</td>
<td></td>
</tr>
<tr>
<td>• Reading journal – wider reading</td>
<td></td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

| • Analytical essays                      | • Creative essays                      |
| • Reviews                               | • Close Analysis                        |
| • Journals                              | • Comparative essays                   |
| • Discussions                           | • Examination                           |

Key Skills developed through this area are:

| • Appreciation of how texts are constructed | Complementary Subjects include:          |
| • Identification of writer’s purpose      | English                                   |
| • Enhancing written skills                |                                         |
| • Understanding reviews and values        |                                         |

Text Book

Yes [x] No [ ]

Possible Occupations that could relate to this study include:

<table>
<thead>
<tr>
<th>Journalist</th>
<th>Lawyer</th>
<th>Public Relations</th>
<th>Writer / Novelist</th>
<th>Publicity Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Librarian</td>
<td>Editor</td>
<td>Script Writer</td>
<td>Film &amp; TV Critic</td>
</tr>
</tbody>
</table>

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Materials</td>
<td>Essential Education Materials</td>
</tr>
<tr>
<td>$40</td>
<td>$40</td>
</tr>
</tbody>
</table>
What is Further Mathematics all about?

Further Mathematics allows students to develop their knowledge of arithmetic, data analysis, network and decision mathematics, business mathematics, geometry and trigonometry. The topics studied for each unit are listed below.

Who should consider Further Mathematics?

Further Mathematics Units 1 and 2 is designed to prepare students for Further Mathematics Units 3 and 4 and is aimed at students who have coped satisfactorily with Year 10 Mathematics at a mainstream level. It is an ideal choice for those who need to study a Mathematics subject to meet or support tertiary study or career requirements.

Further Mathematics is able to satisfy the Numeracy strand for students studying a VCAL Certificate and supports students studying a range of VET subjects.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Matrices</td>
<td>• Data Analysis</td>
</tr>
<tr>
<td>• Measurement</td>
<td>• Networks and Decision Mathematics</td>
</tr>
<tr>
<td>• Univariate Data</td>
<td></td>
</tr>
<tr>
<td>• Trigonometry</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Linear Graphs</td>
<td>• Business-related Mathematics</td>
</tr>
<tr>
<td>• Financial Mathematics</td>
<td>• Matrices</td>
</tr>
<tr>
<td>• Undirected Networks</td>
<td></td>
</tr>
<tr>
<td>• Bivariate Data</td>
<td></td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

- Analysis tasks
- Tests
- Examinations
- Application tasks
- Summary books

Key Skills developed through this area are:

• Apply mathematical processes in routine and non-routine context
• Use of technology

Complementary Subjects include:

Accounting
Business Management

Text Book

Yes [x] No [ ]

Possible Occupations that could relate to this study include:

Allied Health
Horticulturist
Office Administrator
Defence Force
Hospitality Worker
Social Worker
Graphic Designer
Nurse
Sports Coach / Trainer
Apprenticeship/Traineeship
Information Technology
Primary School Teacher

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Materials</td>
<td>$40</td>
</tr>
<tr>
<td>Casio ClassPad II Calculator</td>
<td>$220</td>
</tr>
</tbody>
</table>

Unit 3 & 4

Units 3 & 4 require Casio ClassPad II Calculator and it is assumed that students retain their Casio ClassPad II Calculator from Units 1 & 2. New students may purchase the calculator from the College.

All Units

Students undertaking more than one mathematics subject only require one calculator.
**What is Mathematical Methods all about?**

Mathematical Methods (CAS) allows students to develop their knowledge of functions, graphs, algebra, rates of change, calculus and probability. The topics studied for each unit are listed below.

**Who should consider Mathematical Methods (CAS)?**

Mathematical Methods (CAS) is an ideal choice for students who have a strong background in Mathematics. In terms of career pathways it is the minimum level of Mathematics that should be studied by students wishing to undertake tertiary studies in areas such as Science, Engineering and Computer Science, as well as some Commerce and Medical Science courses.

- Students enrolled in Units 1 and 2 of this subject are expected to have a sound background in number, algebra, graphing and probability.
- To enrol in Units 3 and 4 of this subject, students should have previously completed Units 1 and 2 Mathematical Methods (CAS).

Mathematical Methods (CAS) is also able to satisfy the Numeracy strand for those studying a VCAL Certificate and supports studying a range of VET subjects.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Linear Functions (including Matrices)</td>
<td>• Algebra and Functions</td>
</tr>
<tr>
<td>• Power Functions (including Quadratic Functions) and Circles</td>
<td>• Circular Functions</td>
</tr>
<tr>
<td>• Cubic and Quartic Functions</td>
<td>• Exponential and Logarithmic Functions</td>
</tr>
<tr>
<td>• Exponential and Logarithmic Functions</td>
<td>• Calculus</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rates of Change and Calculus</td>
<td>• Integral Calculus</td>
</tr>
<tr>
<td>• Circular Functions</td>
<td>• Probability</td>
</tr>
<tr>
<td>• Probability</td>
<td></td>
</tr>
<tr>
<td>• Applications of Calculus</td>
<td></td>
</tr>
<tr>
<td>• Combinatorics</td>
<td></td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

- Analysis tasks
- Tests
- Examinations
- Application tasks
- Summary books

**Key Skills developed through this area are:**

- Apply mathematical processes in routine and non-routine context
- Use of technology

**Complementary Subjects include:**

- Specialist Mathematical
- Physics
- Chemistry
- Accounting

**Text Book** Yes [x] No [ ]

**Possible Occupations that could relate to this study include:**

- Accountant
- Computer Scientist
- Medical Practitioner
- Air Traffic Controller
- Dentist
- Pharmacist
- Architect
- Industrial Designer
- Radiologist
- Biochemist
- Marine Biologist
- Tax Agent

**Subject Costs:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Materials</td>
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</tr>
<tr>
<td>Essential Education Materials</td>
<td>$40</td>
</tr>
</tbody>
</table>

**Unit 3 & 4**

Units 3 & 4 require Casio ClassPad II Calculator and it is assumed that students retain their Casio ClassPad II Calculator from Units 1 & 2. New students may purchase the calculator from the college

**All Units**

Students undertaking more than one mathematics subject only require one calculator.
What is Specialist Mathematics all about?

Specialist Mathematics allows students to develop their knowledge of functions, relations, graphs, algebra, calculus, vectors and mechanics. The topics studied for each unit are listed below.

Studying Specialist Mathematics Units 1 and 2 gives students the widest choice and strongest background for Units 3 and 4 Mathematics since they must also be undertaking Mathematical Methods (CAS). This allows for coverage of all material to a greater depth which promotes better understanding.

Who should consider Specialist Mathematics?

Specialist Mathematics is an ideal choice for students who have a very strong background in Mathematics. In terms of career pathways it is the level of Mathematics that is recommended to be studied by students wishing to undertake tertiary studies in areas such as Science and Engineering.

Students enrolled in Units 1 and 2 of this subject are expected to have a sound background in number, algebra, Functions and graphing.

*To enrol in Units 3 and 4 of this subject, students should have previously completed Units 1 and 2 Specialist Mathematics.*

<table>
<thead>
<tr>
<th>Areas of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1:</td>
</tr>
<tr>
<td>• Measurement</td>
</tr>
<tr>
<td>• Algebra</td>
</tr>
<tr>
<td>• Variation</td>
</tr>
<tr>
<td>• Trigonometry</td>
</tr>
<tr>
<td>• Transformations</td>
</tr>
<tr>
<td>• Coordinate Geometry</td>
</tr>
<tr>
<td>Unit 2:</td>
</tr>
<tr>
<td>• Vectors</td>
</tr>
<tr>
<td>• Kinematics and Dynamics</td>
</tr>
<tr>
<td>• Complex Numbers</td>
</tr>
<tr>
<td>• Circular Functions</td>
</tr>
<tr>
<td>• Further Calculus</td>
</tr>
<tr>
<td>Unit 3:</td>
</tr>
<tr>
<td>• Vectors</td>
</tr>
<tr>
<td>• Complex Numbers</td>
</tr>
<tr>
<td>• Coordinate Geometry</td>
</tr>
<tr>
<td>• Circular Functions</td>
</tr>
<tr>
<td>• Antidifferentiation</td>
</tr>
<tr>
<td>Unit 4:</td>
</tr>
<tr>
<td>• Integration</td>
</tr>
<tr>
<td>• Differential Equations</td>
</tr>
<tr>
<td>• Kinematics</td>
</tr>
<tr>
<td>• Vector Calculus</td>
</tr>
<tr>
<td>• Mechanics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Assessments in this subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analysis tasks</td>
</tr>
<tr>
<td>• Application tasks</td>
</tr>
<tr>
<td>• Examinations</td>
</tr>
<tr>
<td>• Tests</td>
</tr>
<tr>
<td>• Summary books</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Skills developed through this area are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply mathematical processes in routine and non-routine context</td>
</tr>
<tr>
<td>• Use of technology</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complementary Subjects include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematical Methods</td>
</tr>
<tr>
<td>Physics</td>
</tr>
<tr>
<td>Chemistry</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text Book</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Possible Occupations that could relate to this study include:

<table>
<thead>
<tr>
<th>Actuary</th>
<th>Aerospace Engineer</th>
<th>Chemical Engineer</th>
<th>Electrical Engineer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pilot</td>
<td>Laser and Photonics</td>
<td>Mining engineer</td>
<td>Maths Teacher</td>
</tr>
<tr>
<td>Scientist</td>
<td>Mechanical Engineer</td>
<td>Nanotechnologist</td>
<td>Robotics Engineer</td>
</tr>
<tr>
<td>Meteorologist</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Unit 3 & 4

Units 3 & 4 require Casio ClassPad II Calculator and it is assumed that students retain their Casio ClassPad II Calculator from Units 1 & 2. New students may purchase the calculator from the college.

All Units

Students undertaking more than one mathematics subject only require one calculator.
**What is Media all about?**

So much of our world is seen through the media. Media Studies helps us to understand the world through analysing texts and through making media products. It is recommended that:

- Students considering taking Unit 3 in Year 11 have sound writing skills and/or experience in Media Studies at Years 7 – 10
- Students considering Media Studies are highly competent English students

Students need to be aware that successful completion of each Unit relies on the visual folio as well as a video production. Students need to be aware that videoing for the production occurs outside of class time.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Analysis of Media Representations</td>
<td>• Narrative</td>
</tr>
<tr>
<td>• Technologies of Representations</td>
<td>• Media Production Skills</td>
</tr>
<tr>
<td>• New Media</td>
<td>• Media Production Design</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Media Production</td>
<td>• Media Process</td>
</tr>
<tr>
<td>• Media Industry Production</td>
<td>• Media texts and society's views</td>
</tr>
<tr>
<td>• Australian Media Organisations</td>
<td>• Media Influence</td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

- Folios
- Analysis Tasks
- Presentation
- Test

**Key Skills developed through this area are:**

- Analysis skills
- Use of technology
- Understanding Media

**Complementary Subjects include:**

- Drama
- Literature
- Sociology
- Theatre Studies

**Text Book**

- Yes [x]
- No [ ]

**Possible Occupations that could relate to this study include:**

- Journalist
- Librarian
- Director
- Publisher
- Film Critic
- Sound Technician
- Actor
- Teacher
- Film & TV worker
- Multimedia Developer

**Subject Costs:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials/Project Credits $10</td>
<td>Materials/Project Credits $10</td>
</tr>
<tr>
<td>Unit 1 &amp; 2 Materials-A4 Folder with paper</td>
<td></td>
</tr>
<tr>
<td>Unit 3 &amp; 4 Materials-A3 Visual Diary</td>
<td></td>
</tr>
</tbody>
</table>
**What is Music Performance all about?**

Music Performance shows all students how to develop skills in their chosen instrument area, in solo and group setting. As soloists and members of groups, students develop skills in the preparation and presentation.

It is highly recommended that students have achieved at least Grade Three AMEB and have at least three years playing experience on their instrument.

Please note that at the end of Unit 4, students may be required to perform their final recital in Melbourne at the student’s cost.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Unit 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Performance Skill Development</td>
</tr>
<tr>
<td>• Effective practise &amp; preparation strategies</td>
</tr>
<tr>
<td>• Aural/Theory Concepts</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Performance Skill Development</td>
</tr>
<tr>
<td>• Music Analysis</td>
</tr>
<tr>
<td>• Aural/Theory Concepts</td>
</tr>
<tr>
<td>• Composition</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Solo Performance</td>
</tr>
<tr>
<td>• Solo Technique</td>
</tr>
<tr>
<td>• Ensemble Performance</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Aural/Theory Concepts</td>
</tr>
<tr>
<td>• Music Analysis</td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

- Band Performance
- Solo Performance
- Learn how to solo (improvise)
- Learn how to read music
- Learn how to write music
- Examination
- Learn about different styles
- Learn how to write music

**Key Skills developed through this area are:**

- Performance of musical works and knowledge of music theory
- Cert II and III in Music
- Cert III in Technical Production

**Complementary Subjects include:**

<table>
<thead>
<tr>
<th>Text Book</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>No</td>
<td></td>
</tr>
</tbody>
</table>

**Possible Occupations that could relate to this study include:**

- Singer
- Actor
- Musician
- Film & TV Worker
- Producer
- Composer
- Entertainer
- Teacher

**Subject Costs:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>VCE Essential Education Materials</td>
<td>$40</td>
</tr>
<tr>
<td>Instrumental Music</td>
<td>$130</td>
</tr>
<tr>
<td>VCE Essential Education Materials</td>
<td>$40</td>
</tr>
<tr>
<td>Instrumental Music</td>
<td>$130</td>
</tr>
</tbody>
</table>

Music Tuition is optional if student receives tuition external to the College.
What is Outdoor and Environmental all about?
Human relationships with outdoor environments.
Impacts of humans using the environment.
Sustainability and management of environments.
Practical activities and educational camps.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Motivations for Outdoor Experience</td>
<td>• The history of Australian relationships with outdoor environments.</td>
</tr>
<tr>
<td>• Relationships between humans and outdoor environments</td>
<td>• Contemporary relationships between humans and the environment.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Discovering characteristics of outdoor environments</td>
<td>• The health of the environment and the importance of healthy environments.</td>
</tr>
<tr>
<td>• Human activities and their impact on outdoor environments.</td>
<td>• Sustainable use of outdoor environments</td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

| Oral presentations | A test (short answer or extended response) |
| Written responses  | Multi Media or poster practical report |
| Trips/Camps reports | Analysis of data |
| Practical reports of outdoor experiences | Comparisons & evaluations |

Key Skills developed through this area are:

| Organisational skills | Complementary Subjects include: |
| Group work and leadership | Environmental Science |
| Sustainable thinking | Geography |
| Awareness of environment and others |

Text Book  Yes [ ] No [ ]

Possible Occupations that could relate to this study include:
Recreation Officer  Park Ranger  Sports Administration  Tour Guide
Forest Officer  OES/PE Teacher  Fire Fighter

Subject Costs:

| Units 1 & 2 | Units 3 & 4 |
| Compulsory Camp/Excursions | $550 | Compulsory Camp/Excursions | $850 |

All Units
One compulsory activity is expected for each unit. It is expected that some students may need to purchase some specialist clothing and equipment including a sleeping bag, wet weather gear, thermal underwear and a sleeping mat. **Students will also need to purchase and provide their own food for camps.**

The practical costs cover all trips, resources and activities. These **may** include Swimming and Water Safety, Canoeing, Mountain Biking, Orienteering, Surfing, Snorkelling, Rock climbing, Abseiling, Hiking and X-Country Skiing. It also covers transport to and from the venue, accommodation, equipment hire, venue hire and instructor hire. Some camps will also include the costs of food.

All major trips are **compulsory** 3-4 days during the school week. Students are expected to catch up on work missed in other classes and may be given some class time to do this.
What is Philosophy all about?
Philosophy provides a broad introduction to philosophy, exploring themes and debates within metaphysics, epistemology and value theory as well as techniques of reasoning and argument. It investigates human nature through the mind/body debate and questions regarding personal identity, leading to an examination of the good life. VCE Philosophy is a challenging study that encourages curiosity, problem solving skills and intellectual precision. Students choosing this subject must have good skills in reading, writing and analysing challenging content.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• This unit examines the fundamental philosophical questions in epistemology and metaphysics. Students will participate in a guided investigation and critical discussion of these two key areas of philosophy.</td>
<td>• This unit considers basic questions regarding the mind and the self through two key questions; Are human beings more than their bodies? Does an individual remain the same person over time? Students will critically compare the viewpoints from the history of philosophy to their own views on these questions and to contemporary debates.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• This unit explores questions related to value judgments within the realms of morality, political and social philosophy and aesthetics. Students also explore ways in which viewpoints and arguments in value theory can inform and be informed by contemporary debates.</td>
<td>• This unit considers the questions of what it is for a human to live well. What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life? Students will explore texts by both ancient and modern philosophers that have had a significant impact on contemporary western ideas about the good life.</td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:
- Essay
- Written Analysis
- Short answer responses
- Test
- Written exercises
- Presentations (oral, multimedia)
- Dialogue (oral, written)
- Written reflection

Key Skills developed through this area are:
- Logical and critical thinking.
- Empathy and respect for cultural diversity

Complementary Subjects include:
- Legal Studies
- Psychology
- Studies of Society and Environment

Text Book
- Yes [X]
- No [ ]

In Year 11 a textbook is recommended, but is not compulsory

Possible Occupations that could relate to this study include:
- Writer
- Journalist
- Historian
- Clerical
- Lawyer
- Politician
- Teacher
- Diplomat
- Criminologist
- Anthologist

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Materials</td>
<td>Essential Education Materials</td>
</tr>
<tr>
<td>$40</td>
<td>$40</td>
</tr>
<tr>
<td>Compulsory Camp/Excursions</td>
<td>Compulsory Camp/Excursions</td>
</tr>
<tr>
<td></td>
<td>$200</td>
</tr>
</tbody>
</table>
What is Physical Education all about?

