



A GUIDE FOR PROSPECTIVE STUDENTS

2016

BSSC
Program &
Subject
Selection
Guide

Respect, Optimism, Learning and Environment



PRINCIPAL'S WELCOME

Dear Parents/Carers and Prospective Students,

Welcome to Bendigo Senior Secondary College and to our Program Guide for 2016.

Our college takes pride in doing all it can to meet the needs of each of our students. An important part of this commitment is the provision of an extensive range of subject choices and the ability of students to access a range of co-curricular activities and specialist programs. These offerings are supported by high quality teaching and a range of student support services.

We encourage students to choose subjects aligned to their interests that offer the best career pathway. The choices students make are critical to their enjoyment of study and their success, which in turn leads to pathways to higher education, training or employment. This publication is intended to assist students in making those choices.

Our commitment as a college is to encourage, support and assist each one of our students to reach their preferred destination, wherever that may be.

Please consider the information in this guide carefully and seek the expert assistance of our staff where necessary.



D Pearce

Dale Pearce

Principal

COLLEGE PURPOSE AND VALUES

Purpose:

Our ROLE is to empower learners for individual, community and global leadership.

Values:

We value: Respect, Optimism, Learning, Environment.

RESPECT	OPTIMISM	LEARNING	ENVIRONMENT
Respect means:	Optimism means:	Learning means:	Environment means contribution to:
Respecting ourselves, others and our relationships Respecting ourselves and others in all we think, say and do Respecting our learning, community and environment	Being enthusiastic in our living, learning and contributing Embracing opportunities to make a difference Being resilient and persistent in adversity	Embracing learning opportunities Being a life long learner Being a continuously improving individual and community member Being a leader of self and of others Being innovative and open to possibilities	The culture we make through our beliefs and actions The community we make through our relationships with others Sustainability and planetism through wisdom, balance and action

PROGRAM CHOICES

There are two broad senior secondary programs offered to students:

1. The Victorian Certificate of Education (VCE)
2. The Victorian Certificate of Applied Learning (VCAL)

Vocational Education and Training (VET) subjects can be undertaken as part of a VCE program and are an essential part of a VCAL program.

School Based Apprenticeships and Traineeships (SBATs) can be undertaken as part of a VCE or VCAL program.

CHOOSING A PROGRAM

When choosing your program it is important to:

- Consider what you want to do after completing Year 12. If you think you would like to attend university or TAFE, a VCE program will be your best choice. If you want to go straight into the workforce, a VCAL program is likely to be more suited to your pathway needs;
- Identify your interests and strengths and link these with appropriate work/career choices;
- Read the information on Pathways suggestions to get ideas about how to select a VCE program that leaves your options open for university or TAFE;
- Seek help from careers teachers regarding prerequisite subjects you may need for university courses that interest you;
- Read information related to a VCAL program. Discuss with your classroom teachers, Advisors and Year Level Coordinator, to identify if this program suits your learning needs and future pathways, particularly if you are interested in a vocational pathway or a pathway into the workforce.

ASSISTANCE WITH PROGRAM CHOICES

When making choices about your program for 2016, you should seek advice and information from your classroom teacher and Advisor at your current school, your year level coordinator, and careers teachers and staff at BSSC. Information for prospective students is available on the BSSC website: <http://www.bssc.edu.au>

CHOOSING A YEAR 12 SUBJECT IN YEAR 11

Students may choose a Year 12 (Units 3 and 4) subject for completion in Year 11.

This option is best suited to students who:

- are well organised, with demonstrated time management and work completion record;
- are achieving above average grades within the subject or similar subject area they would like to select as their Year 12 subject;
- have completed a Unit 1 and 2 subject in Year 10.


COURSE RESTRICTIONS


Units offered throughout this Program and Subject Selection Guide will only run if minimum class sizes are met.

Students should note that some subjects have specific requirements or prerequisites. These are clearly indicated on subject pages where applicable.



VCE STUDIES

 Units that students can do singly or as a sequence

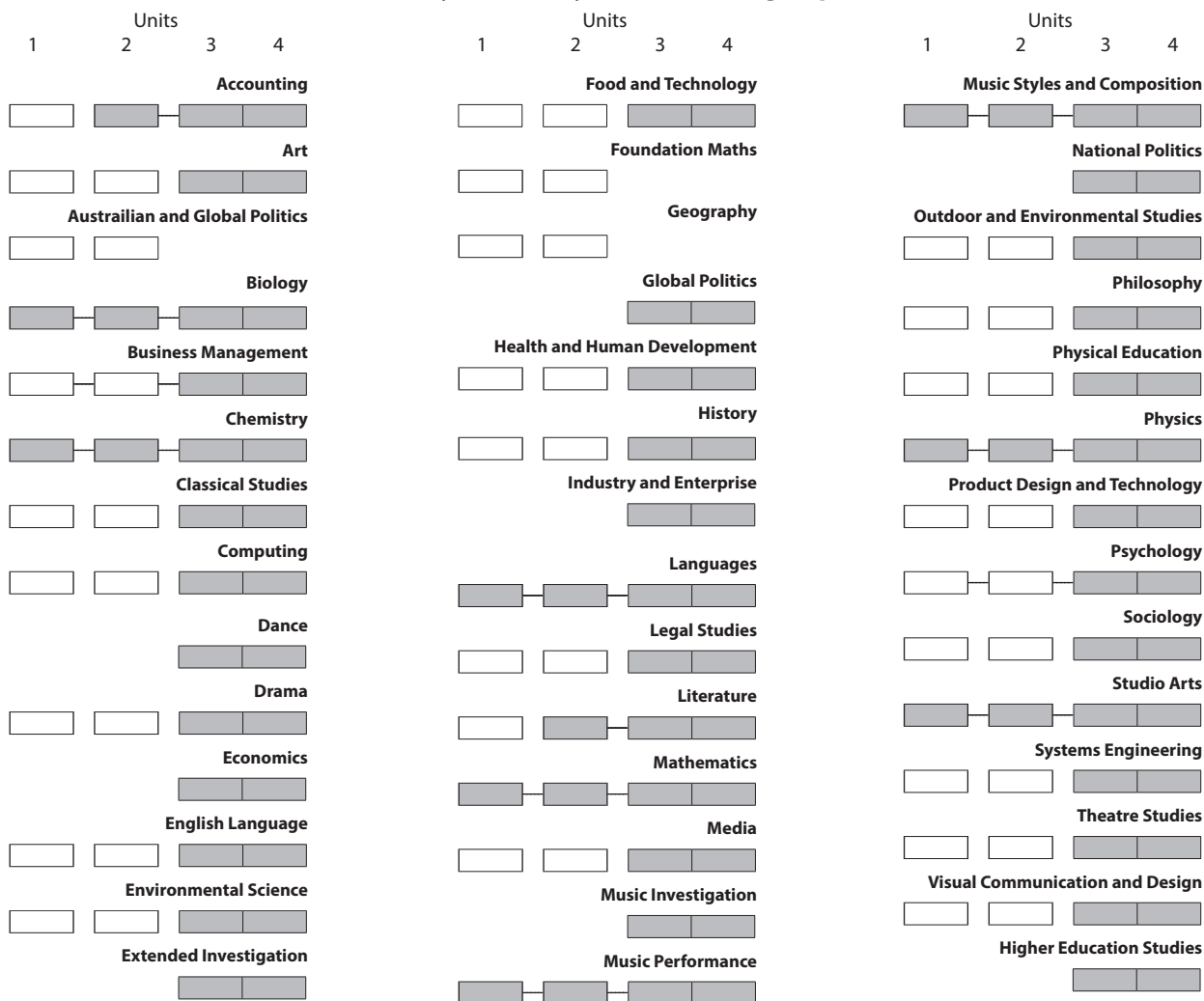
 Units that must be done as a sequence

 Studies for which it is highly recommended that students do Unit 1 and/or 2 before attempting 3 and 4: (or have equivalent experience or be willing to do some preparatory work)

ENGLISH **Compulsory**
Choose from: English/EAL/English Language/Literature

You may choose any units from this group



VET STUDIES

CISCO Certified Network Associate course
 Certificate II and III Agriculture
 Certificate II Animal Studies
 Certificate II Applied Fashion Design and Technology
 Certificate III in Applied Languages (Chinese)
 Certificate II Automotive Technology
 Certificate II or III Beauty Services
 Certificate II Building Construction
 Certificate II Business
 Certificate II Community Services
 Certificate II Dance

Certificate II Engineering Studies
 Certificate II Furniture Making
 Certificate II Hairdressing
 Certificate III Health Services Assistance (Partial Completion)
 Certificate II Hospitality (Kitchen Operations)
 Certificate II and III Information Technology
 Certificate II Integrated Technologies
 Certificate III Interactive Digital Media
 Certificate II Plumbing
 Certificate II and III Sport and Recreation (Outdoor Recreation)
 Certificate II and III Sport and Recreation

VCAL STUDIES

- Units that students can do singly or as a sequence
- Units for which Semester 1 must be completed but Semester 2 is optional
- Units for which it is recommended you complete
- Units that must be done as a sequence

INTERMEDIATE LEVEL

Compulsory

Choose from: VCAL Intermediate Literacy or VCE English Unit 1 and 2/EAL Unit 1 and 2 or any other VCE English unit 1 and 2

LITERACY

Choose from: Foundation Maths or VCE General Maths

NUMERACY

**PERSONAL DEVELOPMENT WORK
RELATED SKILLS**

Choice of any VET (page 3)

VET

You may choose any units from this group or any VCE Unit (see page 3) to add to your program.

Applied Art

Applied Foods

Applied Psychology

Applied Business Management

Applied Health and Human Development

SENIOR LEVEL

Compulsory

Choose from: VCAL Senior Literacy or VCE English/EAL or any other VCE English

LITERACY

Choose from: Senior Numeracy or VCE Further Maths

NUMERACY

**PERSONAL DEVELOPMENT WORK
RELATED SKILLS**

Choice of any VET (page 3)

VET

Optional: You may choose Applied Health and Human Development Unit 3 or any VCE Units (1-4) to add to your Senior Program

WHAT IS A VCE PROGRAM?

A VCE program is an ideal program if you are considering a pathway to university or TAFE. A VCE Program is a set of semester length units undertaken over a minimum period of two years.

There is no upper limit to the number of years over which results may be accumulated for the award of the VCE.

Students select subjects within this program to meet their needs and within the rules laid down by the Victorian Curriculum and Assessment Authority (VCAA).

VCAA REQUIREMENTS (WHAT YOU MUST DO TO COMPLETE VCE)

Students must satisfactorily complete a minimum of 16 units including:

- 3 units of English (of which two must be a Unit 3 and 4 sequence)
- 3 other Unit 3 and 4 sequences (6 units)

A wide choice of other units may be chosen to make up the program, ensuring that the balance of subjects suit your chosen career after VCE.

An unlimited number of units of Vocational Education and Training (VET) can be included in your VCE program.

CHOOSING A VCE PROGRAM

- Identify your interests, abilities and strengths and link these with appropriate work/career choices.
- Consider whether a specialist program is appropriate for your passions and interests.
- Read the information on Pathways suggestions to get some ideas about how to select a VCE program which leaves open your options for University and TAFE.
- If you are interested in Vocational Education (VET), consider whether to include one or more VET units into your program.

For the purposes of obtaining an ATAR (formerly ENTER), students must complete a Unit 3 and 4 sequence from the English grouping and at least 3 other scored Unit 3 and 4 sequences or VET studies.

RETURNING TO STUDY

Students who are over 18 years of age and under 21 and who have been out of school for 12 months are eligible to complete VCE in one year, rather than the usual two years. Student Coordinators are happy to talk to any student considering a return to study.

SELF DIRECTED LEARNING

Students have the opportunity to undertake a range of their VCE units within a self-directed or blended learning framework, based to some degree on a self-paced learning environment.

WHAT IS SELF DIRECTED LEARNING?

The curriculum is broken down into a series of topics outlining the Learning Intentions (what is to be learned), how students should go about learning the content and the tasks that have to be completed. Students can work their way through the topic guides at their own pace but within a strong and supportive structure provided by their teacher. Students will also be supported where possible with online curriculum.

Students may still be required to attend some classes, but they have the flexibility to work through topics in a self-paced environment. Whilst there is flexibility in the pace of learning, there are set deadlines and regular progress checks to ensure students complete their subjects within one year of commencement and according to VCAA requirements. One-to-one consultations with teachers will provide support to each student. They will have access to their own learning space in which to work, collaborate, read or access audio-visual programs. Students complete comparable SACs to others undertaking the subject in the traditional manner.

WHY SELECT A SELF DIRECTED LEARNING OR BLENDED LEARNING APPROACH?

Students will:

- become empowered to take responsibility and ownership of their own learning;
- develop an understanding of how to learn which is an important life skill;
- progress through their course at a personalised rate but within a strong and supportive structure;
- set their own pace for learning, that is, not waiting for others to catch up or complete tasks before they have mastered the knowledge.

WHICH STUDENTS ARE SUITED TO SELF DIRECTED LEARNING?

Students who:

- have high academic potential;
- find a traditional classroom limits their progress;
- enjoy working at their own pace;
- have a strong work ethic and a commitment to their learning;
- enjoy taking responsibility for their own learning.