The Physical Education course allows students to look at the relationships between the human body, lifestyle and the vast array of physical activities. The students will gain knowledge through the balance of theoretical study and practical experience. Sporting venues within Sunraysia may be used and the costing for this will be included in each student’s fees.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Body Systems &amp; Human Development</td>
<td>• Monitoring &amp; Promotion of Physical Activity</td>
</tr>
<tr>
<td>• Biomechanical Movement Principals</td>
<td>• Psychological Responses to Physical Activity</td>
</tr>
<tr>
<td>• Detailed study chosen from either:</td>
<td></td>
</tr>
<tr>
<td>- Injury Prevention &amp; Rehabilitation</td>
<td></td>
</tr>
<tr>
<td>- Biomechanical Principles</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Effective Coaching Practices</td>
<td>• Planning, Implementing and Evaluating a Training Program</td>
</tr>
<tr>
<td>• Physically Active Lifestyles</td>
<td>• Performance Enhancement &amp; Recovery</td>
</tr>
<tr>
<td>• Detailed study chosen from either:</td>
<td></td>
</tr>
<tr>
<td>- Decision Making in Sport</td>
<td></td>
</tr>
<tr>
<td>- Promoting Active Living</td>
<td></td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

- A test (short answer or extended response)
- A data analysis
- Structured questions
- A written report
- Examination

- Laboratory reports
- Video analysis
- Multi Media presentation
- A case study analysis

Key Skills developed through this area are:

- Organisation, Coaching and Leadership
- Data interpretation and analysis
- Personal health and knowledge skills

Complementary Subjects include:

- VET Fitness
- Health and Human Development

Text Book: Yes [x] No

Possible Occupations that could relate to this study include:

- Medical Practitioner
- Physiotherapist
- Chiropractor
- Massage Therapist
- Fitness Instructor
- Naturopath
- Youth Worker
- Health Promotion Officer
- Sports Coach/Trainer
- Police Officer
- Physical Education Teacher (Secondary or Primary)

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Kit</td>
<td>$40</td>
</tr>
<tr>
<td>Exam Revision Materials</td>
<td>$60</td>
</tr>
</tbody>
</table>

An exam revision lecture will be held at Latrobe University by the text book author.

A display folder along with the booklets for each of the various outcomes will be provided each semester.
What is Physics all about?

Physics is a physical science that studies why things behave as they do. Many theories in Physics have led to innovations in medicine, electronics, energy use, telecommunications and materials science. This course is suited to students who have coped well with Core Science at Year 10 and who also have a good grasp of Year 10 Mathematics. An interest in scientific investigation and its application to the physical world is also desirable.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Electricity</td>
<td>• Motion in one and two dimensions</td>
</tr>
<tr>
<td>• Nuclear and Radioactivity Physics</td>
<td>• Electronics and Photonics</td>
</tr>
<tr>
<td>• One of: Astronomy / Medical Physics</td>
<td>• One of: Einstein’s Relativity / Investigating Structures and Materials / Further Electronics</td>
</tr>
<tr>
<td>• Energy from the Nucleus</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 3 or 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Wave-like properties of light</td>
<td>• One of: Einstein’s Relativity / Investigating Structures and Materials / Further Electronics</td>
</tr>
<tr>
<td>• Movement</td>
<td></td>
</tr>
<tr>
<td>• One of: Astrophysics/Aerospace/Alternative Energy Sources</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Interactions of Light and Matter</td>
</tr>
<tr>
<td>• Electric Power</td>
</tr>
<tr>
<td>• Synchrotron and Applications/Photonics/Recording and Reproducing Sound</td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

- Student designed practical investigations
- Multimedia Presentation
- Data analysis
- Tests

- Practical reports
- Annotated folio of practical activities
- Written or oral reports
- Examination

Key Skills developed through this area are:

- Investigate and inquire scientifically
- Analyse and apply Physics Understanding
- Communicate physics information / understanding

Complementary Subjects include:

- Specialist Mathematics

Text Book

- Yes [x]  
- No [

Possible Occupations that could relate to this study include:

- Engineer
- Radiographer
- Science Teacher
- Nuclear Medicine Technologist
- Architect
- Pilot
- Electronics Technician
- Medical Practitioner
- Telecommunications Technician

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Materials</td>
<td>$40</td>
</tr>
<tr>
<td>Essential Education Materials</td>
<td>$40</td>
</tr>
</tbody>
</table>
**What is Product Design and Technology Metals all about?**

This study engages students in technological tasks that call on their knowledge and understanding of the materials and production processes to design and make products suitable for their intended purpose.

Each Unit exposes students to the application of new technologies, including information and communication technologies for design purposes, along with a wide range of materials and graphic media.

There are no prerequisites for entry in Units 1, 2 and 3.

### Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1: Product re-design and sustainability</th>
<th>Unit 3: Applying the Product design process</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Product re-design for improvement</td>
<td>• The designer, client and end user in product development</td>
</tr>
<tr>
<td>• Producing and evaluating a redesigned product</td>
<td>• Product development in industry</td>
</tr>
<tr>
<td></td>
<td>• Designing for others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2: Collaborative design</th>
<th>Unit 4: Product development and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Designing as a team</td>
<td>• Product analysis and comparison</td>
</tr>
<tr>
<td>• Producing and evaluating a collaboratively designed product</td>
<td>• Product manufacture</td>
</tr>
<tr>
<td></td>
<td>• Product evaluation</td>
</tr>
</tbody>
</table>

### Type of Assessments in this subject:

- Written tests
- Written reports
- Project construction
- Examination
- Design construction exercises
- Tools and machinery skills
- Design folio

### Key Skills developed through this area are:

- Characteristics and uses of a range of metals and profiles
- Range of machinery skills
- Understanding designing to maximise products
- VET Engineering
- Mathematics
- Visual Communication

### Complementary Subjects include:

- VET Engineering
- Mathematics
- Visual Communication

PLEASE NOTE: VCE D&T Textiles, VCE D&T Metals and VCE D&T Wood are all run on the same course guidelines therefore students can only choose one of these subjects as credit towards their VCE / VCAL.

### Text Book

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>✗</td>
<td></td>
</tr>
</tbody>
</table>

### Possible Occupations that could relate to this study include:

- Builder
- Metallurgist
- Plumber
- Musical Instrument Maker
- Welder-Boiler Maker
- Civil Engineer
- Industrial Designer
- Fitter & Tuner
- Sheetmetal Worker

### Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials/Project Credits $50</td>
<td>Materials/Project Credits $50</td>
</tr>
</tbody>
</table>

### Units 1 & 2

Credit towards the cost of materials for their individually designed project. One project for each Unit

Students are required to purchase their own material for their own projects

### Units 3 & 4

Credit towards the cost of materials for their individually designed project. One project for the whole year

Students are required to purchase their own material for their own projects
### What is Product Design and Technology - Textiles all about?

This study focuses on developing an understanding of the social, economic and environmental consequences of design choices and decision making. Students develop skills to critically analyse the purpose, processes and products associated with design and technological innovation and activity.

They develop the ability to understand, communicate and develop creative solutions while using tools, resources and human capabilities to complete a task for a given context.

There are no prerequisites for entry in units 1, 2 and 3.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Product re-design for improvement</td>
<td>• The designer, client and/or end-user in product development</td>
</tr>
<tr>
<td>• Producing and evaluating a redesigned product</td>
<td>• Product development in industry</td>
</tr>
<tr>
<td></td>
<td>• Designing for others</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Designing within a team</td>
<td>• Product analysis and comparison</td>
</tr>
<tr>
<td>• Producing and evaluating a collaboratively designed product</td>
<td>• Product manufacture</td>
</tr>
<tr>
<td></td>
<td>• Product evaluation</td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

- Design folios
- Short written reports
- Examination
- Oral reports supported by notes or visual presentation
- Production work and records of production and modification
- Multimedia presentations supported by speaker’s notes
- Evaluation report with visual support

**Key Skills developed through this area are:**

- Design folio development
- The design process
- Garment construction

**Complementary Subjects include:**

- Textiles
- English
- Studio Arts
- Further Mathematics
- VET Applied Fashion Design & Technology

**PLEASE NOTE:** VCE PD&T Textiles, VCE PD&T Metals and VCE PD&T Wood are all run on the same course guidelines therefore students can only choose one of these subjects as credit towards their VCE / VCAL.

| Text Book | Yes [x] | No |

**Possible Occupations that could relate to this study include:**

- Fashion Designer
- Interior Designer
- Dress Maker
- Costume Designer

**Subject Costs:**

<table>
<thead>
<tr>
<th>Unit 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Kit</td>
<td>Materials Kit</td>
</tr>
<tr>
<td>$80</td>
<td>$30</td>
</tr>
<tr>
<td>Compulsory Camp/Excursions</td>
<td>Compulsory Camp/Excursions</td>
</tr>
<tr>
<td>$230</td>
<td>$230</td>
</tr>
<tr>
<td>Local Field Excursions</td>
<td>Local Field Excursions</td>
</tr>
<tr>
<td>$20</td>
<td>$20</td>
</tr>
</tbody>
</table>

**Unit 1 & 2**

- Materials kit includes fabric for trials, A3 Visual Diary and Sewing Kit comprising: dressmaking scissors, pins, bobbins, thread snips, hand-sewing needles, tailors chalk, measuring tape, quick unpick. If students are enrolled in VET Fashion as well only one Sewing Kit $50 is required.

**Unit 3 & 4**


**All Units**

- Combined VET Fashion & Textiles excursion to Melbourne covering Fashion Week and Top Designs.
**VCE PRODUCT DESIGN AND TECHNOLOGY WOOD**

**What is Product Design and Technology - Wood all about?**

This study engages students in technological tasks that call on their knowledge and understanding of the materials and production processes to design and make products suitable for their intended purpose.

Each unit exposes students to the application of new technologies, including information and communication technologies for design purposes, along with a wide range of materials and graphic media.

There are no prerequisites for entry in Units 1, 2 and 3.

### Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1: Product re-design and sustainability</th>
<th>Unit 3: Applying the Product Design Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Product re-design for improvement</td>
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<td></td>
<td>• Designing for others</td>
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</tbody>
</table>

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<tr>
<th>Unit 2: Collaborative design</th>
<th>Unit 4: Product development and evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Designing as a team</td>
<td>• Product analysis and comparison</td>
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<td>• Producing and evaluating a collaboratively designed product</td>
<td>• Product manufacture</td>
</tr>
<tr>
<td></td>
<td>• Product evaluation</td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

- Written tests
- Written reports
- Projects construction
- Examination
- Design construction exercises
- Tools and machinery skills
- Design folio

**Key Skills developed through this area are:**

- Identify materials to be used in PDT
- Implement design process and how designs work

**Complementary Subjects include:**

- Mathematics
- Visual Communication

**PLEASE NOTE:** VCE D&T Textiles, VCE D&T Metals and VCE D&T Wood are all run on the same course guidelines therefore students can only choose one of these subjects as credit towards their VCE / VCAL.

**Text Book**

- Yes [x]
- No [ ]

**Possible Occupations that could relate to this study include:**

- Cabinet Maker
- Material Engineer
- Draft Person
- Builder
- Architect
- Musical Instrument Maker
- Industrial Designer
- Interior Designer
- Building Consultant
- Construction Engineer

**Subject Costs:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials/Project Credits</td>
<td>$80</td>
</tr>
<tr>
<td>Materials/Project Credits</td>
<td>$80</td>
</tr>
</tbody>
</table>

Any additional project materials costs are to be met by the student.
**What is Psychology all about?**

Psychology is the scientific study of behaviour. It is a life science and includes not only how people act, but also their thoughts, feelings, perceptions and memories. It attempts to understand, predict and control human behaviour. This course is suited to students who have an interest in human thoughts, feelings and behaviour. Anyone interested in a career that includes working with people should consider studying Psychology.

### Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is Psychology?</td>
<td>• Interpersonal &amp; Group Behaviour</td>
</tr>
<tr>
<td>• Lifespan Psychology</td>
<td>• Intelligence &amp; Personality</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 3:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mind, Brain &amp; Body</td>
<td>• Learning</td>
</tr>
<tr>
<td>• Memory</td>
<td>• Mental Health</td>
</tr>
</tbody>
</table>

### Type of Assessments in this subject:

<table>
<thead>
<tr>
<th>Unit 1 &amp; 2</th>
<th>Unit 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Annotated Folio</td>
<td>• Empirical research activities</td>
</tr>
<tr>
<td>• Tests</td>
<td>• Data Analysis</td>
</tr>
<tr>
<td>• Visual Presentation</td>
<td>• Media Response</td>
</tr>
<tr>
<td>• Evaluation of Research</td>
<td>• Oral Presentation</td>
</tr>
</tbody>
</table>

### Key Skills developed through this area are:

<table>
<thead>
<tr>
<th>Unit 1 &amp; 2</th>
<th>Unit 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Research Skills</td>
<td>• Research Skills</td>
</tr>
<tr>
<td>• Analysis</td>
<td>• Analysis</td>
</tr>
</tbody>
</table>

### Complementary Subjects include:

<table>
<thead>
<tr>
<th>Unit 1 &amp; 2</th>
<th>Unit 3 &amp; 4</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Biology</th>
<th>Health and Human Development</th>
</tr>
</thead>
</table>

### Possible Occupations that could relate to this study include:

<table>
<thead>
<tr>
<th>Psychologist</th>
<th>Health Officer</th>
<th>Social Worker</th>
<th>Police Officer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>Nurse</td>
<td>Marketing Manager</td>
<td>Human Resources Manager</td>
</tr>
</tbody>
</table>

### Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Expenses</td>
<td>$40</td>
</tr>
</tbody>
</table>

### SAC - Posters

#### SAC - Visual Presentations

### Both

Essential education expenses include STAV revision exams for all Units.
What is Religion and Society all about?
The beliefs, values and ideas of religious traditions can play an important part in maintaining and shaping society beliefs about the culture. Religious beliefs about the nature of existence and the purpose of human life provide a frame for understanding the world and for guiding personal and communal action. This study of Religion and Society is designed for all students interested in the great questions of life. It also seeks to develop understanding and respect for the perceptions of the participants of religious traditions. Therefore it values and promotes open enquiry without bias towards any one tradition, while drawing on the personal and collective experience of the students.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Overview of religious traditions</td>
<td>• Examination of religious beliefs</td>
</tr>
<tr>
<td>• The diversity of religious communities in Australia</td>
<td>• Continuity and maintenance of religious beliefs</td>
</tr>
<tr>
<td>• Religious identity and life experience</td>
<td>• Life experience and religious belief</td>
</tr>
<tr>
<td>• The contribution of religion to the development of human society</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Ethical decision making</td>
<td>• Historical challenges to religious belief</td>
</tr>
<tr>
<td>• Religion and morality</td>
<td>• Contemporary challenges to religious belief and their impact</td>
</tr>
<tr>
<td>• Contemporary ethical issues</td>
<td></td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

- Unbiased inquiry based discussions
- Multi Media: Films, PowerPoint etc.
- Reading and Journaling
- Critical thinking activities
- Group exercises
- Written exercises
- Examination etc.
- Computer based learning: Moodle etc.

Key Skills developed through this area are:

- Analysis

Complementary Subjects include:

- History
- Sociology

Text Book

- Yes [X]  
- No

Possible Occupations that could relate to this study include:

- Writer
- Journalist
- Cleric
- Historian
- Lawyer
- Teacher

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Materials</td>
<td>Essential Education Materials</td>
</tr>
<tr>
<td>$40</td>
<td>$40</td>
</tr>
<tr>
<td>Compulsory Camps/Excursions</td>
<td>Compulsory Camps/Excursions</td>
</tr>
<tr>
<td>$150</td>
<td>$150</td>
</tr>
</tbody>
</table>

Compulsory excursion to Melbourne
**What is Sociology all about?**

Sociology is a modern area of study that examines social change, our identities and social relations. Sociology encourages us to become aware and to think about the everyday things we usually take for granted. For example, sociologists ask questions like: Why do we act in the ways we do? Why do we dress, eat and generally live in the ways we do? Students will be encouraged to question their assumptions and to reflect on their understandings and ideas about Australian Society.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Unit 1: Youth and Family</th>
<th>Unit 3: Culture and Ethnicity</th>
</tr>
</thead>
<tbody>
<tr>
<td>The category of youth</td>
<td>Australian Indigenous Culture</td>
</tr>
<tr>
<td>The experience of being young</td>
<td>Ethnicity in Australian society</td>
</tr>
<tr>
<td>The Family</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2: Crime and Deviance</th>
<th>Unit 4: Community, Social Movements and Social Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Deviant behaviour</td>
<td>The experience of community</td>
</tr>
<tr>
<td>Moral panic</td>
<td>The impact of social movements on social change</td>
</tr>
<tr>
<td>Crime and punishment in Australia</td>
<td></td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

- Media reports
- Case studies
- Tests
- Oral Presentations
- Exams
- Reports
- Multimedia presentations.
- Essays
- Research Assignments

**Key Skills developed through this area are:**

- Define, explain and apply key concepts
- Analyse and evaluate material
- Synthesise and apply evidence
- Critically reflect on own and others’ approaches to understanding the social world

**Complementary Subjects include:**

- Psychology
- History (Australian)
- Health & Human Development
- Legal Studies
- Global Politics
- Media
- VET Community Services

**Text Book**

- Yes
- No

*Text book for units 3&4 only

**Possible Occupations that could relate to this study include:**

- Social Worker
- Anthropologist
- Journalist
- Hospitality
- Nursing/Health
- Human Resources
- Police
- Teacher
- Human Rights Advocacy
- Childcare Worker

**Subject Costs:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Materials</td>
<td>$40</td>
</tr>
</tbody>
</table>
What is Studio Arts Drawing all about?

Studio Arts focuses on the development of techniques and materials. Students work in a visual diary to produce their pieces as well as more involved finished works, which may be external from the work book. The course also involves writing about artists and their working methods.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Sources of inspiration and developing ideas</td>
<td>• Selection of theme</td>
</tr>
<tr>
<td>• Practice a variety of techniques</td>
<td>• Writing an exploration proposal</td>
</tr>
<tr>
<td>• Study of artists from different times and locations</td>
<td>• Produce a developmental folio based on ideas and exploration proposals</td>
</tr>
<tr>
<td></td>
<td>• Study of artists and their working practices and appropriation</td>
</tr>
<tr>
<td></td>
<td>• Selection of potential directions for Unit 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Design elements and principles; themes &amp; processes</td>
<td>• Folio of Artworks</td>
</tr>
<tr>
<td>• Development and practices of signs and symbols</td>
<td>• Focus, Reflection &amp; Evaluation</td>
</tr>
<tr>
<td>• Study of artists from different times and cultures</td>
<td>• Professional art practices &amp; styles</td>
</tr>
<tr>
<td></td>
<td>• Final Artworks</td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

<table>
<thead>
<tr>
<th>Observational art works</th>
<th>Material studies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ideas and inspiration</td>
<td>Analysis of Artists work</td>
</tr>
<tr>
<td>Classroom activities</td>
<td>Written reports</td>
</tr>
<tr>
<td>Demonstrations of techniques</td>
<td>Folio presentation with annotation of art works</td>
</tr>
<tr>
<td>Examination</td>
<td>Oral presentations</td>
</tr>
</tbody>
</table>

Key Skills developed through this area are:

- Ability to work independently
- Enhances creativity and problem solving

Complementary Subjects include:

- Visual Communication
- VCE Art

Possible Occupations that could relate to this study include:

<table>
<thead>
<tr>
<th>Architect</th>
<th>Photo Lab Assistant</th>
<th>Real Estate Marketer</th>
<th>Fashion Designer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cartoonist</td>
<td>Newspaper Photographer</td>
<td>Fashion Photographer</td>
<td>Interior Designer</td>
</tr>
<tr>
<td>Artist</td>
<td>Forensic Photographer</td>
<td>Web Designer</td>
<td>Botanical Artist</td>
</tr>
<tr>
<td>Illustrator</td>
<td>Art Teacher</td>
<td>Textiles Designs</td>
<td></td>
</tr>
</tbody>
</table>

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Kit</td>
<td>$140</td>
</tr>
<tr>
<td>Materials Kit</td>
<td>$140</td>
</tr>
<tr>
<td>Compulsory Camp/Excursions</td>
<td>$260</td>
</tr>
<tr>
<td>Materials/Project Credits</td>
<td>$20</td>
</tr>
</tbody>
</table>

Unit 1 & 2

Materials kit consists of a Studio Art drawing case that includes essential equipment in producing their folio of work. Some of these materials include: graphite pencil set, watercolour paints, painting equipment including brushes and palate, coloured pencils, additional charcoal pack with drawing equipment, erasers, glue sticks and other necessary equipment. This cost also covers a compulsory charge that goes towards purchasing a visual diary in which students produce their unit of work in.
What is Studio Arts Photography all about?

Studio Arts focuses on the development of techniques and materials. Students work in a visual diary to produce their pieces as well as more involved finished works, which may be external from the work book. The course also involves writing about artists and their working methods.

It is recommended that students undertaking Unit 3 Photography have successfully completed Units 1 & 2 due to the technical aspects of the course.

Areas of Study:

Unit 1: Artistic Inspiration & Techniques
- Developing Art Ideas
- Materials & Techniques
- Interpreting Art ideas & Use of Materials & Techniques

Unit 2:
- Design Exploration
- Ideas & Styles in Artworks

Unit 3:
- Selection of theme
- Writing an exploration proposal
- Design Processes
- Professional Art Practices & Styles

Unit 4:
- Select and refine ideas based on Semester 1 folio
- Folio of Artworks
- Focus, Reflection & Evaluation
- Art Industry Contexts

Type of Assessments in this subject:

- Observational art works
- Ideas and inspiration
- Classroom activities
- Demonstrations of techniques
- Examination

- Material studies
- Analysis of Artists work
- Written reports
- Folio presentation with annotation of art works

Key Skills developed through this area are:

- Creativity
- Ability to work independently
- Problem Solving
- Time management
- Organisation

Visual Communication
Art

Complementary Subjects include:

Possible Occupations that could relate to this study include:

Newspaper Photography  Visual & Performing Arts  Professional Freelance:

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Kit $130</td>
<td>Materials Kit $100</td>
</tr>
<tr>
<td>Camps/Excursions (Optional) $260</td>
<td></td>
</tr>
</tbody>
</table>

Unit 1 & 2
Materials Kit includes the following: 5 x film, 5x7 photographic paper, 8x10 photographic paper, double sided tape, A4 display book, A3 technical workbook, A3 visual diary, A3 clear pencil case.

Unit 3 & 4
Materials Kit includes the following: heavy duty A3 folder x2, double sided tape, heavy duty A3 plastic pockets, and photographic printing services. Top Arts Trip to Melbourne (optional) $260. Students who wish to continue with darkroom photography will need to purchase a materials kit which includes the following: 5 x film, 5x7 photographic paper, 8x10 photographic paper at an approximate cost of $80.
What is Systems Engineering all about?

A system is an assembly of components that act together in an organised way to produce a specific outcome. This study encourages students to learn about and engage with systems from a practical perspective. Technological principles and associated mathematics are incorporated as some of the essential tools necessary for design, modification and production. This subject can provide students studying physics and computing with an opportunity to apply their theoretical knowledge to the design and manufacture of practical applications such as programmable robotic devices. There are no prerequisites for entry to Units 1, 2 and 3.

Areas of Study:

<table>
<thead>
<tr>
<th>Unit 1:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fundamentals of mechanical system</td>
<td>• Controlled and integrated systems</td>
</tr>
<tr>
<td>design</td>
<td>engineering design</td>
</tr>
<tr>
<td>• Producing and evaluating mechanical</td>
<td>• Clean energy technologies</td>
</tr>
<tr>
<td>systems</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2:</th>
<th>Unit 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Fundamentals of electrotechnology system</td>
<td>• Producing, testing and evaluating integrated technology systems</td>
</tr>
<tr>
<td>design</td>
<td>• Clean energy technologies</td>
</tr>
<tr>
<td>• Producing and evaluating electrotechnology systems</td>
<td>• New and emerging technologies</td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

• Theory tests
• Completion of practical tasks
• Design folios

Key Skills developed through this area are:

• Understanding mechanical and electrical systems
• Use of tools and equipment

Complementary Subjects include:

Physics
Mathematics
Avionics
Integrated Technologies

Possible Occupations that could relate to this study include:

Motor Mechanic
Auto Electrician
Electrical Appliance Repairer

Automotive Parts Interpreter
Computer Repair Technician

Electrician
Robotics

Mechatronics
Electrical Engineer

Text Book

Yes [X] No [ ]

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials/Project Credits</td>
<td>$50</td>
</tr>
</tbody>
</table>

Materials/Project Credits | $50

There could be additional cost for components used in projects.
**What is Theatre Studies all about?**

Theatre Studies focuses on the knowledge and use of stagecraft and equipment: designing and constructing sets, lighting, sound, stage management, costumes, make-up and publicity. You will also study the role of actors. Performance work is necessary to fully understand the relationship between actors and stagecraft. Students will undertake performances as part of this study.

<table>
<thead>
<tr>
<th>Areas of Study:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1: Pre-Modern Theatre</td>
</tr>
<tr>
<td>• Pre-modern Theatre</td>
</tr>
<tr>
<td>• Interpreting Play-scripts</td>
</tr>
<tr>
<td>• Analysing a play in performance</td>
</tr>
<tr>
<td>Unit 2: Modern Theatre</td>
</tr>
<tr>
<td>• Modern Theatre</td>
</tr>
<tr>
<td>• Interpretation through stagecraft</td>
</tr>
<tr>
<td>• Analysing a play in performance</td>
</tr>
<tr>
<td>Unit 3: Play-script Interpretation</td>
</tr>
<tr>
<td>• Product Process</td>
</tr>
<tr>
<td>• Theatrical Interpretation</td>
</tr>
<tr>
<td>• Production Analysis</td>
</tr>
<tr>
<td>Unit 4: Performance Interpretation</td>
</tr>
<tr>
<td>• Monologue Interpretation</td>
</tr>
<tr>
<td>• Scene Interpretation</td>
</tr>
<tr>
<td>• Performance Analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Assessments in this subject:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Performances</td>
</tr>
<tr>
<td>• Workshops</td>
</tr>
<tr>
<td>• Research Tasks</td>
</tr>
<tr>
<td>• Visual Folios</td>
</tr>
<tr>
<td>• Examination</td>
</tr>
<tr>
<td>• Written Analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Skills developed through this area are:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Confidence</td>
</tr>
<tr>
<td>• Team work</td>
</tr>
<tr>
<td>• Time management and organisation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Complementary Subjects include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Drama</td>
</tr>
<tr>
<td>Literature</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Text Book</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
</tr>
</tbody>
</table>

Possible Occupations that could relate to this study include:

<table>
<thead>
<tr>
<th>Actor</th>
<th>Screen Play Writer</th>
<th>Child Care Worker</th>
<th>Auctioneer</th>
<th>Film/TV Director</th>
</tr>
</thead>
<tbody>
<tr>
<td>Journalist</td>
<td>Stage Manager</td>
<td>Recreation Officer</td>
<td>Drama Teacher</td>
<td></td>
</tr>
</tbody>
</table>

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials/Project Credits</td>
<td>$10</td>
</tr>
<tr>
<td>Compulsory Camp/Excursions</td>
<td>$40</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 1 &amp; 2</th>
<th>Unit 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials- A3 Visual Diary. The cost of the theatre excursions will vary depending on the production. They will be local excursions only.</td>
<td>Materials- A3 Visual Diary. The cost of the theatre excursions will vary depending on the production.</td>
</tr>
</tbody>
</table>
What is Twentieth Century History all about?

Twentieth Century History is about developing critical thinking and awareness and fostering an understanding of individual and group behaviour in a historical setting. At the same time, the study of the past helps our understanding of the modern world.

Unit 1 looks at the great changes that took place in the world in the first part of the twentieth century, focussing on the social, political and cultural factors underlying the outbreaks of World War I and World War II.

Unit 2 examines the development of the modern world from the Cold War standoff between the USSR and USA to the war against terrorism. Major social movements of the century will be researched in both semesters.

Areas of Study:

**Unit 1:**
- Crisis and conflict
- Social life
- Cultural expression

**Unit 2:**
- Movements of the people
- Issues for the millennium
- Ideas & Political Powers

Type of Assessments in this subject:

- Analytical exercises
- Essays
- Oral presentations
- Film reviews
- Response to literature
- Multimedia presentations
- Biographical studies
- Tests
- Short reports
- Examination

Key Skills developed through this area are:

- Analysis
- Research
- Critical thinking

Complementary Subjects include:

- Global Politics
- English

Text Book

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Possible Occupations that could relate to this study include:

- Historian
- Politician
- Lawyer
- Criminologist
- Anthropologist
- Journalist
- Writer
- Teacher
- Hansard Reporter
- Museum Curator
- Film & TV Producer

Subject Costs:

**Units 1 & 2**

Essential Education Materials

$40
**What is Visual Communication and Design all about?**

Visual Communication and Design could be described as a visual language to allow the development of concepts and ideas. This subject will teach you to use instrumental, freehand and computer techniques to create drawings. Students are encouraged to define visual problems, research other visual communications, generate ideas, produce final graphics and evaluate their work.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Unit 1: Introduction to visual communication design</th>
<th>Unit 3: Design thinking and practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Drawing as a means of communication</td>
<td>• Analysis and practice in context</td>
</tr>
<tr>
<td>• Design elements and principles</td>
<td>• Design industry practice</td>
</tr>
<tr>
<td>• Visual communication design in context</td>
<td>• Developing a brief and generating ideas</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Unit 2: Applications of visual communication design</th>
<th>Unit 4: Design development and presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Technical drawing in context</td>
<td>• Development of design concepts</td>
</tr>
<tr>
<td>• Type and imagery</td>
<td>• Final presentations</td>
</tr>
<tr>
<td>• Applying the design process</td>
<td>• Evaluation and explanation</td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

- 2D Drawings
- Computer aided design
- Instrumental Drawing
- 3D Drawings
- Rendering
- Freehand drawing
- Written presentation
- Examination

**Key Skills developed through this area are:**

- Technical drawing conventions
- Application of 3D drawing methods
- Design thinking
- Typographical and layout conventions

**Complementary Subjects include:**

- Studio Arts
- VET Interactive Digital Media

**Text Book**

Yes [ ] No [X]

**Possible Occupations that could relate to this study include:**

- Graphic Designer
- Fashion Designer
- Pattern Maker
- Landscape Designer
- Visual Merchandiser
- Multimedia Design
- Architect
- Interior Designer
- Web Design
- Hub Designer
- Industrial Designer

**Subject Costs:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Kit</td>
<td>$145</td>
</tr>
<tr>
<td>Materials Kit</td>
<td>$115</td>
</tr>
</tbody>
</table>

**Unit 1 & 2**

Additional Information materials kit content:
- Mechanical pencil, pencils, eraser, coloured pencils, fineliner, brush, pens, markers, scissors, knives, tape and glue
- Colby Handy Pouch
- Unit 1 Visual Workbook and Unit 2 Visual Workbook

**Unit 3 & 4**

Additional Information materials kit content:
- A3 Visual Diary
- One A3 Folder
- A3 Clear Plastic Pockets
- (New Students additional materials kit:
  - Mechanical pencil, Pencils, Eraser, Coloured Pencils, Fineliner, Brush, Pens, Markers, Scissors, Knives, Tape, Glue and Colby Handy Pouch)
To be able to gain a VCAL Certificate at the levels listed below, you must complete the following subjects:

**FOUNDATION** - Students will study the following compulsory subjects.
- VCAL Numeracy
- VCAL Literacy
- VCAL Personal Development / Work Related
- Food and Technology - Unit 1
- VET Retail

**INTERMEDIATE** - Students will study the following compulsory subjects.
- Either VCE English or VCAL Literacy
- Either VCE Further Mathematics or VCAL Numeracy
- VCAL Personal Development / Work Related
- VET Certificate of choice
- A second VET Certificate OR a VCE subject of your choice

**SENIOR** - Students will study the following compulsory subjects.
- Either VCE English or VCAL Literacy
- VCAL Personal Development / Work Related
- VET Certificate II (If not completed in Year 11) OR Alternative VET/VCE subject of choice
- Another VET Certificate or VCE subject of choice

Students must study the subjects listed above when enrolled in VCAL certificates.
What is Literacy all about?
The purpose of this course is to enable the development of skills, knowledge and attributes in literacy that allow progression in the social contexts of
• Family and social life
• Workplace and institutional settings
• Education and training settings
• Community and civic life

The four domains of literacy, which include reading, writing and communication skills, are focused on self-expression, practical purposes, knowledge and public debate. The purpose is to provide an applied real-life approach to literacy development. By developing these skills and attributes, we aim to give students a choice of pathways to the VCE, further vocational training or employment.

The literacy units allow for flexible and less traditional delivery to meet student needs at Year 11 and Year 12 levels. Students are required to demonstrate competency in each of the outcomes listed below

Areas of Study:
The VCAL Literacy Units are integrated across the four strands of VCAL with tasks and activities further enhancing learning experiences in Numeracy and Personal Development / Work Related Skills.

Learning Outcomes
Writing for Self-Expression
Writing for Practical Purposes
Writing for Knowledge
Writing for Public Debate

Oracy for Knowledge
Oracy for Self Expression
Oracy for Practical Purposes
Oracy for Exploring Issues and Problem Solving

Type of Assessments in this subject:
To provide for different learning styles and to recognise prior learning of students a variety of assessment methods include individual, pair or group assessment by:
• Teacher observation
• Oral presentations
• Written text
• Physical demonstration/performing practical tasks
• Discussion/ debates
• Students collect and maintain evidence of their learning in folios throughout the unit.

Key Skills developed through this area are: Complementary Subjects include:
• Reading, Writing and Literacy Skills

Text Book
Yes ☒ No ☒

Possible Occupations that could relate to this study include:
Apprenticeships
Traineeships
TAFE / Vocational Education
Employment

Subject Costs:
Intermediate
Senior

Essential Education Materials $40
Essential Education Materials $40
What is Numeracy all about?

The purpose of the VCAL Numeracy is broadly to enable the development of skills, knowledge and attitudes in Numeracy within relevant and meaningful contexts.

The focus of VCAL Numeracy is for students to develop and utilise mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and underpinning skills and knowledge for further life experiences.

The structure of the VCAL Numeracy course is:
Numeracy for practical purposes – design and measuring
Numeracy for interpreting society – data and numerical information
Numeracy for personal organization – location, money and time

The Numeracy Skill Units are designed at two levels – Intermediate and Foundation. The two levels reflect the progression in skills, knowledge and attitude development of Numeracy skills.

The Intermediate Unit looks at maths applied to tasks which are part of the learners’ normal routine and also outside their immediate personal environment such as the workplace and the community, whether first hand or portrayed by the media. The purpose is to enable students to develop everyday numeracy to make sense of their daily personal and public lives.

At completion of Intermediate level, learners would be able to attempt a series of operations or tasks with some confidence, be able to select the appropriate method or approach required, and would be able to communicate their ideas both verbally and in written form. They would be at ease with straightforward calculations either manually and/or using a calculator.

VCAL Numeracy is only for students who are doing a VCAL certificate.

Areas of Study:

<table>
<thead>
<tr>
<th>Foundation</th>
<th>Intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Numeracy for Practical Purposes</td>
<td>• Numeracy for Personal Organisation</td>
</tr>
<tr>
<td>• Numeracy for Interpreting Society</td>
<td>• Numeracy for knowledge</td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

<table>
<thead>
<tr>
<th>Foundation</th>
<th>Intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Independent &amp; group activities</td>
<td>• Investigative reports</td>
</tr>
<tr>
<td>• Technology/ multimedia</td>
<td>• Tests</td>
</tr>
<tr>
<td>• Oral presentations</td>
<td>• Assignments</td>
</tr>
</tbody>
</table>

Key Skills developed through this area are:

<table>
<thead>
<tr>
<th>Foundation</th>
<th>Intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Routine calculations, which involve a single mathematical step.</td>
<td>• Further Mathematics</td>
</tr>
<tr>
<td>• Selection of the best method and communication of ideas both verbally and in written form</td>
<td></td>
</tr>
</tbody>
</table>

Text Book: Yes [ ] No [X]

Possible Occupations that could relate to this study include:

<table>
<thead>
<tr>
<th>Apprenticeship</th>
<th>Traineeship</th>
<th>Office Admin</th>
<th>Hospitality</th>
<th>TAFE</th>
<th>Community Services</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Subject Costs:

<table>
<thead>
<tr>
<th>Foundation</th>
<th>Intermediate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Materials</td>
<td>Essential Education Materials</td>
</tr>
<tr>
<td>$40</td>
<td>$40</td>
</tr>
<tr>
<td>Casio ClassPad Calculator</td>
<td></td>
</tr>
<tr>
<td>$220</td>
<td></td>
</tr>
</tbody>
</table>

Intermediate Numeracy requires Casio ClassPad Calculator and it is assumed that students retain their Casio ClassPad calculator from Foundation. New students may purchase the calculator from the college.
What is Personal Development / Work Related (PDWR) all about?

The purpose of these Units is to focus on the development of organisational and planning skills, knowledge, practical skills, problem-solving and interpersonal skills through active participation in experiences of a practical nature. It is also to provide a focus on the development of work related and vocational skills in a workplace context.

The skills and attributes developed in this course aim to maximize a student’s chances of gaining employment in the near future.

This subject also aims to inform subjects of their rights and responsibilities in the workplace and gain an understanding of bullying and harassment issues as well as a strong emphasis on OH&S.

The main areas of study are listed below but it is important to bear in mind that the actual content of each Personal Development / Work Related course will vary according to individual student’s interest and according to the level (Year 11 & Year 12) of the course.

Areas of Study:

<table>
<thead>
<tr>
<th>Intermediate:</th>
<th>Senior:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Planning &amp; Organising activities</td>
<td>• Working in groups in the community</td>
</tr>
<tr>
<td>• Solving Problems</td>
<td>• Setting Goals</td>
</tr>
<tr>
<td>• Establishing Goals</td>
<td>• Managing Time</td>
</tr>
<tr>
<td>• Research Career Pathways</td>
<td>• Research Career Pathways</td>
</tr>
<tr>
<td>• Understand hazards and control planning processes</td>
<td>• Understand hazards and control planning processes</td>
</tr>
<tr>
<td>• Bullying and Harassment issues</td>
<td>• Use of technology</td>
</tr>
<tr>
<td>• Use of technology</td>
<td></td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

Please note that the most important part of the Personal Development / Work Related Course is the participation in Applied Learning Activities.