WHAT SUBJECTS ARE OFFERED AS SELF DIRECTED LEARNING?

Units 1 and 2:

- English;
- Health and Human Development (using the online resources);
- Psychology (using the online resources);
- Legal Studies (using the online resources).

Units 3 and 4:

- English;
- Health and Human Development (using the online resources);
- Music Investigation;
- Legal Studies (using online resources).

All students who are interested in enrolling in one or more self directed learning units will need to complete an application form and may be required to attend an interview.

STUDYING VCE THROUGH A THEMED APPROACH – UNI BRIDGES (SPUB1 or SPUB3)

The Uni Bridges program gives students the opportunity to study their VCE with a focus around the theme of *‘Curing diseases such as kidney disease and cancer’*. Uni Bridges is a program between La Trobe University, the Department of Education and Early Childhood Development, Bendigo Secondary Colleges and Melbourne Secondary Schools. Each school has established links with La Trobe University, allowing Uni Bridges students to participate in hands-on outreach laboratory sessions at the University, access experts and interact with students from all Uni Bridges’ schools.

WHAT IS UNI BRIDGES?

Students will undertake Uni Bridges as part of their VCE studies which will be structured around an overarching theme and enhances direct entry pathways into a range of courses in Sciences, Engineering, and Health Sciences at La Trobe University.

Students will select from a range of VCE subjects bound together by the common theme that requires skills and knowledge across a range of subjects to investigate. Involvement in Uni Bridges means students will have a clearly defined pathway into La Trobe University. Successful completers will be able to apply into a Degree course through an alternative entry system that does not rely on the ATAR. These courses include Bachelor of Science, Bachelor of Agricultural Science, Bachelor of Biological Science, Bachelor of Health Sciences, Bachelor of Electronic Engineering, Bachelor of Electronic Technology, and Bachelor of Civil Engineering (providing prerequisites are met). Students can continue to access any tertiary institution through the VTAC process if they choose. The Uni Bridges program is a two year program and will result in the achievement of the VCE. Involvement in Uni Bridges will be through the online enrolment process and interview.

WHY SELECT A UNI BRIDGES PROGRAM?

Students can continue a project based approach to their learning as they complete their VCE. Students will enjoy being able to investigate a social theme by integrating knowledge and skills from a range of subjects. Students may also gain entry into a La Trobe University course through an alternative entry system that does not depend upon the ATAR system.

UNI BRIDGES IS SUITED TO STUDENTS WHO:

- enjoy an approach to their learning that focuses on a social theme for an extended period of time;
- wish to link their VCE subjects together via an integration of a theme around curing diseases such as kidney disease and cancer;
- wish to follow a Science or Health Sciences or Engineering pathway into University.

UNI BRIDGES PROGRAM OVERVIEW

All students must complete:

- Units 1-4 of English/English Literature/English Language;
- Units 1-4 of Biology;
- Units 1-4 of Maths - Methods or General and/or Further Maths;
- Other VCE units of your choice that satisfies the VCAA requirements for the completion of VCE.

HIGHER EDUCATION STUDIES – 1ST YEAR UNIVERSITY SUBJECTS

Year 12 students have a range of opportunities to complete two first year University subjects (1 each semester) and have them recognised as part of their VCE. These subjects are ideal for students interested in pursuing a University degree following their VCE.

WHAT IS A HIGHER EDUCATION STUDY?

Higher Education Studies allow VCE students to complete two first-year university subjects as a unit 3 and 4 sequence within their VCE studies. They also contribute to your ATAR score mostly through a 10% increment. Students will also have completed two subjects as part of the 1st year of a university degree and this can provide an accelerated start to their career.

WHY SELECT A HIGHER EDUCATION SUBJECT?

- Many courses are delivered online.
- You will experience a taste of university life.
- Work with like-minded students, whether first-year undergraduates or fellow Year 12 Higher Education Studies Program students.
- Boost your ATAR score and gain credit towards your University degree.
- Full access to University student services, such as the library, computers, a University email account and support from teaching and learning advisors.
- Save money and time with free credit towards your future degrees course.
- Extend your skills and abilities.

HIGHER EDUCATION SUBJECTS ARE SUITED TO STUDENTS WHO:

- are self-motivated and academically capable;
- have completed one or more Year 12 subjects in Year 11;
- are returning to complete a Year 13 and want to make a start with their University course;

YOUR CHOICE OF HIGHER EDUCATION SUBJECTS:

Most Universities offer a range of Higher Education Studies in a range of courses.

If you are interested in a Higher Education study, further information can be obtained from the Careers Advisors, Learning and Engagement Coordinators and Assistant Principals.

VCE PLUS - LA TROBE UNIVERSITY BENDIGO (LTUTP)

Our partnership with La Trobe University Bendigo provides an opportunity for Year 12 students to complete two first year university subjects and have them recognised as part of their VCE. These subjects are ideal for students interested in further studies in Humanities, Business and Economics, Health Sciences, Science and Engineering and Law.

WHAT IS A VCE PLUS SUBJECT?

These subjects have been approved by the VCAA and count as a Unit 3 and 4 sequence in your VCE. Successful completion of a full year of the VCE Plus Program (Semester 1 and 2) can be used as a fifth or sixth study in the calculation of your ATAR. You will also have completed two subjects as part of your 1st year of a university degree.

WHY SELECT VCE PLUS?

- Extends your skills and abilities;
- It contributes to your VCE and ATAR and gives you two subjects in a university degree;
- Whilst there are some small fees it will save you money on your university HECS fees;
- A pass mark in your two subjects, together with satisfying any other prerequisites, will place in you in a strong position for an offer into the relevant La Trobe University degree.

VCE PLUS IS SUITED TO STUDENTS WHO:

- are self-motivated and academically capable;
- have completed one or more Year 12 subjects in Year 11;
- are returning to complete a Year 13 and want to make a start with their University course.

YOUR CHOICE OF VCE PLUS SUBJECTS:

In Year 12, students can select from the following subjects to combine with their VCE studies:

<i>Semester 1</i>	<i>Semester 2</i>
<i>Humanities and Social Sciences: Urban, Rural and Environmental Planning</i>	
Planning and Developing Better Cities	Making Plans and Negotiating Land Use Disputes
<i>History</i>	
Myth, Legend and History	Ideas that shook the world
<i>Aboriginal Studies/Anthropology</i>	
Introduction to Aboriginal Australia	Ideas that shook the world
<i>Classical Studies*</i>	
Ancient Greece: Myth, Art and War	Ideas that shook the world
<i>Sociology*</i>	
Introduction to Sociology	From prisons to detention centres: Interrogating containment
<i>Science and Engineering: Health Sciences</i>	
Introduction to Human Physiology A	Introduction to Human Anatomy B
<i>Science and Engineering: Engineering</i>	
Engineering Practice	Engineering CAD
<i>Business, Commerce and Law: Business</i>	
Business Foundations	Foundations of Management
<i>Business, Commerce and Law: Event Management</i>	
Business Foundations	The Event Experience
<i>Business, Commerce and Law: Finance</i>	
Accounting and Finance for Business	Fundamentals of Finance
<i>Business, Commerce and Law: Law (mostly delivered online)</i>	
Legal Institutions and Methods	Principles of Public Law

*Pending VCAA approval, to be advised end of June 2015.