These involve activities such as:

• Community Based Project Development: Year 11 & Year 12
• Skill Development Courses / Certificates: Year 11 & Year 12
• All students are required to complete at least 100 hours in the Workplace.
• It is very important that students have a clear idea of the industry area they would like for work placement
• A Workplace Diary/Log Book must be maintained as proof of hours completed

Key Skills developed through this area are:                                 Complementary Subjects include:
• Leadership, personal skills, teamwork, communication, problem solving and OH&S skills. | Business Management
| VET Business

Text Book

Yes [ ] No [x]

Possible Occupations that could relate to this study include:

The main purpose of this course is to prepare students for the workforce in their chosen industry area. It is based on developing the personal qualities and workplace competencies that employers in all types of industries are looking for when interviewing young people for employment.

Subject Costs:

VCAL Personal Development/Work Related

<table>
<thead>
<tr>
<th>Intermediate</th>
<th>Senior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal Development Activities</td>
<td>$80</td>
</tr>
<tr>
<td>Compulsory Camp/Excursions</td>
<td>$130</td>
</tr>
</tbody>
</table>

Senior:

It is a requirement that all students participate in the excursion as part of their curriculum.
**What is Vocational Education and Training?**

The VET in Schools (Vocational Education & Training) program combines general VCE or VCAL studies with vocational training and experience.

Successful completion of a VET program provides students with:

- Two qualifications: a Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL) issued by the Victorian Curriculum and Assessment Authority and a VET Certificate issued by a Registered Training Organisation (RTO)
- Two Statements of Results issued by the Victorian Curriculum and Assessment Authority giving details of Units completed in the VCE or VCAL and modules/units of competence completed in the VET qualification
- An enhanced Australian Tertiary Admission Rank (ATAR), where the program has a 3/4 sequence, which can improve access to further education
- The ability to progress into further vocational education and training courses
- Workplace experience including structured workplace learning (whilst this is not compulsory for all VET programs it is highly recommended).

In 2015 Mildura Senior College will offer the following VET in Schools programs:

<table>
<thead>
<tr>
<th>VCE VET Program</th>
<th>RTO</th>
<th>Location</th>
<th>ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate II in Aeroskills – Avionics</td>
<td>Kangan</td>
<td>TTC Deakin</td>
<td>10% Increment</td>
</tr>
<tr>
<td>Certificate II in Applied Fashion Design</td>
<td>Kangan</td>
<td>MSC</td>
<td>10% Increment</td>
</tr>
<tr>
<td>Certificate II in Automotive</td>
<td>SIOT</td>
<td>TTC Deakin</td>
<td>10% Increment</td>
</tr>
<tr>
<td>Certificate II in Beauty</td>
<td>SIOT</td>
<td>TTC Riverside</td>
<td>10% Increment</td>
</tr>
<tr>
<td>Certificate II in Building and Construction</td>
<td>SIOT</td>
<td>TTC Deakin</td>
<td>10% Increment</td>
</tr>
<tr>
<td>Certificate II in Business</td>
<td>MADEC</td>
<td>MSC</td>
<td>Study Score</td>
</tr>
<tr>
<td>Certificate II in Community Services Work</td>
<td>SIOT</td>
<td>MSC</td>
<td>Study Score</td>
</tr>
<tr>
<td>Certificate II in Engineering</td>
<td>SIOT</td>
<td>TTC Deakin</td>
<td>Study Score</td>
</tr>
<tr>
<td>Certificate III in Fitness</td>
<td>APT</td>
<td>MSC</td>
<td>10% Increment</td>
</tr>
<tr>
<td>Certificate II in Furnishing (Cabinet Making)</td>
<td>SIOT</td>
<td>TTC Deakin</td>
<td>Study Score</td>
</tr>
<tr>
<td>Certificate II in Hairdressing</td>
<td>SIOT</td>
<td>TTC Riverside</td>
<td>N/A</td>
</tr>
<tr>
<td>Certificate III in Hairdressing</td>
<td>SIOT</td>
<td>TTC Riverside</td>
<td>10% Increment</td>
</tr>
<tr>
<td>Certificate II in Hospitality</td>
<td>SMGT</td>
<td>TTC Deakin</td>
<td>Study Score</td>
</tr>
<tr>
<td>Certificate II in Information Technology</td>
<td>SIOT</td>
<td>MSC</td>
<td>N/A</td>
</tr>
<tr>
<td>Certificate II in Integrated Technology</td>
<td>VU</td>
<td>TTC Deakin</td>
<td>Study Score</td>
</tr>
<tr>
<td>Certificate II in Kitchen Operations</td>
<td>SMGT</td>
<td>TTC Deakin</td>
<td>Study Score</td>
</tr>
<tr>
<td>Certificate III in Media</td>
<td>SIOT</td>
<td>MSC</td>
<td>Study Score</td>
</tr>
<tr>
<td>Certificate III in Music</td>
<td>COSAMP</td>
<td>MSC</td>
<td>Study Score</td>
</tr>
<tr>
<td>Certificate II in Retail</td>
<td>FISHERS ACADEMY</td>
<td>MSC</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Students value VET programs because it:

- Allows them to combine general and vocational studies which for many, provides a practical focus
- Gives them direct experience of business and industry, which employers value in selection

Employers value VET programs because it:

- Contributes to the development of entry level skills for their industry
- Provides students with a practical and focused introduction to workplace requirements
- Enables employers to use the program for selection purposes

Students interested in the VET in Schools program should discuss their options with Linda Snoxall (VETiS Coordinator).

**Please note:**

Courses will only run if a minimum number of ten students enrol for each VET course. If a course is no longer being offered students will be offered counselling to select another subject. Some VET Programs are under review and may be modified in 2015. The information provided is correct at the time of printing.
THE MILDURA REGIONAL TRADE TRAINING CENTRE - DEAKIN and RIVERSIDE

The MILDURA REGIONAL Trade Training Centre has been established to help increase the proportion of students achieving Year 12 or its equivalent. The Program aims to address the national skills shortages in traditional trades and emerging industries by improving facilities at school and enhancing pathways to further education and training.

Mildura Senior College is the Lead School for eleven schools in the region who formed a consortium to make an application to the Commonwealth Government for Trade Training Centres in Schools funding.

- Chaffey Secondary College
- Irymple Secondary College
- Mildura Specialist School
- Trinity Lutheran College
- Coomealla High School
- Merbein Secondary College
- Red Cliffs Secondary College
- Werrimull P-12

The Deakin Trades Centre is a 2000 square metre building housing quality facilities for Hospitality, Building and Construction, Furniture Making, Integrated Technology, Avionics, Engineering and Automotive.

Access to these facilities for local students is a valuable new pathway for all young people in our district.

The Certificates in the following VET Qualifications are offered for students through the Trade Training Centre:

Riverside TTC (St Joseph’s College) –
- Beauty Services
- Hairdressing
- Hospitality (Kitchen Operations)

Deakin TTC (Mildura Senior College) –
- Avionics
- Automotive
- Building and Construction
- Integrated Technology
- Engineering
- Furniture Making
- Hospitality (Kitchen Operations)
- Hospitality
What is Avionics all about?

Avionics is the trade area responsible for maintaining aircraft electronic and electrical systems. Aeroskills – Avionics is an excellent start for students with an interest in electrical and electronics and/or students that genuinely want to pursue a career within the aviation industry.

Learning tasks carried out at school include; construction and repair activities on a mock aircraft, practice flights in a simulator, and manufacture of an electronic control box.

Students are required to attend work placement at Kangan Institute (Melbourne) to perform maintenance and familiarisation tasks on a variety of light aircraft and ex-military aircraft. During their work placement they are also involved in servicing, towing and ground running a Boeing 737 aircraft situated at the British Aerospace and Engineering hanger (Melbourne Airport). As part of this course students are also given the opportunity to attend the Avalon Air Show, as well as form contacts within our own local aviation industry.

The VET Aeroskills – Avionics program will also provide students with pathways into the Certificate IV in Aeroskills, the Diploma of Engineering (Aerospace) and Diploma of Engineering Technology.

Please Note: Students will need to be strong in maths to be able to successfully complete this program.

### Areas of Study:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2:</th>
<th>Units 3 &amp; 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Plan and organise aviation maintenance work activities</td>
<td>• Use electronic Test Equipment</td>
</tr>
<tr>
<td>• Perform basic hand skills</td>
<td>• Remove and install basic aircraft instrument system components</td>
</tr>
<tr>
<td>• Repair/modify aircraft non-primary structural sheetmetal components</td>
<td>• Remove / install miscellaneous aircraft electronic hardware components</td>
</tr>
<tr>
<td>• Apply quality standards to aviation maintenance</td>
<td>• Modify / Repair single layer printed circuit board</td>
</tr>
</tbody>
</table>

### Type of Assessments in this subject:

- Work Folios
- Theory tests
- Competency based assessments
- Practical assessments

### What credit will I receive towards my VCE or VCAL?

#### VCE

You will be eligible for credit of up to four VCE VET units towards your VCE: two Units at Unit 1 & 2 level and a Unit 3 & 4 sequence. A study score contribution (of 10% calculation of top 4 subjects) is available for this subject.

#### VCAL

The VCE VET Aeroskills - Avionics program (either partial of full completion) may contribute at the VCAL Foundation, Intermediate or Senior levels.

### Key Skills developed through this area are:

- Understanding basic principles of aircraft flight
- Use of trade tools used within the aviation industry
- Electrical and mechanical principles of Aircraft

### Complementary Subjects include:

- Maths
- Physics
- Systems Engineering
- VET Engineering
- VET Integrated Technology

**Text Book**

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

**Possible Occupations that could relate to this study include:**

- Avionics Technician (Civil or Military)
- Licensed Aircraft Maintenance Engineer
- Electronics Engineering Associate
- Aircraft Maintenance Technician
- Aircraft Mechanic
- Air Force Technical and Trade Officer
- Pilot
- Instrument Fitter
- Pilot

**Subject Costs:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2 Essential Education Materials</th>
<th>Units 3 &amp; 4 Essential Education Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory Camp/Excursions</td>
<td>Module/Practical Booklets</td>
</tr>
<tr>
<td>Compulsory Camp/Excursions $300</td>
<td>$10</td>
</tr>
<tr>
<td>Materials/Project Credits $50</td>
<td></td>
</tr>
</tbody>
</table>

Once every two years students receive the opportunity to go to the Avalon Air Show. Approximate cost is $100 (not compulsory).
What is Applied Fashion Design and Technology all about?
The Certificate II in Applied Fashion Design & Technology aims to provide students with the skills and knowledge to enhance their employment prospects in the Fashion Design and related industries. Students will learn basic pattern modification, garment design and construction skills. The program will give students the opportunity to create original designs and develop new styles in clothing, accessories and apparel. This is a great program for students with artistic and creative flair.

The Applied Fashion Design and Technology program will prepare students who are seeking entry level employment in the clothing industry or prepare students for further study in the fashion industry. Career pathways include Certificate III and IV in Clothing Production, Certificate III, IV, Diploma and Advanced Diploma in Applied Fashion Design and Technology or a Bachelor of Design (Fashion).

The program consists of a minimum of 12 units of competence.

### Areas of Study:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Follow defined OH&amp;S policies and procedures</td>
<td>- Identify fibres and fabrics</td>
</tr>
<tr>
<td>- Apply quality standards</td>
<td>- Prepare &amp; produce sewn garment</td>
</tr>
<tr>
<td>- Modify patterns to create basic styles</td>
<td>- Prepare design concept for a simple garment</td>
</tr>
<tr>
<td>- Draw &amp; interpret a basic sketch</td>
<td>- Embellish garment by hand or machine</td>
</tr>
<tr>
<td>- Design and produce a simple garment</td>
<td>- Participate in environmentally sustainable work practices</td>
</tr>
<tr>
<td>- Identify design process for fashion design</td>
<td></td>
</tr>
<tr>
<td>- Work in the Textiles, Clothing and Footwear Industry</td>
<td></td>
</tr>
</tbody>
</table>

### Type of Assessments in this subject:

- Garment Construction  
- Practical tasks  
- Online quiz  
- Research tasks  
- Written tasks  
- Design Folio

### What credit will I receive towards my VCE or VCAL?

**VCE**  
Students are eligible for up to four units at Unit 1 & 2 and one unit at Unit 3 & 4 sequence. On successful completion students will receive a 10% increment on their ATAR. There is no study score for this program.

**VCAL**  
Students will receive one VCAL Industry Specific Skills unit for every 90 hours completed (fully) units of competency.

### Key Skills developed through this area are:

- Design drawing  
- Garment construction  
- Basic pattern alterations  
- Work in the Textiles, Clothing and Footwear Industry

### Complementary Subjects include:

- Design & Technology Textiles  
- Visual Communication & Design  
- English  
- Further Mathematics  
- Studio Arts Drawing  
- Studio Arts Photography  
- Business Management  
- VCAL

### Text Book

- Yes
- No

### Possible Occupations that could relate to this study include:

- Clothing Production Assistant  
- Milliner  
- Textile Designer  
- Fashion Merchandiser  
- Fashion Designer  
- Textile Technology Assistant

### Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2 Essential Education Materials</th>
<th>Units 3 &amp; 4 Essential Education Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials Kit</td>
<td>Materials Kit</td>
</tr>
<tr>
<td>$120</td>
<td>$80</td>
</tr>
<tr>
<td>Compulsory Camp/Excursions</td>
<td>Compulsory Camp/Excursions</td>
</tr>
<tr>
<td>$230</td>
<td>$230</td>
</tr>
<tr>
<td>Local Field Excursions</td>
<td>Local Field Excursions</td>
</tr>
<tr>
<td>$20</td>
<td>$20</td>
</tr>
</tbody>
</table>

### Units 1 & 2

Materials kit includes all materials for two class projects, A3 Visual Diary and sewing kit comprising: Dressmaking scissors, pins, thread snips, measuring tape, tailors chalk, hand-sewing needles, bobbins and quick unpick. If students are enrolled in PD&T Textiles as well only one Sewing Kit ($50) is required.

### Units 3 & 4

Materials kit includes all materials for one class project and A3 Visual Diary.

### Both

Combined excursion to Melbourne for VET Fashion & Textiles: Fashion Week & Top Designs.
**What is Certificate II in Automotive all about?**

This program is designed to introduce students to automotive repair principles. It provides them with the knowledge and skills that will assist in gaining employment in the automotive repair, service and retail sectors. Successful completion of the course modules provides students with a broad range of industry skills, as well as credits into the first year of a variety of apprenticeship training programs across the automotive and engineering fields.

Module books are essential for this study and must be purchased prior to commencement of the course.

### Areas of Study:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2:</th>
<th>Units 3 &amp; 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply safe work practices</td>
<td>• Dismantle &amp; assemble 4 stroke single cylinder engine</td>
</tr>
<tr>
<td>• Use &amp; maintain tools and equipment</td>
<td>• Dismantle &amp; assemble 4 stroke multi cylinder engine</td>
</tr>
<tr>
<td>• Job seeking</td>
<td>• Remove &amp; replace cylinder head</td>
</tr>
<tr>
<td>• Carry out industry research</td>
<td>• Remove &amp; replace alternator</td>
</tr>
<tr>
<td>• Dismantle &amp; assemble carburettor</td>
<td>• Remove &amp; replace starter motor</td>
</tr>
<tr>
<td>• Remove &amp; replace fuel pump</td>
<td>• Remove &amp; replace batteries</td>
</tr>
<tr>
<td>• Operate electrical test equipment</td>
<td>• Participate in basic vehicle servicing</td>
</tr>
</tbody>
</table>

### Type of Assessments in this subject:

- Practical assessment on tasks
- Complete workbooks
- Written test for each workbook

### What credit will I receive towards my VCE or VCAL?

**VCE**

Completion of 200 hours of the certificate gives the student the equivalent of VCE Units 1 & 2. Completion of an additional 200 hours gives the student the equivalent of Units 3 & 4.

**VCAL**

Every 90 hours completed will provide a Unit credit in VCAL.

### Key Skills developed through this area are:

- OH&S
- Mechanical operations
- Electrical

### Complementary Subjects include:

- VET Engineering

### Text Book

- [ ] Yes
- [x] No

### Possible Occupations that could relate to this study include:

- Automotive Mechanic
- Diesel Mechanic
- Marine Mechanic
- Mechanical Engineer
- Automotive Design
- Racing Team
- Mining Industry

### Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2:</th>
<th>Units 3 &amp; 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials/Project Credits $30</td>
<td>Materials/Project Credits $40</td>
</tr>
<tr>
<td>Module/Practical Booklets $60</td>
<td>Module/Practical Booklets $60</td>
</tr>
</tbody>
</table>

Students complete Module books and practical tasks.

Students are required to wear sturdy footwear and overalls while in the automotive workshop (OH&S requirements).
**What is the Certificate III in Beauty all about?**

The VET Beauty course will be offered and delivered at Riverside Trade Training Centre. Over the two years students will complete most modules from the Certificate III in Beauty.

The primary role of the course is to equip students with the knowledge, skills and attitudes required for entry level in the beauty industry. Students will acquire knowledge and skill in OH & S, communication, designing and applying make-up, providing manicure and pedicure services and providing lash and brow treatment exploring the use of colour.

Successfully completing the program will provide credit toward the VCE, VCAL, and industry accredited training and a pathway into a Beauty Therapy traineeship or further training. Students complete 12 Units in the first year and a minimum of 5 units in the second year.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2:</th>
<th>Units 3 &amp; 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate retail skincare products</td>
<td>Advise on beauty services</td>
</tr>
<tr>
<td>Provide manicure and pedicure service</td>
<td>Provide lash and brow treatments</td>
</tr>
<tr>
<td>Design and apply makeup</td>
<td>Perform waxing treatments</td>
</tr>
<tr>
<td>Provide service to clients</td>
<td>Explore the use of colour</td>
</tr>
<tr>
<td>Conduct financial transactions</td>
<td>Apply skin biology to beauty treatments</td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

- Practical assessment
- Workbook completion
- Written tests and projects

**What credit will I receive towards my VCE or VCAL?**

**VCE**

Students will be eligible for credit of up to four Unit 1 & 2 VCE VET units towards your VCE and a Unit 3 and 4 sequence.

**VCAL**

The VET Retail Make-up and Skin Care program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels.

**Key Skills developed through this area are:**

- Knowledge of the beauty industry
- Working with clients
- Skincare, makeup, manicure and pedicure skills

**Complementary Subjects include:**

- English
- Business Management
- VCAL
- Certificate II in Hairdressing

**Text Book**

- [ ] Yes
- [x] No

**Possible Occupations that could relate to this study include:**

- Make-up Artist
- Nail Technician
- Beauty Therapist

**Subject Costs:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2 Essential Education Materials</th>
<th>Units 3 &amp; 4 Essential Education Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniforms</td>
<td>Uniforms</td>
</tr>
<tr>
<td>Materials Kit</td>
<td>Materials Kit</td>
</tr>
<tr>
<td>Materials/Project Credits</td>
<td>Materials/Project Credits</td>
</tr>
</tbody>
</table>

**Unit 3 & 4**

Students who did not purchase shirts or kit for Units 1 & 2 will be required to purchase additional items prior to commencement. Continuing students only need to purchase shirts as required.
What is Certificate II in Building & Construction (Carpentry Pre-Apprenticeship) all about?
The VET Building and Construction (Carpentry Pre-Apprenticeship) program will provide students with the knowledge and skills to enhance their employment prospects in the building and construction industry.

The program students will be undertaking is the 22216VIC Certificate II in Building and Construction Pre-apprenticeship in Carpentry and involves a nominal duration of 640 hours. Students will learn the basic skills needed for a Carpentry apprenticeship. Completing this program will also assist students interested in apprenticeships in Bricklaying, Painting and Decorating, Wall and Ceiling Lining, Wall and Floor Tiling, Solid Plastering and Stonemasonry as the core modules are the same.

Students will also receive a CI Card as part of the course. Students will only receive a partial completion of the program over the two years.

Areas of Study
Students will complete 12 core units and 12 elective units. Some of the units include:

**Units 1 & 2:**
- Levelling
- Carpentry hand tools
- Carpentry power tools
- Calculations for the construction industry

**Units 3 & 4:**
- Basic setting out
- Sub floor framing
- Wall framing
- Interior fixing
- Roof framing

Type of Assessments in this subject:
- Practical Assessments
- Completion of workbooks
- Holistic Assessment of the end of the year

What credit will I receive towards my VCE or VCAL?

**VCE**
Students will be eligible for credit of up to five Unit 1 & 2 units and Unit 3 and 4 sequence towards your VCE.

**VCAL**
VCAL students will receive a unit of credit for every 90 hours completed and may contribute to VCAL Foundation, Intermediate and Senior levels.

Key Skills developed through this area are:
- Working safely in the construction industry
- Safe handling and use of hand and power tools
- Basic setting out, levelling, concreting, installation and cladding
- Floor, wall and roof framing

Complementary Subjects include:
- Business Management
- English
- Math
- Product Design Technology Wood or Metals
- VCAL
- VET Furniture Making

Text Book

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Possible Occupations that could relate to this study include:
- Registered building practitioner
- Building Inspector
- Project Manager
- Other building construction tradesperson such as a Plasterer, Painter, Tiler, Bricklayer or Stonemason.

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2 Essential Education Materials</th>
<th>Units 3 &amp; 4 Essential Education Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module/Practical Booklets</td>
<td>Module/Practical Booklets</td>
</tr>
<tr>
<td>Materials/Project Credits</td>
<td>Materials/Project Credits</td>
</tr>
<tr>
<td>$45</td>
<td>$45</td>
</tr>
<tr>
<td>$150</td>
<td>$150</td>
</tr>
</tbody>
</table>

Both
Students who have already obtained First Aid qualifications and a construction induction card need to provide supporting documentation to the college prior to course commencement.
**What is Certificate II in Business (and selected units for Cert III in Business) all about?**

This VET program aims to provide students with the knowledge and skills enhancing their employment prospects in a wide range of business settings. By successfully completing the two year course students will be eligible for the Certificate II in Business and will have completed some units from the Certificate III in Business.

Students are required to complete a work placement as part of this program. Students will learn a variety of skills required to work in today's busy office environment.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2:</th>
<th>Units 3 &amp; 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Produce simple word processing documents</td>
<td>• Design and produce business documents</td>
</tr>
<tr>
<td>• Handle mail</td>
<td>• Organise workplace information</td>
</tr>
<tr>
<td>• Work effectively with others</td>
<td>• Organise personal work priorities and development</td>
</tr>
<tr>
<td>• Create and use spread sheets</td>
<td>• Deliver and monitor a service to customers</td>
</tr>
<tr>
<td>• Deliver a service to customers</td>
<td>• Recommend products and services</td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

- Workbook completion
- Observation of work practices

**What credit will I receive towards my VCE or VCAL?**

**VCE**

You will be eligible for credit of up to five VCE VET units towards your VCE: three Units at 1 & 2 level and one Unit 3 & 4 sequence. A study score is available for this program, which can contribute directly to your ATAR.

**VCAL**

The VET Business Program (either partial or full completion) may contribute at the VCAL Foundation, Intermediate or Senior levels.

**Key Skills developed through this area are:**

- Using business technology
- Organisational skills
- Communicating with customers
- Producing a range of business documents using Word and Excel

**Complementary Subjects include:**

- English
- Business Management
- Information Technology
- Accounting
- VCAL Intermediate
- VCAL Senior

**Text Book**

- Yes [ ]
- No [X]

**Possible Occupations that could relate to this study include:**

- Advertising
- Marketing
- Human Resource Management
- Office Administration
- Legal Services
- Record Keeping

**Subject Costs:**

| Units 1 & 2 Essential Education Materials Module/Practical Booklets | $140 |
| Units 3 & 4 Essential Education Materials Module/Practical Booklets | $140 |
What is Certificate II in Community Services all about?

This program aims to provide students with the knowledge, skills, attitudes and values that will enhance their employment prospects in the Community Services or related industries. Achievement of competence in all the designated units within this VCE VET Community Services program will result in students receiving the CHC20112 Certificate II in Community Services Work as well as a statement of attainment outlining selected units studied from CHC30112 Certificate III in Community Services. The nationally recognised qualification is issued by the Registered Training organisation.

NOTE: This certificate is completed over 2 years of study

Areas of Study:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2:</th>
<th>Units 3 &amp; 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Participate in WHS processes</td>
<td>• Leisure and health industry</td>
</tr>
<tr>
<td>• Organisational policies and procedures</td>
<td>• Support group activities</td>
</tr>
<tr>
<td>• Prepare for work in the community sector</td>
<td>• Working with youth</td>
</tr>
<tr>
<td>• Apply First Aid</td>
<td>• Advocate for clients</td>
</tr>
<tr>
<td>• Disability work</td>
<td>• Case work</td>
</tr>
<tr>
<td>• Identify client needs</td>
<td>• Community development</td>
</tr>
<tr>
<td>• Support existing groups</td>
<td></td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

<table>
<thead>
<tr>
<th>Research Project</th>
<th>Media Files</th>
<th>Observation of work practices</th>
<th>Written reports</th>
</tr>
</thead>
<tbody>
<tr>
<td>Glossaries of terms</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

What credit will I receive towards my VCE or VCAL?

VCE

You may be eligible for credit of up to five VCE VET units towards your VCE: three units at Unit 1 & 2 level and one Unit 3 & 4 sequence. A study score is available for this program, which can contribute directly to your ATAR.

VCAL

The VCE VET Community Services program (either partial of full completion) may contribute at the Foundation, Intermediate or Senior levels.

Cannot undertake both Community Services programs in the same year as Units 1 & 2 are prerequisites for 3 & 4.

Key Skills developed through this area are:  Complementary Subjects include:

<table>
<thead>
<tr>
<th>Communication</th>
<th>Sociology</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teamwork</td>
<td>Psychology</td>
</tr>
<tr>
<td>Research</td>
<td>Health &amp; Human Development</td>
</tr>
<tr>
<td>Updating knowledge of community issues</td>
<td>English</td>
</tr>
<tr>
<td>Report writing</td>
<td></td>
</tr>
<tr>
<td>Analysing data</td>
<td></td>
</tr>
</tbody>
</table>

Text Book

- Yes
- No [X]

Possible Occupations that could relate to this study include:

- Home and Community Aged Care
- Social Housing
- Juvenile Justice
- Aged Care
- Mental Health
- Social Worker
- Disability Support
- Childcare
- Child Welfare

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2 Essential Education Materials</th>
<th>Units 3 &amp; 4 Essential Education Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module/Practical Booklets</td>
<td>$135</td>
</tr>
<tr>
<td>Local Field Excursions</td>
<td>$10</td>
</tr>
<tr>
<td>Materials/Project Credits</td>
<td>$10</td>
</tr>
<tr>
<td>Police Check</td>
<td></td>
</tr>
</tbody>
</table>

Module booklets are compulsory with assessment tasks and learning resources within the folder. Materials are required for community based activities.
What is Certificate II in Engineering all about?

VCE VET students completing the Certificate II in Engineering Studies may progress into a trade based Certificate III program, or undertake an Advanced Certificate or Associate Diploma in a topic area that interests them, such as: mechanical, civil, fabrication, electrical, electronic, refrigeration, air conditioning, manufacturing, maintenance, computing, metrology, metallurgy, instrumentation and computer aided drafting.

Students enrolling in university degree and diploma courses such as mechanical and civil engineering, architecture, drafting, building surveyor, industrial designer etc., would gain a great grounding in workshop practices, equipment and skills to support their studies.

**Areas of Study:**

- Machining and fabrication
- Welding and cutting (5 types)
- Production Processes
- Work placement
- CAD drawings and calculations
- Hand and power tools
- Career planning and OH&S
- Planning and manufacturing & Materials handling

**Type of Assessments in this subject:**

- Practical project construction
- Module books – short answer
- Drawing – freehand & CAD
- Observation & questioning
- Demonstrating skills
- Research assignments
- Calculations
- Tests

**What credit will I receive towards my VCE or VCAL?**

**VCE**

You will be eligible for credit of up to four VCE VET units towards your VCE: two units at Unit 1 & 2 level and two units at Unit 3 & 4 sequence. A study score is available for this program, which contributes directly to your ATAR.

**VCAL**

The VET Engineering Studies program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels.

**Key Skills developed through this area are:**

- Large range of tool and machinery skills associated with processing metal
- Metal industry practices and conventions
- Drawing skills
- Welding skills

**Complementary Subjects include:**

- Maths
- VET Automotive
- Product Design & Technology Metals
- Physics
- VCAL Intermediate
- VCAL Senior

**Possible Occupations that could relate to this study include:**

- Engineer
- Tradesperson
- Technician
- Fitter and Turner
- Architect
- Mechanic
- Welder/Fabricator
- Builder
- Plumber

**Subject Costs:**

**Units 1 & 2:**

**Essential Education Materials:**

Compulsory Camps/Excursions $115

**Units 3 & 4:**

**Essential Education Materials:**

Compulsory Camps/Excursions $185

**Subject Costs:**

**Units 1 & 2 Essential Education Materials**

- Materials/Project Credits $50
- Module/Practical Booklets $40

**Units 3 & 4 Essential Education Materials**

- Materials/Project Credits $75
- Module/Practical Booklets $40

Module/Practical booklets are compulsory part of assessment tasks and learning resources. Material credit is for skill development and student project construction.

Students must wear sturdy clothing and sturdy footwear in the workshop as an OH&S requirement.
What is Certificate III in Fitness all about?

Mildura Senior College will be offering the Certificate III in Fitness in conjunction with one of the nationally accredited training organisations. The Certificate III in Fitness has national recognition.

The primary role of the course is to equip students with the knowledge, skills and attitudes required to work in the fitness industry. The course modules focus on administration and leadership, exercise science, communication and client screening, exercise programming, nutrition and exercise for special groups.

A completed Certificate III in Fitness will provide credit toward the VCE, VCAL, and industry accredited training and a pathway into the fitness industry.

The course will be delivered over one year and there is a work placement requirement. Students will complete 15 units over the year.

NOTE: Students wanting to enrol in this should also be enrolled in Physical Education Units 1 & 2, or be willing to put in at least 30+ extra hours of private study.

Areas of Study:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Anatomy &amp; Physiology principals</td>
</tr>
<tr>
<td>• Provide fitness orientation</td>
</tr>
<tr>
<td>• Apply first aid</td>
</tr>
<tr>
<td>• Provide healthy eating to clients</td>
</tr>
<tr>
<td>• Plan and deliver gym programs</td>
</tr>
<tr>
<td>• Maintain sport and recreation equipment</td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

The program will be a combination of online interactive study using a range of tools including lectures, video clips, online quizzes and theory assessments and support from MSC PE staff through a range of practical activities.

What credit will I receive towards my VCE or VCAL?

**VCE**

Students will be eligible for credit of up to two VCE Unit 3 & 4 sequences towards the VCE.

**VCAL**

The VET Fitness program (either partial of full completion) may contribute at the VCAL Foundation, Intermediate or Senior levels.

Key Skills developed through this area are:  

<table>
<thead>
<tr>
<th>Complementary Subjects include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Communication</td>
</tr>
<tr>
<td>• Planning and Programming</td>
</tr>
<tr>
<td>• OH&amp;S risk management</td>
</tr>
<tr>
<td>• Leadership</td>
</tr>
<tr>
<td>• Getting to know your clients</td>
</tr>
<tr>
<td>• Fitness programming</td>
</tr>
<tr>
<td>• Working in the industry</td>
</tr>
<tr>
<td>• Health &amp; Safety</td>
</tr>
<tr>
<td>Physical Education</td>
</tr>
<tr>
<td>Business Management</td>
</tr>
<tr>
<td>Senior VCAL</td>
</tr>
<tr>
<td>Health and Human Development</td>
</tr>
<tr>
<td>Biology</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
</tbody>
</table>

Text Book

Yes ☒  No ☒

Possible Occupations that could relate to this study include:

<table>
<thead>
<tr>
<th>Personal Trainer</th>
<th>Fitness Instructor</th>
<th>Health Promotion Officer</th>
<th>Sports Therapist</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational Therapy</td>
<td>Physiotherapy</td>
<td>Sports Trainer</td>
<td></td>
</tr>
</tbody>
</table>

Subject Costs:

**Units 1 & 2**

<table>
<thead>
<tr>
<th>Local Field Excursions</th>
<th>$80</th>
</tr>
</thead>
</table>

$80 will cover the 8 excursions throughout the year for gym induction, group fitness and assessment delivery (also externally provided.)
What is Certificate II in Furnishing (& selected units from Cert III in Furniture Making) all about?
The aim of this program is to provide young people with the opportunity to gain comprehensive entry-
level training in the furnishing industry. The program covers broad based and core skills in furnishing and
specific skills in cabinet making. Completion will enhance students’ prospects for employment and enable
them to make informed choices relating to their future careers.
Module books are essential for this study and must be purchased prior to commencement of the course.

<table>
<thead>
<tr>
<th>Areas of Study:</th>
<th>Units 3 &amp; 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Units 1 &amp; 2:</td>
<td>• Use furniture making hand and power tools</td>
</tr>
<tr>
<td></td>
<td>• Assemble furnishing components</td>
</tr>
<tr>
<td></td>
<td>• Construct furniture using leg and rail method</td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

- Module theory work
- Skills demonstration during construction
- Observation of students in working environment
- Practical Skills demonstration associated with module theory

What credit will I receive towards my VCE or VCAL?

**VCE**

You will be eligible for credit of up to five VCE VET units towards your VCE: three Units at Unit 1 & 2 level
and a Unit 3 & 4 sequence. A study score is available for this program, which can contribute directly to
you ATAR.

**VCAL**

The VET Cabinet Making program (either partial or full completion) may contribute at the VCAL
Foundation, Intermediate or Senior levels.

Key Skills developed through this area are:

- Furnishing
- Construction
- Timber identification and joining techniques

Complementary Subjects include:

- Design & Technology Wood
- Visual Communication & Design
- Maths
- VCAL

Text Book

<table>
<thead>
<tr>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
</table>

Possible Occupations that could relate to this study include:

- Cabinet Maker
- Builder
- Industrial Designer
- Furniture Designer
- Interior Designer

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2:</th>
<th>Units 3 &amp; 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials/Project Credits $150</td>
<td>Materials/Project Credits $150</td>
</tr>
<tr>
<td>Module/Practical Booklets $45</td>
<td>Module/Practical Booklets $45</td>
</tr>
</tbody>
</table>

All Units: Students complete a substantial production project over the course of the year.

Students must wear protective clothing and footwear.
What is Certificate II & III in Hairdressing all about?

Certificate II and Selected Units of Certificate III in Hairdressing will be offered and delivered through Riverside Trade Training Centre. These certificates in Hairdressing have national recognition. The programs are delivered over one year each.

The primary role of the course is to equip students with the knowledge, skills, attitudes required of a professional hairdresser. Students will acquire knowledge and skill in OH&S, communication, blow drying, styling, braiding, applying hair colour and preparing clients for salon service. A completed Certificate II in Hairdressing will provide credit toward the VCE, VCAL, and industry accredited training and a pathway into a Hairdressing Apprenticeship or further training.

Certificate III in Hairdressing

Students will have to opportunity to continue their training in hairdressing by starting the Certificate III in Hairdressing at Riverside Trade Training Centre.

Areas of Study:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2 Cert II in Hairdressing – 13 units</th>
<th>Units 3 &amp; 4 Certificate III in Hairdressing – 7 units</th>
</tr>
</thead>
<tbody>
<tr>
<td>including:</td>
<td>including:</td>
</tr>
<tr>
<td>• Perform shampoo and basin services</td>
<td>• Colour and lighten hair</td>
</tr>
<tr>
<td>• Dry hair to shape</td>
<td>• Design / perform full / partial highlights</td>
</tr>
<tr>
<td>• Apply braiding techniques</td>
<td>• Design / apply classic long hair up style</td>
</tr>
</tbody>
</table>

Type of Assessments in this subject:

- Practical Assessments
- Completion of workbooks
- Holistic Assessment of the end of the year

What credit will I receive towards my VCE or VCAL?

VCE

Certificate II students will be eligible for a credit of up to two VCE/VET Units.

Certificate III students will be eligible for a Unit 3 & 4 sequence.

VCAL

The VET hairdressing program (either partial or full completion) may contribute at the VCAL Foundation, Intermediate or Senior levels.

Key Skills developed through this area are:  

- Blow drying techniques
- Designing and styling hair
- Braiding
- Applying hair colour
- Working with clients

Complementary Subjects include:

- VET Retail Make-up & Skin Care
- English
- Business Management
- VCAL

Text Book  

Yes  

No  

Possible Occupations that could relate to this study include:  

- Hairdresser
- Stylist
- Sales Assistant

Subject Costs:  

<table>
<thead>
<tr>
<th>Units 1 &amp; 2 Essential Education Materials</th>
<th>Units 3 &amp; 4 Essential Education Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniforms</td>
<td>Uniforms</td>
</tr>
<tr>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td>Materials Kit</td>
<td>Materials Kit</td>
</tr>
<tr>
<td>$350</td>
<td>To be advised</td>
</tr>
<tr>
<td>Materials/Project Credits</td>
<td>Materials/Project Credits</td>
</tr>
<tr>
<td>$300</td>
<td>$300</td>
</tr>
</tbody>
</table>

Unit 3 & 4

Students who did not purchase shirts or kit for Unit 1 & 2 will be required to purchase additional items prior to commencement. Continuing students only need to purchase shirts as required.