VCE (BACCALAUREATE)

The VCE (Baccalaureate) is awarded by the VCAA. It is designed to encourage more students to include languages and higher level mathematics in their senior secondary program of study.

WHAT IS THE VCE (BACCALAUREATE)?

It provides further information about the kind of VCE program a student has undertaken within the flexible nature of VCE. It provides an additional form of recognition for students who undertake the demands of studying both a higher level mathematics and a language in the VCE. It is not an additional subject that is selected.

WHAT DO STUDENTS NEED TO DO TO BE ELIGIBLE FOR THE VCE (BACCALAUREATE)?

Students must satisfactorily complete their VCE to achieve a study score and their VCE program must include:

- a Unit 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above; or a Unit 3 and 4 sequence in EAL with a study score of 33 or above;
- a Unit 3 and 4 sequence in either Mathematics Methods or Specialist Mathematics;
- a Unit 3 and 4 sequence in a VCE Language;
- at least two other Unit 3 and 4 sequences.

HOW DO STUDENTS ENROL IN THE VCE (BACCALAUREATE)?

Students are not required to enrol in the VCE (Baccalaureate). Students select their VCE subjects and where they meet the requirements above, student's Statement of Results from the VCAA at the end of the year will include additional recognition of this award.

WILL THE VCE (BACCALAUREATE) INFLUENCE A STUDENT'S ATAR?

VTAC has advised that the calculation of the ATAR will not be affected by having the additional recognition of the VCE (Baccalaureate).

WILL THE AWARD OF THE VCE (BACCALAUREATE) INFLUENCE UNIVERSITY SELECTION?

Tertiary institutions strongly support any initiative that encourages students to study higher level mathematics and a language in the VCE. However, tertiary selection practices vary across institutions and students are advised to seek further information from tertiary providers.

INDUSTRY PATHWAYS IN THE VCE AND VCAL

Industry Pathways are available for the following industries:

- Building and Construction (see page 32)
- Community Services and Health (see page 33)
- Manufacturing (see page 38)
- Sport and Recreation (see page 43)

WHAT ARE THE INDUSTRY PATHWAYS?

Industry Pathways are specific groupings of subjects that are designed to meet the requirements of an industry area, as preparation for job roles within that industry. The subject combinations develop relevant knowledge and skills, while completing all requirements for either the VCE or VCAL.

Students must complete studies from each of the following four groups:

- Vocational Education and Training (VET)
- Mathematics/Numeracy
- English/Literacy, and
- Complementary Studies that reinforce the industry theme.

Workplace learning is a compulsory requirement. At least 80 hours in total (over two years) must be completed, in an area that is relevant to the VET study of the chosen Industry Pathway. Pathways information and career learning is also provided during an Industry Pathway program.

WHY SELECT AN INDUSTRY PATHWAY COMBINATION?

- Students completing the requirements of an Industry Pathway will have this recorded by the VCAA on their VCE or VCAL testamur (certificate).
- Students will develop a practical skill and knowledge base, for making informed decisions about further education, training and work in the selected field.
- Students will be prepared for adaptability in future job roles and for moving onto higher level post school qualifications.

INDUSTRY PATHWAYS ARE SUITED TO STUDENTS WHO:

- Have made a commitment to a specific industry type for their preferred career pathway.
- Are interested in developing a practical base for tertiary, further education and training or to prepare for transition to the workplace on the completion of their VCE or VCAL.

WHICH SUBJECTS DO I SELECT?

The structures for the VCE and VCAL are different and the study requirements for each certificate type are given separately.

- The study requirements for VCE and VCAL Industry Pathways can be found on pages 32-41.
- The study requirements for the VCAL Building and Construction and Manufacturing Industry Pathway can be covered by selecting the VCAL Skilled Services Industry Themed Program, refer to p20.

SPECIALIST COMMERCE PROGRAM (SPCO1 or SPCO3)

Students with a keen interest, passion and ability in the Business and Commerce area can choose to enrol in the Specialist Commerce program. Students can choose from a broad range of subjects but will also gain a deep understanding of the world of Commerce through involvement in many enrichment activities which complement the general curriculum.

WHAT IS A SPECIALIST COMMERCE PROGRAM?

The Specialist Commerce Program provides motivated, like-minded students with opportunities to excel academically in a supportive environment. There is a focus on providing pathways into a range of careers in the Commerce area such as Accounting, Economics, Finance and Information Technology. Students can select from a broad range of VCE subjects with at least one (or more) subjects from the Business area. The program includes a range of extension activities designed to build experience, knowledge and skills within the Commerce industry with partnerships with La Trobe University Bendigo and other local community businesses.

In 2015, Year 11 students will commence the Specialist Commerce program as part of a two year program. Year 12 students can enrol in the program as a one year program.

WHY SELECT THE SPECIALIST COMMERCE PROGRAM?

Students will have the opportunity to:

- participate in practical workshops with practising professionals;
- meet and work with practising professionals;
- expand their understanding of the wide range of careers in the commerce area;
- join like-minded students to share ideas and expand thinking and problem solving skills;
- receive support from an Advisor who monitors progress and has a passion for commerce.

A SPECIALIST COMMERCE PROGRAM IS SUITED TO STUDENTS WHO:

- have high expectations, are motivated and want to pursue a career in some area of Commerce;
- have a keen interest, passion and ability in one or more areas of Business and Commerce;
- are committed to being involved in all enrichment activities which are part of the Specialist Commerce program.

WHAT SUBJECTS DO I NEED?

All students must complete:

- Units 1 ,2, 3 /4 of any English;
- Units 1 ,2, 3 /4 (or more) of any subject/s within the Business area such as Accounting, Economics, Legal Studies, Computing;
- Units 1 ,2, 3 /4 of Maths (General/Further and/or Methods);
- Other VCE units that satisfy the VCAA requirements for completion of the VCE.

Students interested in the Specialist Commerce Program may be required to complete an application and interview.