Students will be required to purchase a kit bag which includes, clamp, brushes, ladies mannequin head and more.  

Kit will not be provided until it is paid for IN FULL.
**What is Certificate II & III in Hospitality all about?**

### Units 1 & 2
**Certificate II in Hospitality**
This course is drawn from the National Hospitality Training Package and provides an overview of the dynamic hospitality industry, including the potential career paths within. Students are provided with the opportunity to gain nationally recognised entry level training and skill development in food and beverage services. The main focus of this subject is ‘front of house’, serving food and beverages to customers.

Students take part in training at The Deakin Trade Training Centre. A compulsory requirement of the course is an industry work placement that needs to be undertaken to demonstrate skills and knowledge obtained. The work placement consists of a minimum of 12 service shifts.

### Units 3 & 4
**Includes selected units of competence leading to Certificate III in Hospitality**
Students who participate in this course have the opportunity to gain credit toward a Certificate III qualification. A requirement of this program is that students undertake a food and beverage service work placement within the industry. The work placement consists of a minimum of 8 service shifts.

On successful completion of this course, students are eligible for:
- The award of SIT20207 Certificate II in Hospitality
- Partial completion of SIT30707 Certificate III in Hospitality
  (Recognition for four VCE VET units, Unit 1-2 level and Unit 3-4 level)

A study score is available for Units 3 & 4

**Important**: Students do need to be very committed and prepared to put in extra time out of school hours.

It is necessary for prospective students to discuss details and costs of these courses with a hospitality teacher prior to enrolment.

Cannot undertake both Hospitality Operations programs in the same year as Units 1 & 2 are prerequisites for 3 & 4

### Areas of Study:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2:</th>
<th>Unit 3 &amp; 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Apply safety and hygienic work practices</td>
<td>• Prepare and serve non-alcoholic beverages</td>
</tr>
<tr>
<td>• Maintain the quality of perishable items</td>
<td>• Prepare and serve espresso coffee</td>
</tr>
<tr>
<td>• Prepare sandwiches</td>
<td>• Serve food and beverages</td>
</tr>
<tr>
<td>• Prepare simple dishes</td>
<td>• Provide advice on food</td>
</tr>
<tr>
<td>• Source and use hospitality information</td>
<td>• Process financial transactions</td>
</tr>
<tr>
<td>• Work with others</td>
<td></td>
</tr>
<tr>
<td>• Responsible services of alcohol</td>
<td></td>
</tr>
<tr>
<td>• Customer service</td>
<td></td>
</tr>
<tr>
<td>• Use hospitality skills effectively</td>
<td></td>
</tr>
<tr>
<td>• Social and cultural sensitivity</td>
<td></td>
</tr>
</tbody>
</table>

### Type of Assessments in this subject:

| • Direct observation of work practices                                    | • Risk assessment                                                     |
| • Workbook short answer questions                                         | • Oral presentation                                                  |
|                                                                          | • Topic Tests                                                        |
Key Skills developed through this area are:
- Hygienic practices for food safety
- Safe work practices
- Use of food preparation equipment
- Specific cooking skills
- Communication and teamwork
- Providing advice to customers
- Preparation and service of food and beverages
- Financial transactions

Complementary Subjects include:
- Food & Technology
- Business Management
- English
- VCAL

<table>
<thead>
<tr>
<th>Text Book</th>
<th>Yes</th>
<th>No</th>
<th>*Year 12 only</th>
</tr>
</thead>
</table>

Possible Occupations that could relate to this study include:
- Barista
- Chef
- Food writer
- Flight Attendant
- Hotel/Motel Manager
- Restaurant Manager
- Food & Beverage Attendant
- Tour Guide

Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2 Essential Education Materials</th>
<th>Units 3 &amp; 4 Essential Education Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniforms</td>
<td>Module/Practical Booklets</td>
</tr>
<tr>
<td>$80</td>
<td>$95</td>
</tr>
<tr>
<td>Module/Practical Booklets</td>
<td>Materials/Project Credits</td>
</tr>
<tr>
<td>$180</td>
<td>$30</td>
</tr>
<tr>
<td>Materials/Project Credits</td>
<td></td>
</tr>
<tr>
<td>$230</td>
<td></td>
</tr>
</tbody>
</table>

Materials required are for practical classes. Module/Practical booklets are compulsory with assessment tasks and learning resources within the folder.
**What is Certificate II in Information Technology all about?**

Mildura Senior College will be offering Certificate II in Information Technology. This course is great for any student seeking an exciting IT career. Certificate II in Information Technology has national recognition.

The primary role of the course is to equip students with knowledge, skills and attitudes required to work in the IT Industry.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2:</th>
<th>Units 3 &amp; 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Contribute to the Health &amp; Safety of self and others</td>
<td>• Connect and use a home-based local wireless network</td>
</tr>
<tr>
<td>• Participate if the environmentally sustainable work practices</td>
<td>• Design basic organisational documents using computer packages</td>
</tr>
<tr>
<td>• Use computer operating systems and hardware</td>
<td>• Integrate commercial computing packages</td>
</tr>
<tr>
<td>• Work and communicate effectively in an IT environment</td>
<td>• Operate database applications</td>
</tr>
<tr>
<td>• Use social media tools for collaboration and engagement</td>
<td>• Apply problem-solving techniques to routine IT malfunctions</td>
</tr>
<tr>
<td>• Operate application software packages</td>
<td>• Install software applications</td>
</tr>
<tr>
<td>• Operate a digital media technology package</td>
<td>• Connect hardware peripherals</td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

<table>
<thead>
<tr>
<th>Practical tasks</th>
<th>System configuration tasks</th>
<th>Online quizzes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Testing</td>
<td>Network analysis &amp; management</td>
<td>Digital media tasks</td>
</tr>
<tr>
<td>Analysis and reports</td>
<td>Business Document Production</td>
<td>Multimedia presentations</td>
</tr>
</tbody>
</table>

**What credit will I receive towards my VCE or VCAL?**

**VCE**

Students who complete the Certificate II in Information Technology will be eligible for up to three VCE VET units at Units 1 and 2.

No significant duplication has been identified between Certificate III in Information Technology and VCE Information Technology Units 3 and 4.

**VCAL**

The VET Information Technology Program (either partial or full completion) may contribute at the VCAL Foundation, Intermediate or Senior levels.

**Key Skills developed through this area are:**

- Problem solving
- Communication
- Teamwork
- Initiative and Enterprise
- Planning and organising
- Self-management
- Learning Technology

**Complementary Subjects include:**

- Business Management
- Mathematics
- Systems Engineering
- VCAL

**Text Book**

Yes [ ]

No [x]

**Possible Occupations that could relate to this study include:**

- Help Desk Operator
- Computer Engineer
- Network Support Person
- Sales Representative
- Internet Services Support Person
- Programmer (this qualification provides digital literacy skills to support a wide range of varying industry occupations)

**Subject Costs:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Materials</td>
<td>$40</td>
</tr>
</tbody>
</table>
**What is Certificate II in Integrated Technology all about?**

The Certificate II in Integrated Technology provides students with a number of key theoretical understandings in relation to the use of electronics within society today. Electronics now exists within numerous fields and occupations, therefore during their studies in this subject students will get an insight into a number of the fields within which electronics plays a vital part, and concentrate on developing essential skills and associated theoretical principles.

**Prerequisite**

In order for students to meet the learning requirements of this course it is recommended that they have a sound knowledge of mathematics, and therefore be studying at least further mathematics in Year 11.

**Areas of Study (students will complete 9 units of competency):**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2:</th>
<th>Units 3 &amp; 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Carry out a shared technology project</td>
<td>• Operate a small power supply system</td>
</tr>
<tr>
<td>• Construct a basic robotic system</td>
<td>• Maintain rechargeable battery systems</td>
</tr>
<tr>
<td>• Assemble/connect extra low voltage battery</td>
<td>• Identify / select components for electrotechnology</td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

- Theory Tests
- Work Folios
- Practical assessments
- Competency based assessments

**What credit will I receive towards my VCE or VCAL?**

**VCE**

You will be eligible for credit of up to four VCE VET units towards your VCE: two units at 1 & 2 level and a Unit 3 & 4 sequence. A study score is available for this program, which can contribute directly to your ATAR.

**VCAL**

The VET Integrated Technology program (with partial or full completion) may contribute at the VCAL Foundation, Intermediate or Senior levels.

**Key Skills developed through this area are:**

- Understanding of electrical and electronic systems
- Researching and constructing low voltage power series
- Electronic principles associated with Electrotechnology
- Soldering practices to industry standard
- Building and programing a holistic device

**Complementary Subjects include:**

- English
- Further Maths
- Physics
- Systems Engineering
- VCAL Intermediate
- VCAL Senior
- VET Avionics

**Text Book**

- Yes [ ]
- No [X]

**Possible Occupations that could relate to this study include:**

- Engineer
- Technician
- Electrician
- Computer maintenance
- Mechanic

**Subject Costs:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2:</th>
<th>Units 3 &amp; 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Materials/Project Credits $100</td>
<td>Materials/Project Credits $50</td>
</tr>
</tbody>
</table>

Students will require a storage folder capable of maintaining large amounts of course handouts, and a scientific calculator.

They also require solid enclosed footwear (no thongs).
## What is Certificate III in Interactive Digital Media all about?

The VCE VET Interactive Digital Media units of competence include following health, safety and security procedures, create manipulate and incorporate 2D graphic images and 3D animations. Students will work on the computer using Multimedia.

The Certificate III Media program prepares students for Industry Based Learning and entry into further study in the area of Interactive Multi Media.

### Areas of Study:

**Units 1 & 2 (6 units):**
- Produce and prepare photo images
- Create 3D digital models
- Work effectively in the screen and media industries

**Units 3 & 4 (6 units):**
- Create 2D digital animations
- Prepare video assets
- Write content for a range of media
- Create visual design components

### Type of Assessments in this subject:

- Online Quizzes
- Longer Animations
- Practical Assessments (uploaded electronically to Moodle)
- Animations
- Author DVD
- Written Responses (photocopied and uploaded as pdf files)

### What credit will I receive towards my VCE or VCAL?

**VCE**

You will be eligible for credit of up to four VCE VET Units towards your VCE: two Units at Unit 1 & 2 level and Unit 3 & 4 sequence. A study score is available for this program, which can contribute directly to your ATAR.

**VCAL**

The VET Interactive Digital Media program (either partial of full completion) may contribute at the VCAL Foundation, Intermediate or Senior levels.

### Key Skills developed through this area are:

- 2D & 3D animations
- Creating web pages
- Developing scripts

### Complementary Subjects include:

- English
- Media Studies
- Visual Communication & Design
- Information Technology – Software Development
- Studio Arts – Drawing

### Possible Occupations that could relate to this study include:

- Web Design
- Multimedia Design
- 2D Animation
- 3D Animation
- New Media Arts
- Screen Arts Industries
- Visual Art Studio Practice
- Television Studios
- Film
- Post Production Companies

### Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2 Essential Education Materials</th>
<th>Units 3 &amp; 4 Essential Education Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essential Education Materials</td>
<td>Essential Education Materials</td>
</tr>
<tr>
<td>$40</td>
<td>$40</td>
</tr>
<tr>
<td>Materials Kit</td>
<td>Materials Kit</td>
</tr>
<tr>
<td></td>
<td>$10</td>
</tr>
</tbody>
</table>

Unit 3 & 4 Materials Kit includes A4 Visual Diary.
# VET in SCHOOLS – KITCHEN OPERATIONS

**What is Certificate II & III in Kitchen Operations all about?**

This course is drawn from the National Hospitality Training Package and provides an overview of the dynamic hospitality industry, including the potential career paths within. Students are provided with the opportunity to gain nationally recognised entry level training and skill development in a range of kitchen functions and activities to work in various hospitality enterprises, where food is prepared and served. The main focus of this subject is ‘back of house’, preparing, cooking and plating food in the kitchen.

Students take part in training at The Deakin Trade Training Centre. A compulsory requirement of the course is preparing, cooking and serving food for food service. Students will need to undertake restaurant service shifts to demonstrate skills and knowledge obtained.

**Important:** Students do need to be very committed and prepared to put in extra time out of school hours.

**NOTE:** It is necessary for prospective students to discuss details and costs of these courses with a hospitality teacher prior to enrolment.

Cannot undertake both Kitchen Operations programs in the same year as Units 1 & 2 are prerequisites for 3 & 4.

**Areas of Study:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2:</th>
<th>Unit 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Apply safe and hygienic work practices</td>
<td>- Produce appetisers and salads</td>
</tr>
<tr>
<td>- Maintain the quality of perishable items</td>
<td>- Produce stocks, soups and sauces</td>
</tr>
<tr>
<td>- Prepare simple dishes</td>
<td>- Produce vegetable, egg and farinaceous dishes</td>
</tr>
<tr>
<td>- Source and use hospitality information</td>
<td>- Use cookery skills effectively</td>
</tr>
<tr>
<td>- Work with others</td>
<td>- Purchase goods</td>
</tr>
<tr>
<td>- Use food preparation equipment</td>
<td></td>
</tr>
<tr>
<td>- Use basic methods of cookery</td>
<td></td>
</tr>
<tr>
<td>- Clean premises and equipment</td>
<td></td>
</tr>
</tbody>
</table>

**Type of Assessments in this subject:**

- Direct observations of work practices
- Workbook short answer questions
- Risk Assessment
- Topic Tests
- Oral presentations

**What credit will I receive towards my VCE or VCAL?**

On successful completion of this course, students are eligible for:

- The award of SIT202312 Certificate II in Kitchen Operations
- Recognition for four VCE VET units, Unit 1-2 level and Unit 3-4 level

**A study score is available for Units 3 & 4**

**Key Skills developed through this area are:**

- Hygienic practices for food safety
- Safe work practices
- Use of food preparation equipment
- Specific cooking skills
- Communication and teamwork
- Stock control

**Complementary Subjects include:**

- Food & Technology
- English
- Business Management

**Possible Occupations that could relate to this study include:**

- Chef
- Pastry Chef
- Caterer
- Food & Beverage Attendant
- Cafe Manager

**Subject Costs:**

<table>
<thead>
<tr>
<th>Units 1 &amp; 2 Essential Education Materials</th>
<th>Units 3 &amp; 4 Essential Education Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Uniforms $80</td>
<td>Uniforms $80</td>
</tr>
<tr>
<td>Module/Practical Booklets $150</td>
<td>Module/Practical Booklets $90</td>
</tr>
<tr>
<td>Materials/Project Credits $250</td>
<td>Materials/Project Credits $240</td>
</tr>
</tbody>
</table>

Materials and uniform are required for practical classes. Module/Practical booklets are compulsory with assessment tasks and learning resources within the folder.
## What is VET Music all about?

**Certificate II in Music (Units 1 & 2)**

The aim of this program is to provide a foundation course in entry level training for all sectors of the Australian music industry.

The successful students will be able to:
- Describe how the industry works at a local level.
- Outline the various career pathways available in the music industry.
- Demonstrate basic business acumen required for working in a local music industry as a performer, business or technical operator.
- Demonstrate basic technical skills required for working in a local musical industry as a performer, business and technical operator.
- Outline safety issues for workers in the music industry.

To complete the full Certificate II in Music Industry Skills, students must complete four VCE/VET Units 1 - 2 (a total of 320 hours).

**Certificate III in Music (Units 3 & 4) (Note: Pre-requisite – Cert II in Music)**

What is Certificate III in Music all about?

The Certificate III in Music aims to build a solid playing / singing technique, performance skills and composition skills for the contemporary artist together with skills in business and technology to maximise flexibility and earning potential.

The successful students will be able to:
- Perform in a public, in a local environment
- Prepare a promotional kit
- Compose and record original songs
- Read and score basic readings
- Produce a demonstration tape
- Establish appropriate work ethics, attitude and professionalism as a member of a music group

**Certificate III in Technical Production (Units 3 & 4) (Note: Pre-requisite Cert II in Music)**

What is Certificate III in Technical Production all about?

The Certificate III in Technical Production aims to provide students with a wide range of knowledge and skills to be able to work in the music industry in a variety of music technology and related fields, including live technology, multimedia and recording technology.

The successful students will be able to:
- Work under supervision as a live and/or studio technician in a local environment.
- Work safely, maintaining work/contractual relations.
- Understand the way the music industry functions.
- Operate a non-commercial studio.
- Set up and operate a Public Address system (PA) for a small venue.

### Key Skills developed through this area are:

<table>
<thead>
<tr>
<th>Teamwork</th>
<th>Music Industry knowledge</th>
<th>Music Performance skills</th>
</tr>
</thead>
</table>

### Complementary Subjects include:

| VCE Music | VCE Music Performance |

### Text Book

- **Yes** ☑
- **No** ☒

### Possible Occupations that could relate to this study include:

| Performer | Technical operator | Composer | Musical Recording | Music teacher |

### Subject Costs:

<table>
<thead>
<tr>
<th>Units 1 &amp; 2 Essential Education Materials</th>
<th>Units 3 &amp; 4 Essential Education Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module/Practical Booklets</td>
<td>Module/Practical Booklets</td>
</tr>
<tr>
<td>Instrumental Music</td>
<td>Instrumental Music</td>
</tr>
<tr>
<td>$50</td>
<td>$50</td>
</tr>
<tr>
<td>$130</td>
<td>$130</td>
</tr>
</tbody>
</table>

Music Tuition is optional if student receives tuition external to the College.
### What is Certificate II in Retail all about?

This VET program aims to provide students with the knowledge and skills enhancing their employment prospects in a wide range of retail settings. By successfully completing the one-year course students will be eligible for the Certificate II in Retail. Students are required to complete a 20hr work placement. Students will learn a variety of skills required to work in today’s busy retail environment and are encouraged to undertake a work placement with a local retail business.

### Areas of Study:

**Units 1 & 2:**

Students complete 14 units, which include:

- Communicate in the workplace
- Operate retail technology
- Work effectively in a retail environment
- Perform stock control procedures
- Merchandise products
- Interact with customers
- Sell products
- Apply safe work practices

### Type of Assessments in this subject:

- Workbook completion
- Practical Activities
- Quizzes
- Work placement employer report

### What credit will I receive towards my VCE or VCAL?

**VCE**

Students will be eligible for credit of two VCE VET Units at the 1 & 2 level towards the VCE for Certificate II in Retail.

**VCAL**

The VET Retail program (either partial or full completion) may contribute at the VCAL Foundation, Intermediate or Senior levels.

### Key Skills developed through this area are:

<table>
<thead>
<tr>
<th>Key Skills</th>
<th>Complementary Subjects include:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Safety in the workplace</td>
<td>English</td>
</tr>
<tr>
<td>• Workplace terminology</td>
<td>Business Management</td>
</tr>
<tr>
<td>• Communicating with customers</td>
<td>VET Hospitality</td>
</tr>
<tr>
<td>• Learning how a retail business operates</td>
<td>VET Automotive</td>
</tr>
<tr>
<td></td>
<td>VET Applied Fashion Design</td>
</tr>
<tr>
<td></td>
<td>VCAL</td>
</tr>
</tbody>
</table>

### Text Book

- **Yes**
- **No**

### Possible Occupations that could relate to this study include:

- Retail Buyer
- Retail Trainer
- Sales Representative
- Marketing Consultant
- Sales Assistant
- Retail Manager/Supervisor

### Subject Costs:

- **Units 1 & 2 Essential Education Materials**
  - **Module/Practical Booklets**
  - **$140**
TARGETED PROGRAMS

Mildura Senior College
Enhancement and Extension Studies 2015

Mildura Senior College offers academically able students in Year 12, the opportunity to enhance their learning and studies through the following partnerships:

**Victorian School of Languages:**
Students have the opportunity to study an additional language through the VSL. Course delivery is by “correspondence” and students are linked to a VSL tutor. In most cases, studying an additional language attracts a bonus for the students ATAR score. Please note that enrolling in VSL may involve the additional expense of travel to Melbourne.

**Monash University:**
Students have the opportunity to study a first year University subject. In past years, students have undertaken studies in Mathematics, Criminal Justice Studies and Media Studies. Please note that this form of enhancement study **DOES NOT** contribute towards the VCE or student ATAR.

**Melbourne University and La Trobe University (Mildura):**
As at July 2015, arrangements are being put in place for students to enrol in a Melbourne University program similar to that offered by Monash University.

The option of studying at La Trobe Mildura in 2015 is also being investigated in subjects such as Philosophy and Business.

Parents are advised to enquire about these programs during the formal enrolment period, which is in November 2014.
YEARN 10 STUDENTS DOING AN EXTENSION STUDY

Mildura Senior College offers the opportunity for capable Year 10 students to undertake a Year 11 subject of interest as a Year 10 student.

Students must have an outstanding work ethic, and be currently excelling in their Year 9 subjects. The subject chosen should be an extension to what the student is concurrently undertaking in Year 10 (where possible).

Subjects to be studied are chosen in consultation with Mildura Senior College staff during interviews held in November 2014.

To arrange an interview, please call Mildura Senior College on 50212911 in early November. Students must have been recommended and approved by their home school.

Students must then attend an enrolment evening on the following dates:

<table>
<thead>
<tr>
<th>Enrolment</th>
<th>Date</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chaffey Secondary College &amp; External Enrolments</td>
<td>Monday 24th November 2014</td>
<td>3.30-6.30pm</td>
</tr>
<tr>
<td>Merbein Secondary College &amp; Trinity Lutheran College</td>
<td>Tuesday 25th November 2014</td>
<td>3.30-6.30pm</td>
</tr>
<tr>
<td>Irymple Secondary College &amp; Henderson College</td>
<td>Wednesday 26th November 2014</td>
<td>3.30-6.30pm</td>
</tr>
</tbody>
</table>
## Appendix 1:

### COLLEGE DIRECTORY

**Where to go?**

<table>
<thead>
<tr>
<th>Need</th>
<th>Provider</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accommodation Issues</td>
<td>Marg Wilson</td>
</tr>
<tr>
<td>Attendance Issues</td>
<td>Pathways Teachers / Student Co-ordinators / Marg Wilson</td>
</tr>
<tr>
<td>Book loans</td>
<td>Library</td>
</tr>
<tr>
<td>Bus information</td>
<td>General Office</td>
</tr>
<tr>
<td>Career information</td>
<td>Careers Room</td>
</tr>
<tr>
<td>Change of Address</td>
<td>General Office</td>
</tr>
<tr>
<td>Chaplain</td>
<td>Colin Cole</td>
</tr>
<tr>
<td>College Policy</td>
<td>General Office</td>
</tr>
<tr>
<td>Computers</td>
<td>Library / Computer Pods</td>
</tr>
<tr>
<td>Special Provision (Consideration of Disadvantage)</td>
<td>Tracy Marr / Marg Wilson</td>
</tr>
<tr>
<td>Course change</td>
<td>Student Coordinator</td>
</tr>
<tr>
<td>Difficulties with a subject</td>
<td>Pathways Teacher / Student Coordinators / Teachers</td>
</tr>
<tr>
<td>Education Maintenance Allowance (EMA)</td>
<td>General Office</td>
</tr>
<tr>
<td>Extension Programs</td>
<td>Mark Tracy</td>
</tr>
<tr>
<td>Exiting College</td>
<td>Belinda Hudak</td>
</tr>
<tr>
<td>Extensions for class work</td>
<td>Student Coordinators / Marg Wilson</td>
</tr>
<tr>
<td>Financial problems</td>
<td>Marg Wilson</td>
</tr>
<tr>
<td>First Aid</td>
<td>General Office</td>
</tr>
<tr>
<td>General enquiries</td>
<td>General Office</td>
</tr>
<tr>
<td>Harassment</td>
<td>Teachers/ Marg Wilson / Student Coordinators</td>
</tr>
<tr>
<td>ID Cards &amp; Photos</td>
<td>General Office / Library</td>
</tr>
<tr>
<td>Leaving college during the day</td>
<td>Student Services Centre</td>
</tr>
<tr>
<td>Lockers</td>
<td>General Office</td>
</tr>
<tr>
<td>Lost Property</td>
<td>General Office</td>
</tr>
<tr>
<td>New Text Books</td>
<td>Collins Books</td>
</tr>
<tr>
<td>Newspapers</td>
<td>Library</td>
</tr>
<tr>
<td>Payment of fees</td>
<td>General Office</td>
</tr>
<tr>
<td>Personal Wellbeing Issues</td>
<td>Marg Wilson</td>
</tr>
<tr>
<td>Planning Courses</td>
<td>Careers Room</td>
</tr>
<tr>
<td>SAC Make Ups</td>
<td>Student Coordinators</td>
</tr>
<tr>
<td>Second-hand Books</td>
<td>General Office</td>
</tr>
<tr>
<td>Sick Bay</td>
<td>General Office / School Nurse / Marg Wilson</td>
</tr>
<tr>
<td>School Reference</td>
<td>Student Coordinators / Assistant Principal</td>
</tr>
<tr>
<td>Sport</td>
<td>Sports Coordinators</td>
</tr>
</tbody>
</table>
Study/Homework Advice
Subject Changes
Subject Choices
Tax File Number
Tertiary Entrance Enquiries
Travel Concessions
Transfer Information
Video Viewing
Vocational Education
Work Experience / SBAT's
Youth Allowance

Pathways Teacher
Student Coordinators
Pathways Teacher / Careers / Student Coordinators
Mark Tracy
Careers Room
General Office
Tracy Marr
Library
Linda Snoxall
Linda Snoxall
Marg Wilson
STUDENT ENGAGEMENT & WELLBEING POLICY

Mildura Senior College is committed to providing a safe, secure and stimulating learning environment for all students. Students can reach their full educational potential only when they are happy, healthy and safe, and when there is a positive College culture to engage and support them in their learning. Mildura Senior College acknowledges that student wellbeing and student learning outcomes are inextricably linked.

It is fundamental to acknowledge that each teacher is a vital source of support and a determinant in the success of their students. The teachers at this College will work collectively to ensure that students feel valued and cared for, have meaningful opportunities to contribute to the College and can effectively engage with their learning. This College recognises the need to be engaging and inclusive, catering to the diverse needs of our students, accommodating different learning profiles and rates of learning and intervening early to identify and respond to individual student needs.

Mildura Senior College strives to be a learning community where students and teachers can relate well to each other, and where different ideas and viewpoints are valued and respected.

Our profile means that in any given class a range of student ability exists. Within this diversity, Mildura Senior College aims to challenge all students to become optimistic, resilient, creative and critical thinkers. We seek to promote Mildura Senior College values of **Independence, Responsibility, Resilience, Respect and Success** throughout the curriculum, in co-curricular activities, and in our daily operations.
STUDENT MANAGEMENT POLICY AND PROCESSES

The College actively seeks to engage with parents and the community to ensure a positive and inclusive school culture in which every student has the opportunity to succeed. The College works collaboratively with students and parents/carerers to establish fair and respectful behaviour policies and practices, based on the school’s values, expected social competencies and positive peer relationships. There are also intervention strategies in place to address inappropriate behaviours which can negatively impact on the learning environment of the self and others.

The College appreciates its diverse student and parent population, and has measures in place to ensure all students enjoy the same level of access to the school’s curriculum and co-curricular programs. Our teaching and learning philosophy is important in engaging all students in their academic learning. Our EAL Program and Mildura English Language Centre (MELC) provide students with additional classroom support to ensure student literacy and numeracy needs are being addressed. Our Foundation VCAL program provides vital assistance and support to students in and out of the classroom. Student leadership capacity is fostered through the Student Representative Council, the role of the school captains and Supportive Friends Program.

Student wellbeing (social, emotional and cognitive engagement) is addressed in a number of ways. At risk students are supported by our Wellbeing Team which includes the Student Coordinators, Well-Being Coordinator, Youth Worker, College Chaplin and the School Nurse. The Wellbeing Coordinator will also make referrals to the DEECD School support Services.

When relationships break down between members of the school community, we use “Restorative Practices” to restore and rebuild these. Staged responses are implemented in addressing ongoing behavioural issues, and suspension from school is viewed as a last resort.

The school places an emphasis on 100% attendance, and has in place attendance targets. Attendance is monitored throughout the day, and student absences are followed up by our Teachers and Student Coordinators. Student Support Meetings are an important mechanism through which teachers and parents can work together to combat absenteeism and truancy. (Refer to our Attendance Policy).

The College values parent/carer input into its operations and curriculum offerings and seeks feedback through the Parent Opinion survey, and from parent representatives on School Council. The School Council provides financial assistance and encouragement in our efforts to build a sense of community.
## Shared expectations

<table>
<thead>
<tr>
<th>Engagement (participation in the classroom and other school activities)</th>
<th>Students</th>
<th>Parents/Carers</th>
<th>Principals/Teachers &amp; Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students have a responsibility to:</td>
<td>Parents/Carers have a responsibility to:</td>
<td>Teachers and Staff have a responsibility to:</td>
<td></td>
</tr>
<tr>
<td>- Demonstrate preparedness to engage in and take full advantage of their program</td>
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</tr>
<tr>
<td>- Effort to do their very best</td>
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<tr>
<td>- Self-discipline to ensure a cooperative learning environment and model the school values</td>
<td></td>
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</tr>
<tr>
<td>- Team work</td>
<td>- Promote positive outcomes by valuing the importance of education and liaising with the school on their child’s progress/needs</td>
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<tr>
<td></td>
<td>- Support their child in their preparedness for the school day and in the provision of a supportive home environment</td>
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<tr>
<td></td>
<td>- Monitor their child’s school involvement and progress and communicate with the school when necessary</td>
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<tr>
<td></td>
<td>- Be informed and supportive of school programs and actively participate in school events/parent groups</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attendance</th>
<th>All students have a responsibility to:</th>
<th>Parents/Carers have a responsibility to:</th>
<th>Teachers and Staff have a responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>All students have a responsibility to:</td>
<td>- Ensure that enrolment details are correct</td>
<td></td>
<td></td>
</tr>
<tr>
<td>- Attend and be punctual for all timetabled classes every day that the school is open to students</td>
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<tr>
<td>- Be prepared to participate fully in lessons</td>
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<tr>
<td>- Bring a note from their Parents/Carers explaining an absence/lateness</td>
<td></td>
<td></td>
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<tr>
<td>- Be available for Wednesday morning participation as required</td>
<td>- Ensure their child attends regularly</td>
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<tr>
<td></td>
<td>- Advise the school as soon as possible when a child is absent</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Account for all student absences</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Keep family holidays within scheduled school holidays</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>- Support their child’s learning during absences and work with the school to reintegrate students after prolonged absences</td>
<td></td>
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<tr>
<td></td>
<td>- Mark rolls accurately each lesson and follow up on absences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- Identify trends via data analysis</td>
<td></td>
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<tr>
<td></td>
<td>- Report attendance data in the school’s Annual Report</td>
<td></td>
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<tr>
<td></td>
<td>- Support students whose attendance is problematic by developing ‘Return to School’ plans and working with families to implement individual strategies</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Behaviour</td>
<td>Students are expected to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>-----------</td>
<td>--------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Take responsibility for their learning and have high expectations that they can learn</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Take responsibility for their behaviours and its impact on others</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Model the schools core values of respect, resilience, responsibility independence and success</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Comply with the College expectations and work with teachers and parents in developing strategies to improve outcomes</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Parents/Carers have a responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Have high expectations of their child’s behaviours and an understanding of the schools behavioral expectations</td>
</tr>
<tr>
<td>• Communicate with the school in regards to their child’s circumstances</td>
</tr>
<tr>
<td>• Cooperate with the school by assisting in the development and enforcement of strategies to address individual needs</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Teachers and Staff have a responsibility to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Deliver an inclusive and comprehensive curriculum which promotes positive behaviours.</td>
</tr>
<tr>
<td>• The school will employ whole school and classroom practices to establish a climate in which appropriate behaviours is the norm for all students. There will be a focus on the implementation of preventative and early intervention strategies to deal with attendance and behavioural issues.</td>
</tr>
<tr>
<td>• The school will consistently apply Restorative Practice and its Student Behaviour Responsibilities through a shared collegiate understanding and only exclude students in extreme circumstances.</td>
</tr>
<tr>
<td>• The school recognises that for students additional support may be needed in the form of staged responses, restorative processes and is committed to working with families to reintegrate students after exclusion</td>
</tr>
</tbody>
</table>
Appendix 3:

Mildura Senior College
School Assessed Coursework (SAC)
Policy

The following policy applies to students who are absent on the day of a School Assessed Coursework.

In line with guidelines set by the Victorian Curriculum and Assessment Authority, if a student is absent on the day of a SAC (School Assessed Coursework) they must provide a Medical Certificate or have a school approved reason to support their absence in order to reschedule this SAC. Examples of school approved reasons could include, however, are not limited to; school excursions, sport, personal circumstances and school based apprenticeships.

If a student does not provide a medical certificate or have a school approved reason and misses a SAC, they will receive NA for the scored assessment.

Conditions for School Assessed Coursework-

✓ Students are not permitted to bring mobile phones, iPods, and other electronic devices into the SAC (room).

✓ No materials other than writing implements, paper and other required items (e.g. Calculators) are permitted on desks/tables during reading and writing time. All other materials must be placed on the floor out of reach.

✓ Bottled water only. No other food or drink (includes chewing gum) is permitted in the SAC room.

✓ Students are advised that any additional materials that are permitted (such as calculators and dictionaries) in the SAC room will be checked by supervising teachers during the SAC.

✓ Given that a SAC will not go any longer than the length of a "double" lesson, students are not permitted to leave the room during the SAC.

✓ Students are advised that the maximum penalty for plagiarism or any form of cheating in a SAC is immediate dismissal from the college. Students will also not obtain a grade or score for the SAC.

Respect  Resilience  Responsibility  Independence  Success
Appendix 4:

Mildura Senior College
Independent Study Periods
Policy

The following policy applies to students who have independent study periods in their timetable or if a class has been cancelled. Under no circumstances should students consider independent study periods "free time".

- Students should use their study periods productively to complete homework, catch up on work and to revise/plan for upcoming SACs and exams.

- The college library is a work area, not a social venue. Students who are not studying or distract those who are studying will be asked to work in an alternative location.

- Students should not use study periods to wander the college, access lockers/loiter in locker areas and disrupt classes.

- The local shops are out of bounds during study sessions. Other defined out of bounds areas cannot be accessed during study sessions - these are 14th St, Havilah Crescent, Eulinga Drive and the new subdivisions there, the church grounds, Deakin Avenue centre plantation, and the 14thSt/Deakin Avenue bus stops.

- Students who have a study session Lesson 1 can arrive during this time providing they sign in. Students who have a study session Lesson 7 can leave the college during this time providing they sign out.

- Students must attend classes that are covered if a teacher is absent. In the case of Year 12 double sessions, students should use the 2nd part of the double to complete work that has been set by the teacher.

- Wednesday mornings are an opportunity for all students to complete independent study. The Library is open and students should use this time to access teachers if they require additional help. It is compulsory for students to attend any school events such as SACs, revision classes, practice exams, guest speakers and excursions that occur on Wednesday mornings.

Consequences:

Students who choose to use their study periods inappropriately can expect one or more of the following consequences to apply:

- Community Service
- Behaviour reports
- Parent Contact/Interview
- Low Grades
- Catch up time
- Suspension

Respect                    Resilience                    Responsibility                    Independence                    Success
A – Z GLOSSARY OF TERMS

ATAR (Australian Tertiary Admission Rank)
This is an overall measure of how well the student has performed in his/her VCE. After scaling, all successful students will be ranked on the basis of their results in English, their next three best scaled scores and 10% of any fifth and sixth scaled score.

Authentication
Teachers must be able to certify that the work you submit is your own. Each teacher will have a method of ensuring the authenticity of your work.

Coursework Assessment
The assessment of work done mainly in class-time to establish how students are performing.

Field of Study
Broad groupings into which all studies are placed, e.g. The Arts. There are 10 fields of study.

General Achievement Test (GAT)
A general test which will measure what level of general achievement students undertaking a Unit 3 & 4 sequence have accomplished in:
- Written communication
- Mathematics, Science and Technology
- Humanities, Arts, Social Sciences
The test is used by VCAA to help verify the grades allocated to school-assessed coursework. The GAT is undertaken in June each year.

Increment
For a fifth and sixth study in Units 3 & 4, 10% of the score after scaling will be used to determine your ATAR.

Learning Outcomes
What students must know or be able to do by the completion of the unit, demonstrated over a number of assessment tasks; e.g. Writing essays, producing a flow chart, making a table, designing a garment.

Level
Within the Victorian Certificate of Applied Learning (VCAL) students can obtain the certificate at any of these three levels – namely Foundation, Intermediate and Senior. Most Year 11 students would be enrolled in the Intermediate level while Year 12 students would usually complete the Senior VCAL course.

Pre-requisite studies
Those nominated by individual course authorities as studies, which must be satisfactorily completed by all applicants seeking admission to these courses. Applicants who do not meet this condition may not be considered for selection. If a pre-requisite study must be included in the best four studies for scoring purposes this will be indicated by the phrase “studies which must be included in the best four”. Most courses offer a choice from a list of pre-requisite studies. You should check requirements carefully, referring to a publication called ‘Tertiary Entrance Requirements’. (See the Manager – Careers & Tertiary Advice and/or Student Coordinators). Entry into tertiary courses requires not only the satisfactory completion of the VCE but also the satisfactory completion of units three and four of English.