SPECIALIST HUMANITIES PROGRAM (SPHU1 or SPHU3)

The study of Humanities has a proud history that spans well over the last two thousand years. Through the studies of History, Philosophy, Politics, Language and Geography civilizations have explored questions about how best to live, relate and express 'what it is to be human'. Students with an interest and passion for exploring life and community will find the Specialist Humanities Program develops their thinking and communication skills to become a successful global citizen in the 21st century. Students can choose from a broad range of subjects but will also gain a deep understanding of the world they live in through involvement in many enrichment activities which complement the general curriculum.

WHAT IS A SPECIALIST HUMANITIES PROGRAM?

The Specialist Humanities Program provides motivated, like-minded students with opportunities to excel academically in a supportive environment. There is a focus on providing pathway advice relating to a wide range of careers available to students who excel in Humanities as well as a focus on developing the skills necessary to become an aware, conscious and actively contributing member of the community. Students will have the opportunity to become involved in programs with our local university. Students in the program will be provided with enrichment and extension programs such as participation in student forums and conferences to further their leadership and communication skills. A goal of the program is to work with students in developing analytical, communication and written expression skills so they will set up for a high level of success in their VCE subjects.

WHY SELECT THE SPECIALIST HUMANITIES PROGRAM?

Students will have the opportunity to:

- be involved in enrichment opportunities to improve awareness of national and global issues that not only support their learning, but equip them with the skills to make a difference within their own community;
- listen to guest speakers who will motivate students and help provide skills in global awareness and community involvement;
- create pathway links to universities;
- be provided with curriculum extension to excel in analysis and written/verbal communication.

A SPECIALIST HUMANITIES PROGRAM IS SUITED TO STUDENTS WHO:

- have high expectations, are motivated and want to excel in written and verbal communication skills;
- have a keen interest, passion and ability in one or more Humanities areas;
- are committed to being involved in all enrichment activities which are part of the Specialist Humanities program.

WHAT SUBJECTS DO I NEED?

All students must complete:

- Four units of any English over their entire VCE program;
- Two subjects from the Humanities suite per year of their VCE program: History, Languages, Australian and Global Politics, Philosophy, Sociology, Extended Investigation.
- Other VCE units that satisfy the VCAA requirements for completion of the VCE.

Students in the Specialist Humanities Program may like to consider VCE Plus Subjects through La Trobe University.

Involvement in the Specialist Humanities Program will occur via the online enrolment process and by completing an application form.

SPECIALIST MATHS AND SCIENCE PROGRAM (SPMS1 or SPMS3)

Students with a keen interest, passion and ability in Maths and Science can choose to enrol in the Specialist Maths and Science program. Students will be involved in a range of enrichment activities to complement the general curriculum. From this, students will gain a deeper knowledge and understanding of Maths and Science and how they interconnect in the real world.

WHAT IS THE SPECIALIST MATHS AND SCIENCE PROGRAM?

The Specialist Maths and Science Program provides motivated, like-minded students with the opportunity to excel academically. There is a focus on pathways into the range of careers in Maths and Science. The program includes a range of extension activities designed to build experience, knowledge and skills within Maths and Science with connections to universities and industry.

In 2015, Year 11 Students can commence the Specialist Maths and Science program as part of a two year program. Year 12 students can enrol in the program as a one year program.

WHY SELECT THE SPECIALIST MATHS AND SCIENCE PROGRAM?

Students will have the opportunity to:

- participate in practical workshops and projects with university and industry experts;
- expand their understanding of the wide range of careers in Maths and Science;
- join like-minded students to share ideas and expand their thinking, problem solving and research skills;
- receive monitoring, mentoring and support from an Advisor with a passion for Maths and Science.

A SPECIALIST MATHS AND SCIENCE PROGRAM IS SUITED TO STUDENTS WHO:

- have very high expectations, high ability;
- are motivated and want to pursue a career in Maths and Science;
- are committed to being involved in all enrichment activities which are part of the Specialist Maths and Science program.

WHAT SUBJECTS DO I NEED?

At Year 11 level, all students must complete:

- any English;
 - Maths Methods and General Maths B (may be completed in Year 10)
- AND
- Chemistry and/or Physics.

At Year 12 level, all students must complete:

- any English;
 - Maths Methods
- AND
- Chemistry and/or Physics (Specialist Maths is also highly recommended);
 - Other VCE units that satisfy the VCAA requirements for completion of the VCE.

Students in the Specialist Maths and Science Program with an interest in Engineering may like to consider Advanced Standing subjects offered by La Trobe University.

Involvement in the Specialist Maths and Science Program will be by application, interview and testing if applicable.

SPECIALIST SPORT PROGRAM (SPSP1 or SPSP3 or SPFB1 or SPFB3 or SPBB1 or SPBB3)

This program offers students, operating at an elite level in sport, an opportunity to be involved in a Specialist Sport Program.

Students can choose from a broad range of subjects across VCE, VET and VCAL and will be provided with an individualised program designed to suit their needs and many enrichment activities which complement the general curriculum.

WHAT IS A SPECIALIST SPORT PROGRAM?

The Specialist Sport Program provides motivated, like-minded students with opportunities to excel in their chosen sport and achieve their academic goals. The program includes a range of extension activities designed to build experience, knowledge and skills within the sporting arena and we currently have a partnership with the TAC Cup Bendigo Pioneers and the Bendigo Basketball Association. Over time we will be exploring partnerships with a number of other sports focus areas. Students are provided with an individualised learning program, flexibility within the timetable to meet the demands associated with having to travel and compete, self-directed learning options in some subjects and ongoing monitoring and tracking of academic progress. Students are also provided with pastoral care, a targeted life skills program to build knowledge and skills relevant to elite sports people, weights and strength training through the supervised use of the college weights room facilities and opportunities for work experience and structured workplace learning.

In 2016 Year 11 students can commence the Specialist Sport program as part of a two year program. Year 12 students can enrol in the program as a one year program.

WHY SELECT THE SPECIALIST SPORT PROGRAM?

Students will have the opportunity to:

- access an individualised program that provides time release, welfare and pathway planning support for students juggling high level sporting commitments and the demands of their education;
- access specialised coaching programs delivered by external coaches and supported by BSSC staff;
- achieve a VCE and/or VCAL Certificate;
- gain a VCE certificate and ATAR ranking to enable access to a university course;
- undertake a VET Sport and Recreation qualification which can be commenced as early as Year 10 which provides a pathway through to a university or TAFE;
- participate in a weekly program that includes strength and conditioning and rehabilitation.

A SPECIALIST SPORT PROGRAM IS SUITED TO STUDENTS WHO:

- are competing at an elite level in their chosen sport;
- are committed to being involved in all enrichment activities which are part of the Specialist Sport program.

WHAT SUBJECTS DO I NEED?

Students can choose any of the broad range of subjects for completion of a VCE or VCAL program.

SPECIALIST VISUAL ARTS PROGRAM (SPAR1 or SPAR3)

Students with a keen interest, passion and ability in visual arts can choose to enrol in the Specialist Visual Arts program. Students can choose from a broad range of subjects but will also gain a deep understanding of the Visual Arts world through involvement in many enrichment activities which are delivered beyond the general curriculum.

WHAT IS A SPECIALIST ARTS PROGRAM?

The Specialist Visual Arts Program provides motivated, like-minded students with opportunities to excel academically in a supportive environment. There is a focus on providing pathways into the Visual Arts. Students can select from a range of VCE subjects with at least one (or more) subject from the Visual Arts area. The program includes a range of extension activities designed to build experience, knowledge and skills within the Visual Arts industry with partnerships with organisations such as La Trobe University Bendigo and other higher education providers, City of Greater Bendigo, Bendigo Art Gallery and other local community organisations.

In 2016 Year 11 students can commence the Specialist Visual Arts program as part of a two year program. Year 12 students can enrol in the program as a one year program.

WHY SELECT THE SPECIALIST VISUAL ARTS PROGRAM?

Students will have the opportunity to:

- participate in practical workshops with practising artists;
- meet and work with artists and curators;
- expand their understanding of the wide range of careers in the Visual Arts area;
- produce a creative folio to showcase their skills;
- join like-minded students to share ideas;
- receive support from an Advisor who monitors progress and also has a passion for Visual Arts.

A SPECIALIST VISUAL ARTS PROGRAM IS SUITED TO STUDENTS WHO:

- have high expectations, are motivated and have a Visual Arts pathway in mind;
- have a keen interest, passion and ability in Visual Arts;
- are committed to being involved in all enrichment activities which are part of the Specialist Visual Arts program.

WHAT SUBJECTS DO I NEED?

All students must complete:

- Units 1 ,2, 3 /4 of any English;
- Units 1 ,2, 3 /4 of any subject within the Visual Arts area – Art, Studio Arts, Visual Communication and Design, Media or VET Interactive Digital Media;
- Students must also select other VCE or VET units that satisfy the VCAA requirements for completion of the VCE.

A student's program can include more than one subject from the Arts area but only one Studio Arts focus can count towards the achievement of the VCE.

WHAT IS A VCAL PROGRAM?

The Victorian Certificate of Applied Learning (VCAL) provides students with an opportunity to study a combination of VCAL, VET and VCE units.

The VCAL has three certificate levels: Foundation, Intermediate and Senior. At Bendigo Senior Secondary College we offer transition from Year 10 into a Foundation or Intermediate Program. It usually takes one year to complete a VCAL level.

Through a VCAL Program students have an opportunity to build a flexible pathway to the workforce, further vocational training, apprenticeships, traineeships or to the VCE.

Students wanting to study at university are advised to undertake a VCE program.

BSSC VCAL PROGRAM OVERVIEW

Foundation Program	Intermediate Program	Senior Program
Exploring themes in everyday tasks to develop employability skills through a structured program.	Building skills for independent learning and the development of employability skills for specific vocational fields.	Independent student planning and achievement of complex tasks and contexts, involving decision making and leadership, for chosen vocational pathways.
Student Learning Programs are a set mix of VCAL units and competencies from accredited VET programs.	Students build a Learning Program from VCAL, VET and VCE units.	Student Learning Programs are a mix of VCAL, VET and VCE units which build on those that have been completed in previous years.

The emphasis of the VCAL is on applied learning. This means project based learning that is linked to areas of vocational interest and subjects that provide young people with the skills needed for future employment and training. When students are selecting a VCE subject, they are advised to consider the range of Applied VCE subjects available.

VCAA REQUIREMENTS

Students must satisfactorily complete a minimum of ten credits to achieve a VCAL Level Certificate. Six of these must be at the VCAL certificate level in which the student is enrolled. One credit is equivalent to a VCAL unit, a VCE unit, a VCE VET unit or 100 hours of Vocational or Further Education modules.

In addition, students must do at least one credit of:

- VCAL Literacy (or VCE English)
- VCE Foundation Maths (or VCE General Maths)
- Industry Specific Skills (VET and/or an industry based program)
- Personal Development Skills
- Work Related Skills

These credits are required to meet the need to demonstrate competency in each of the four VCAL learning strands: Literacy and Numeracy Skills, Industry Specific Skills, Personal Development Skills and Work Related Skills.

It is important that the Literacy (or English) credit and the Personal Development Skills credit are at or above the certificate level the student is completing for certification.

At Bendigo Senior Secondary College the program choices which will allow students to meet these requirements have been built into the online enrolment process.

CHOOSING A VCAL PROGRAM

Students should:

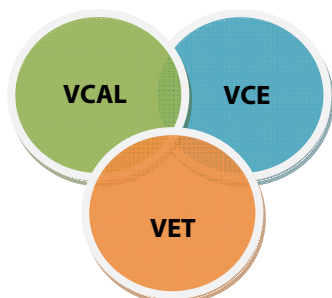
- identify which Literacy (or English) option is best suited to their abilities and strengths, while thinking of their learning pathway needs;
- consider carefully which Maths option is best suited to their abilities and strengths;
- identify their interests, abilities and strengths and link these to appropriate work/career choices. This will help select VET options for the Industry Specific Skills Strand and additional VCE units, if this is appropriate for the VCAL program being considered. Students should consider the range of Applied VCE studies available to complement their VCAL program;
- consider the descriptions of the VCAL Levels to help decide which BSSC VCAL Program best suits their abilities, strengths and pathway planning needs.

Including VCE subjects in a VCAL program is important to allow flexibility for pathway planning and provide students with an opportunity to extend in a speciality area (eg. VCE Wood complements VET Building and Construction, VCE Food Technology complements VET Hospitality). They also build up credits for the award of a VCAL level certificate.

At BSSC, VCE units are an option only for the Intermediate and Senior Programs. Students are advised to consider the range of Applied VCE subjects that are available.

VCAL PROGRAM OVERVIEW

VCAL PROGRAM AND SUBJECTS -
develop workplace skills and knowledge to build work readiness and pathways to work, TAFE courses and further education.



VCE SUBJECTS -
are enhancement studies that extend skills and knowledge in an area of interest, building pathways for the future for work, TAFE courses and further education.

VET SUBJECTS -
are nationally recognised qualifications valued by employers that can provide entry to work, TAFE courses and further education.