Recognition of Prior Learning
Within VCAL students can gain credit for courses previously completed, e.g. First Aid Level 1.

School Assessed Task (SAT)
A task completed, in class, to assess major tasks in technology and arts subjects in Units 3 / 4 level and marked by teachers according to VCAA specifications.

School Assessed Coursework (SAC)
An assessment of each student’s level of achievement based on a selection of assessment tasks designated in the study design.
Semester
The equivalent of half a school year.

Sequence
Two Units at level 3 & 4 in the same Study Design, e.g. Australian History 3 & 4.

Special Provision
Where a student has a disability, or has been ill, or if personal circumstances have affected their work to a significant degree during any semester of VCE studies, they may be eligible to have this taken into consideration. The student must formally notify the College.

Statistical Moderation
Moderation of a student's given mark by the examination mark.

Strand
Within the VCAL students must study units from each of these four strands - Literacy/Numeracy, Personal Development / Work Related strands, Industry Specific.

Study
A subject. Most VCE studies are made up of 4 units e.g. Mathematical Methods Unit 1 through to Mathematical Methods Unit 4.

Study Design
The study design describes the units available and prescribes the tasks set for assessment.

Study Score
A ranking in the group of students taking that study across the state. Study scores will range from 0 to 50 with 30 being the median score. Scores of 40 or above are awarded to the top 8% of students.

Unit
A self-contained study of a semester’s length.

Units 1 & 2
Level of difficulty usually associated with Year 11.

Units 3 & 4
Level of difficulty usually associated with Year 12.

VCAA
Victorian Curriculum & Assessment Authority. The body responsible for curriculum, assessment and certification at Year 11 & 12 level in Victoria.

VQA
Victorian Qualifications Authority

VCE
Victorian Certificate of Education

VCAL
Victorian Certificate of Applied Learning

VET Programs
Vocational Education and Training Programs.

VTAC
Victorian Tertiary Admissions Centre
The organisation that administers the selection system on behalf of Victorian institutions of higher education. Other states have an equivalent organisation, e.g. The South Australian organisation is SATAC.
Mildura Senior College offers a range of VCE Mathematics subjects. These provide students with access to worthwhile and challenging mathematical learning through a number of pathways that take into account the capabilities, needs and aspirations of all students.

All VCE Mathematics subjects are designed to enable students to:
- Develop mathematical knowledge and skills.
- Apply mathematical knowledge to analyse, investigate, model and solve problems in a variety of situations, ranging from well-defined and familiar situations to unfamiliar and open-ended situations.
- Use technology as an effective support for mathematical activity.

Key steps in choosing an appropriate VCE Mathematics pathway
When choosing an appropriate VCE Mathematics pathway students should:
1. Carefully read the possible pathways and what each of the subjects involves.
2. Discuss these subjects with their current Mathematics teacher, Careers Advisor and parents.
   Some considerations:
   - Past performance in Mathematics subjects and the level of Mathematics being studied at Year 10.
   - Possible career pathways, as many universities and other tertiary institutions have requirements for certain Mathematics units to be studied.
3. Consult with Mildura Senior College staff.

Calculators
All courses involve the use of technology and utilise Casio ClassPad calculators. Students and parents will receive further information regarding calculators at enrolment in November.

### PATHWAYS IN VCE MATHEMATICS

<table>
<thead>
<tr>
<th>Units 1 &amp; 2</th>
<th>Units 3 &amp; 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>OPTION 1</strong></td>
<td><strong>OPTION 1</strong></td>
</tr>
<tr>
<td>Mathematical Methods (CAS) with</td>
<td>Mathematical Methods (CAS)</td>
</tr>
<tr>
<td>Specialist Mathematics</td>
<td>Mathematical Methods (CAS)</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods (CAS)</td>
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<tr>
<td></td>
<td>with Further Mathematics</td>
</tr>
<tr>
<td></td>
<td>Further Mathematics</td>
</tr>
<tr>
<td><strong>OPTION 2</strong></td>
<td><strong>OPTION 2</strong></td>
</tr>
<tr>
<td>Mathematical Methods (CAS)</td>
<td>Mathematical Methods (CAS)</td>
</tr>
<tr>
<td></td>
<td>Mathematical Methods (CAS)</td>
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<tr>
<td></td>
<td>with Further Mathematics</td>
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<tr>
<td></td>
<td>Further Mathematics</td>
</tr>
<tr>
<td><strong>OPTION 3</strong></td>
<td><strong>OPTION 3</strong></td>
</tr>
<tr>
<td>Further Mathematics</td>
<td>Further Mathematics</td>
</tr>
</tbody>
</table>

NOTE: Specialist Mathematics and Further Mathematics Units 1 and 2 are streams of the recognised General Mathematics course.
Appendix 7:
CAREER PATHWAYS

If you are interested in a career in ..., here are subjects you **may wish** to consider to assist you with further study in the area. **Asterisked (*) subjects are prerequisites.** Go to www.vtac.edu.au – and select Course Search – Undergraduate students – put in course name and select submit. You can click on each course name to see what the subject pre-requisites are.

### ACCOUNTING / BUSINESS
- English (any)
- Maths Methods (CAS) (Monash/Melb Uni)
- Mathematics (any)
- IT – Applications
- Economics
- Accounting

### HOSPITALITY
- English (any)
- Maths
- Food & Technology
- VET Hospitality
- Work Related Skills
- Other Study

### INFORMATION TECHNOLOGY / COMPUTER SCIENCE
- English (any)
- Maths (any for IT)
- Maths (Methods for Comp Science)
- IT – Applications
- IT – Software Development
- Other Study

### JOURNALISM
- English (any)
- Literature
- History
- Politics
- International Studies
- Other Study

### LAW
- English (any)
- History
- Political Studies
- Legal Studies
- Economics
- International Studies
- Other Study

### MARKETING / MANAGEMENT
- English (any)
- Maths (any)
- IT Applications
- Business Management
- Economics

### MEDICINE
- English (any)
- Chemistry
- Mathematical Methods
- Specialist Mathematics (recommended)
- Biology
- Other Study

### MEDICINE
- English (any)
- Chemistry
- Mathematical Methods
- Specialist Mathematics (recommended)
- Biology
- Other Study

### PHYSIOTHERAPY
- English (any)
- Chemistry
- Mathematical Methods (Monash)
- Maths - any (LaTrobe)
- Physics or Specialist Maths
- Biology
- PE

### PRIMARY TEACHING
- English (any)
- Maths (any)
- Psychology
- Health & Human Development
- Sociology
- Other study

### PSYCHOLOGY
- English (any)
- Maths (any)
- Psychology
- Health and Human Development
- Sociology

### SCIENCE
- English (any)
- Maths (any)
- Chemistry
- Biology
- Physics
- Specialist Mathematics or other study

### SOCIAL WORK
- English (any)
- Maths (any)
- Psychology
- Health & Human Development
- VET Community Services
- Sociology
- Other Study

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Please contact the Career's Advisor Lavina Hamilton for further information.
CAREER INFORMATION WEBSITES
(to help decide subjects)

Job Guide
The Job Guide (http://www.jobguide.deewr.gov.au) provides access to hundreds of occupational profiles and subject pre-requisites. Find information by searching under:
- Field of work
- Type of work
- Learning area
- Skills shortages
- Work demand
- Alphabetically

Uni Options: www.unioptions.com.au – allows students and parents to easily describe, understand and navigate the various pathways entering university.

Victorian Skills Gateway
To find training that fits – vocational training information in apprenticeships and skill shortage areas. Go to: www.education.vic.gov.au/victorianskillsgateway

Youth Central
For young Victorians, the Youth Central (http://www.youthcentral.vic.gov.au/careerprofiles) website includes career profiles, education and training, and job opportunities.

My Future
The myfuture (http://www.myfuture.edu.au) website is an online career exploration and information service useful for students and parents. It organises occupations in a number of ways:
- Select “THE FACTS”
- Education and Training
- Choosing school subjects
- Do you enjoy or are you good at ….. “Bullseye Posters”
- Click on a subject you are good at – has links to jobs

Going to Uni
The Going to Uni site (http://www.goingtouni.gov.au/) provides information about going to university for current and prospective students and their families. It also provides information on courses and providers, costs, fees, loans and scholarships.
MILDURA SENIOR COLLEGE
VCE Course Selection Sheet – 2015
Year 11

Sections 1, 2 & 3 are to be completed by the student.

1. Student Name: .......................................................... Date of Birth: ......................

   Previous/Current School: ........................................ Home Group e.g. 10A: ...............

   Parent Contact Phone Numbers: (H) ..................... (M)..........................

   Student Contact Phone Numbers: (M).....................

   Postal Address: ........................................................................................................

2. IMPORTANT

   CAREER / COURSE / EMPLOYMENT:
   (or nominate general area of interest using the Job Guide categories)
   ..............................................................................................................................

3a. VCE COURSE SELECTION
   Year 11 2015 Semester 1

   SUBJECTS IN PREFERENCE ORDER:
   1. ENGLISH (compulsory)
   2.
   3.
   4.
   5.
   6.
   7.
   8.

   You will study 6 subjects; however you must list at least 8. This is in case you can’t fit into one or more of your top 6 subjects.
   * Please be specific in terms of subjects selected, e.g. state which Maths you want to do and if doing Studio Arts, state Drawing or Photography.

3b. VCE or VET Units 1 & 2 completed in 2014 and results - if known – S or N (including Distance Ed studies)
   ..............................................................................................................................

3c. Further VET details outside of your?

   Cert.:.................................................................
   Level:.................................................................
   Where school i.e.; TAFE or Fishers Academy:
   .................................................................
   When do/did you attend i.e. All day Fridays:.......
   Have you have finished the Certificate? ............
   Do you have a certificate of obtaining?.............

4. Signatures (All must be signed)

   Student’s Signature
   .................................................................
   Parent’s Signature
   .................................................................
   Home Group Teacher’s Signature
   .................................................................
   MSC Staff Member Initials
   .................................................................
   Date
   .................................................................
MILDURA SENIOR COLLEGE
VCE Course Selection Sheet – 2015
Year 12

Sections 1, 2 & 3 are to be completed by the student.

1. Student Name: ........................................ Date of Birth: .........................

Previous/Current School: .................................................... Home Group e.g. 10A: .........................

Parent Contact Phone Numbers: (H) ................. (M) .........................

Student Contact Phone Numbers: (M) .................

Postal Address: ........................................................................................................

2. IMPORTANT

CAREER / COURSE / EMPLOYMENT:
(or nominate general area of interest using the Job Guide categories)

3a. VCE COURSE SELECTION
Year 12 2015 Semester 1

SUBJECTS IN PREFERENCE ORDER:

1. ENGLISH (compulsory)

2.

3.

4.

5.

6.

7.

8.

You will study 5 subjects; however you must list at least 8. This is in case you can’t fit into one or more of your top 5 subjects.

* Please be specific in terms of subjects selected, e.g. state which Maths you want to do and if doing Studio Arts, state Drawing or Photography.

3b. VCE or VET Units 1 & 2 completed in 2014 and results - if known – S or N (including Distance Ed studies)

........................................................................................................

........................................................................................................

........................................................................................................

3c. Further VET details outside of your?

Cert.: .................................................................

Level: .................................................................

Where school i.e.; TAFE or Fishers Academy:

........................................................................................................

When do/did you attend i.e. All day Fridays: .............

Have you have finished the Certificate? .................

Do you have a certificate of obtainment? ...............

4. Signatures (All must be signed)

........................................................................................................

Student’s Signature

........................................................................................................

Parent’s Signature

........................................................................................................

Home Group Teacher’s Signature

........................................................................................................

MSC Staff Member Initials

........................................................................................................

Date
MILDURA SENIOR COLLEGE
VCAL Course Selection Sheet – 2015
Year 11

Sections 1, 2 & 3 are to be completed by the student.

1. Student Name: .......................................................... Date of Birth: .........................

   Previous/Current School: ......................................... Home Group e.g. 10A: .................

   Parent Contact Phone Numbers: (H) .............. (M)...........................

   Student Contact Phone Numbers: (M).............

   Postal Address: ................................................................................

2. IMPORTANT

   CAREER / COURSE / EMPLOYMENT:
   (or nominate general area of interest
   using the Job Guide categories)

3a. VCAL COURSE SELECTION
Year 11 2015 Semester 1

   SUBJECTS IN PREFERENCE ORDER: (circle)

   1. VCAL LITERACY / VCE ENGLISH
   2. VCAL NUMERACY / VCE FURTHER MATHS
   3. VCAL PERSONAL DEVELOPMENT / WORK RELATED
   4. VET:
   5.
   6.
   7.
   8.

   You will study up to 6 subjects; however you must
   list at least 8 -10. This is in case you can’t fit into one
   or more of your top 6 subjects.
   * Please be specific in terms of subjects selected, e.g. state
   which Maths you want to do and if doing Studio Arts, state
   Drawing or Photography.

3b. VCE or VET Units 1 & 2 completed in 2014 and
results - if known – S or N (including Distance Ed
studies)

3c. Further VET details outside of your?

   Cert.: ..............................................................
   Level: ..............................................................
   Where school i.e.; TAFE or Fishers Academy:
   ...........................................................................
   When do/did you attend i.e. All day Fridays: ...........
   Have you have finished the Certificate? ...............  
   Do you have a certificate of obtainment? ...............  

4. Signatures (All must be signed)

   Student’s Signature
   ..............................................................
   Parent’s Signature
   ..............................................................
   Home Group Teacher’s Signature
   ..............................................................
   MSC Staff Member Initials
   ..............................................................
   Date
MILDURA SENIOR COLLEGE  
VCAL Course Selection Sheet – 2015  
Year 12

Sections 1, 2 & 3 are to be completed by the student.

1.  
Student Name: ..........................  Date of Birth: ..........................  

Previous/Current School: ..........................  Home Group e.g. 10A: ..........................  

Parent Contact Phone Numbers: (H) ...............  (M) .........................  

Student Contact Phone Numbers: (M) .........................  

Postal Address: ..........................................................................................  

2.  

| IMPORTANT |
| CAREER / COURSE / EMPLOYMENT:  
(or nominate general area of interest using the Job Guide categories)  |

3a.  
VCAL COURSE SELECTION  
Year 12 2015 Semester 1  

<table>
<thead>
<tr>
<th>SUBJECTS IN PREFERENCE ORDER: (circle)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. VCAL LITERACY / VCE ENGLISH</td>
</tr>
<tr>
<td>2. VCAL PERSONAL DEVELOPMENT / WORK RELATED</td>
</tr>
</tbody>
</table>
| 3. VCAL FURTHER MATHEMATICS –  
  □ YES  
  □ NO  
| 4. VET:  
| 5.  
| 6.  
| 7.  
| 8.  |

You will study up to 5 subjects; however you must list at least 8. This is in case you can’t fit into one or more of your top 5 subjects.

3b.  
VCE or VET Units 1 & 2 completed in 2014 and results - if known – S or N (including Distance Ed studies)  

3c.  
Further VET details outside of your?  
Cert.: ..........................  
Level: ..........................  
Where school i.e.; TAFE or Fishers Academy:  
.........................................................  
When do/did you attend i.e. All day Fridays:………  
Have you have finished the Certificate?  
Do you have a certificate of obtainment?  

4.  
Signatures (All must be signed)  
Student’s Signature  
.........................................................  
Parent’s Signature  
.........................................................  
Home Group Teacher’s Signature  
.........................................................  
MSC Staff Member Initials  
.........................................................  
Date  
.........................................................
Sections 1, 2 & 3 are to be completed by the student.

1. Student Name: ..........................................................  Date of Birth: ............................

   Previous/Current School: ....................................  Home Group e.g. 10A: ......................

   Parent Contact Phone Numbers: (H) ..................  (M)............................

   Student Contact Phone Numbers: (M)......................

   Postal Address: ........................................................................................................

2. 

   IMPORTANT

   CAREER / COURSE / EMPLOYMENT:
   (or nominate general area of interest using the Job Guide categories)
   ......................................................................................................................................

3a. VCAL COURSE SELECTION
   Year 11 2015 Semester 1

   SUBJECTS IN PREFERENCE ORDER:
   1. VCAL LITERACY FOUNDATION
   2. VCAL NUMERCY FOUNDATION
   3. VCAL WORK RELATED FOUNDATION
   4. VCAL PERSONAL DEVELOPMENT FOUNDATION
   5. FOOD & TECHNOLOGY UNIT 1
   6. VET RETAIL

3c. Further VET details outside of your?

   Cert.: ..........................................................
   Level: ..........................................................
   Where school i.e.; TAFE or Fishers Academy: ..........................................................
   When do/did you attend i.e. All day Fridays: ........
   Have you finished the Certificate? .............
   Do you have a certificate of obtainment? ..........

4. Signatures (All must be signed)

   Student’s Signature ..........................................................
   Parent’s Signature ..........................................................
   Home Group Teacher’s Signature ..........................................................
   MSC Staff Member Initials ..........................................................
   Date .............................................................
MILDURA SENIOR COLLEGE
EAL Course Selection Sheet – 2015
Year 11

Sections 1, 2 & 3 are to be completed by the student.

1. Student Name: .......................................................... Date of Birth: .................................

   Previous/Current School: ........................................ Home Group e.g. 10A: .................

   Parent Contact Phone Numbers: (H) .................. (M).................................

   Student Contact Phone Numbers: (M)..................

   Postal Address: ..............................................................................................................

2. IMPORTANT

   CAREER / COURSE / EMPLOYMENT:
   (or nominate general area of interest
   using the Job Guide categories)

3a. VCAL COURSE SELECTION
   Year 11 2015 Semester 1

   SUBJECTS IN PREFERENCE ORDER: (circle)
   1. EAL ENGLISH
   2. FOUNDATION ENGLISH
   3. EAL FURTHER MATHEMATICS
   4. TUTOR CLASS
   5. 
   6. 
   7. 
   8. 
   9. 
   10. 

   You will study 6 subjects; however you must list at least 8 - 10. This is in case you can’t fit into one or more of your top 6 subjects.

3b. VCE or VET Units 1 & 2 completed in 2014 and results - if known – S or N (including Distance Ed studies)

   .................................................................................................................................

3c. Further VET details outside of your?
   Cert.: .................................................................................................
   Level: .................................................................................................
   Where school i.e.; TAFE or Fishers Academy:
   .................................................................................................................................
   When do/did you attend i.e. All day Fridays:.............
   Have you have finished the Certificate? ..................
   Do you have a certificate of obtainment?.................

4. Signatures (All must be signed)

   .................................................................................................................................
   .................................................................................................................................
   .................................................................................................................................
   .................................................................................................................................
   Date