SELECTING YOUR VCAL SUBJECTS

Students must select one subject in each strand



Personal Development and Work Related Skills	<input checked="" type="checkbox"/>	→	These are subjects that all students must complete. They are a central part of a VCAL program.	
Literacy/English	<input checked="" type="checkbox"/>	→	Students choose from:	VCAL Literacy VCE English
Numeracy/Maths	<input checked="" type="checkbox"/>	→	Students choose from:	Foundation Maths (At Intermediate Level) VCE General Maths
VET Certificate	<input checked="" type="checkbox"/>	→	Students must select a VET subject for the Intermediate and Senior levels. <i>A number of these are pre-apprenticeship trade certificates.</i>	
VCE Enhancement studies	<input checked="" type="checkbox"/>	→	Provides students with an opportunity to extend in a specialty area (i.e. VCE Wood for VET Building and Construction; VCE Food Technology for VET Hospitality). This is a good way to cement skills in an area of interest and build pathways for the future. Students should consider the range of Applied VCE subjects on offer.	

CREDIT TRANSFER BETWEEN VCAL AND VCE PROGRAMS

A credit transfer arrangement exists between the VCAL and VCE for students who shift their enrolment from one program to another. Completed studies credit as follows:

- Intermediate VCAL unit = VCE Unit 1 or 2
- Senior VCAL unit = VCE Unit 3 or 4

Students who **successfully complete the VCAL at Intermediate and Senior level and who enrol in the VCE in a subsequent year** will be eligible to complete the VCE if they satisfactorily complete:

- Two units from the VCE English group and
- Three sequences of VCE Unit 3 and 4 in studies other than English

ADDITIONAL INFORMATION

A VCAL program has the flexibility to accommodate School Based Apprenticeships and Traineeships. Students considering these options should read the section on vocational options and talk about these during the enrolment counselling process.

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational programs at BSSC provide students with training in the skills and knowledge of a particular industry. The certificates issued are industry qualifications. Many of the VCE VET certificates are the industry pre-apprenticeship qualifications. Therefore, students including a VET program in their VCE or VCAL, also gain an industry qualification that is recognised nationally. It is also possible to undertake a School Based Apprenticeship and Traineeship (SBAT) at BSSC.

WHAT IS VET?

People working in all industries in Australia have to undertake training to learn the skills needed to work in that industry. Much of this training is through the VET system. Students can also access industry training while at school, called VET in Schools [VETiS]. This counts in their VCE or VCAL in the same way as their VCAL and VCE subjects. VCAA has developed scored assessment for the majority of VET programs, so students also count VET programs in their ATAR if they undertake scored assessment. There are incremental ATAR arrangements in place for non-scored VET programs.

VET IS SUITED TO STUDENTS WHO:

- are thinking of obtaining an apprenticeship or traineeship after school;
- are interested in developing a practical skills base for diploma and degree level courses;
- would like to gain an industry qualification, as well as their VCE or VCAL;
- enjoy practical based learning environments;
- want to keep their options open after completing Year 12;
- want to obtain part-time work in an industry.

Language, Literacy and Numeracy (LLN) requirements of BSSC training programs reflect the LLN skills of aligned national Training Packages and reflect the certificate level that the training is at; Certificate II level training is at the level of VCAA Units 1 and 2, Certificate III level training is at VCAA Units 3 and 4. At BSSC a combination approach is used to assess and support the LLN levels of students in training.

CREDIT UPON SUCCESSFUL COMPLETION OF THE WHOLE PROGRAM

- A Certificate II or III level in the industry training. This may also provide a pre-apprenticeship qualification in some trades like Hairdressing, Beauty, Automotive, Community Services, Engineering and Integrated Technologies.
- Up to 4 or 5 units in the student's VCE or VCAL Certificate, depending on the level of the Certificate.

BSSC is a Registered Training Organisation (RTO). VET, SBAT or Pre-apprenticeship courses which are not included on the BSSC RTO scope of registration (see <http://www.myskills.gov.au/>), will be provided by external training organisations including, but not limited to, Bendigo TAFE, VOTES and Total Training Solutions. BSSC recognises Australian Qualification Framework (AQF) qualifications and Statements of Attainment issued by other Registered Training Organisations.

VET PROGRAMS OFFERED IN 2015

CISCO Certified Network Associate course	Certificate II Furniture Making
Certificate II and III Agriculture	Certificate II Hairdressing
Certificate II Animal Studies	Certificate III Health Services Assistance (Year 12 only)
Certificate II Applied Fashion Design and Technology	Certificate II Hospitality (Kitchen Operations)
Certificate III Applied Languages (Chinese)	Certificate II and III Information Technology
Certificate II Automotive Technology	Certificate III Interactive Digital Media
Certificate III Beauty Services	Certificate II Integrated Technologies
Certificate II Building Construction	Certificate II Plumbing
Certificate II Business	Certificate III Sport and Recreation (Outdoor Recreation)
Certificate II Community Services	Certificate III Sport and Recreation
Certificate II Dance	
Certificate II Engineering Studies	

COST: Students should note that the majority of VET students will be responsible for purchasing their own protective clothing and equipment and contributing to the cost of materials, excursions and consumables. Costs will be specified on the booklist each year.

SPECIALIST THEMED VCAL PROGRAMS

The college provides students with an opportunity to select a VCAL program that includes aligned subjects and experiences for employment and further education connected to one of the following key industry areas: Skilled Services or Community Services. Students selecting industry aligned learning programs will be provided with industry focused career development and pathway planning, in addition to opportunities for workplace learning and industry based immersions.

These are Intermediate level VCAL programs. Students can progress in the following year to Senior VCAL, or may select to change to a VCE program.

WHY CHOOSE A LEARNING PROGRAM WITH AN INDUSTRY THEME?

Students are provided with:

- coherence to their program of studies;
- alignment of knowledge and skills development for a pathway direction and qualification/career framework.

SPECIALIST INDUSTRY THEMED VCAL PROGRAMS ARE SUITED TO STUDENTS WHO:

- have a passion and a demonstrated skill set developing for a career in either of the Skilled Services or Community Services career job types;
- wish to develop their knowledge and skills base through completion of vocational training and related subject selections;
- are interested in gaining experience in the specialist areas through targeted combinations of Structured Workplace Learning, industry visits, industry mentoring, guest speakers and School Based Apprenticeships/Traineeships (as they arise).

PROGRAM OVERVIEW

All learning programs will include:

- a VET subject with VCAL Personal Development Skills and VCAL Work Related Skills subjects;
- an English/Literacy AND a Maths subject.

These subjects are compulsory for a VCAL program. Students will also be required to select a complimentary VCE subject; in some situations an additional VET subject may be appropriate. These choices add breadth to learning programs and ensure students have a strong credit base for completing their VCAL Certificate and setting up future pathways.

SPECIALIST THEMED VCAL PROGRAMS (CONTINUED)

Specialist Themed VCAL Program	Aligned VET Courses	Personal Development Skills and Work Related Skills	English/Literacy Maths/Applied Maths	Complimentary VCE Subjects
Skilled Services	Cert II Automotive Cert II Engineering Cert II Building and Construction Cert II Furnishing Cert II Integrated Technologies	All students will select these subjects, which will include community based projects.	Students can select either a VCE English or a VCAL Literacy and a Foundation Maths or VCE Mathematics option.	Applied Business Management Design and Technology (Competition Vehicles, Metals or Wood) Information Technology Systems Engineering Visual Communication and Design (Technical)
Community Services	Cert II Community Services Cert II Hairdressing Cert II Beauty Services Cert II/III Sport and Recreation Cert II Outdoor Recreation			Applied Business Management Applied Health and Human Development Applied Psychology

NB: Students who select a Themed Specialist VCAL Program may also gain acknowledgement as having completed an Industry Pathway Program by the VCAA (see page 11)

HOW TO REGISTER YOUR INTEREST:

Students interested in the themed VCAL program will indicate this through the online enrolment process and students will be asked to complete an application and possibly attend an interview.

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

WHAT ARE PART-TIME SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS?

These programs integrate education, training and employment and provide an opportunity for students to study at school whilst at the same time undertaking government approved and accredited training qualifications as a paid employee. The student enrolls in the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL) as well as being in paid employment and completes on and/or off-the-job training. School Based Apprenticeships and Traineeships have been part of the VCE and VCAL options for BSSC students since 1998.

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS ARE SUITED TO STUDENTS WHO:

- wish to obtain a full time apprenticeship or traineeship after school;
- would like to gain an industry qualification while on the job, as well as their VCE or VCAL;
- want to keep their options open and broaden pathway choices after completing Year 12;
- want to combine paid work, learning (VCE/VCAL) and training in a specific industry.

HOW LONG DOES IT TAKE?

Generally School Based Apprenticeships and Traineeships take two years and have an average of 13 hours of work and training per week while attending school.

PROGRAM REQUIREMENTS

- An employer agrees to employ a student for the term of the School Based Apprenticeship or Traineeship and agrees to support them in their training.
- Employment and training contracts are signed and registered with an Australian Apprenticeship Centre. The BSSC VET and RTO Manager is notified at this time of the agreement.
- A training plan is developed for the student which incorporates industry training, school and work commitments.
- When this is confirmed, the student liaises with their employer and their BSSC Learning and Engagement Coordinator to modify their learning program and timetable to accommodate the on-the-job training time.
- The training plan is signed off by the BSSC VET and RTO Manager for the school.
- The student's program and results of the industry training are entered on the VCAA Victorian Assessment Software System (VASS) database.
- The units of competence completed during training are credited to the student's VCE or VCAL Certificate.

CREDIT UPON SUCCESSFUL COMPLETION OF THE PROGRAM

- An industry certificate at Certificate II, III or IV level. This may provide a traineeship qualification or the first year of an apprenticeship in some trades like hospitality, hairdressing and automotive.
- Contribution to a VCE or VCAL certificate.
- Certificate III and IV training level may allow an ATAR increment, which is 10% of the average of the primary four scored VCE subjects.
- Up to four VCAL units in both Industry Specific Skills and Work Related Skills at Intermediate and/or Senior Certificate level.

Retail and hospitality casual jobs can involve traineeships at Certificate II or III level, which are not classified as being school based. Both the training and the employment are independent of the school in this situation. The school is not required to integrate these into a student's timetable.

Successfully completed VET Units of Competence from these traineeships can also contribute to a VCE/VCAL program. Students need to provide the BSSC VET and RTO Manager with a Statement of Attainment or Certificate of Completion, which contains the training provider logo. Successful results for the industry training are then entered on the VCAA VASS database and credited to the student's VCE or VCAL Certificate.

WORK EXPERIENCE AND STRUCTURED WORKPLACE LEARNING

The College aims to develop fully the talents and capacities of all students in the skills relating to employment and an understanding of the work environment, in order to maximize their choice for further work or study.

LEARNING BEYOND THE CLASSROOM

Work experience involves students in short-term placements that broaden their experience and understanding of the world of work and career opportunities in general. Students observe different aspects of work and may assist with tasks allocated by their supervisor. Work experience is not the same as Structured Workplace Learning. Structured Workplace Learning allows students to acquire skills and knowledge in an industry setting as part of an accredited vocational training program (VET/VCAL/Industry and Enterprise). Students studying VCAL and Industry and Enterprise are required to undertake work placement as part of their program. VCE students, including those studying Industry and Enterprise, may need to undertake placement outside of school time.

WHAT ARE THE BENEFITS?

Students undertaking a work placement have the opportunity to:

- learn and apply knowledge and skills which are relevant to the workplace;
- examine and assess initial career choices and career opportunities;
- develop contacts with potential employers;
- fulfil tertiary institution prerequisites that require experience in the area of intended study;
- understand the nature and conditions of paid work and mix with adults in an adult environment;
- demonstrate the mastery of specific skills and competencies related to accredited VET and VCAL programs being undertaken;
- develop an awareness of appropriate attitudes and behaviours for paid work;
- improve communication skills and self-esteem.

OCCUPATIONAL HEALTH AND SAFETY

Student safety is of paramount concern in the organisation of placements. Employers are required to satisfy requirements of Occupational Health and Safety legislation in their workplace. Students are required to complete Occupational Health and Safety education programs prior to commencing placements to ensure that their experience is a positive one.

For work experience this includes:

- Department of Education and Training Safe@work training.

For Structured Workplace Learning this includes:

- accredited occupational health and safety training relevant to the workplace where they will be employed;
- as part of a VET program – completion of the nationally recognised Unit of Competence from the VET course;
- as part of a VCAL program – completion of Work Related Skills Unit 1, plus Safe@work training.

MORE INFORMATION

Several BSSC Work Placement Coordinators are available for individual advice about how work experience and Structured Workplace Learning may be integrated into a student program, or with advice about the occupational health and safety requirements.

STUDENT SUPPORT SERVICES

The college operates a number of programs which assist students. For further information contact a Learning and Engagement Coordinator.

PROGRAM FOR STUDENTS WITH DISABILITIES

The Program for Students with Disabilities (PSD) provides classroom support for funded students with disabilities. The level and type of support varies with an individual student's needs. Students in the program are assigned support according to Department of Education and Training (DET) guidelines. Students with diagnosed learning difficulties may also be supported through this program.

STUDENT WELLBEING SERVICES

Every student has an Advisor who is the first point of contact for program or wellbeing questions. The Advisor has a role supporting each student to be successful and in monitoring student progress, attendance and wellbeing. Learning and Engagement Coordinators also assist students with wellbeing support and provide advice on access to a wide range of community support organisations. The Wellbeing Advisors and Youth Health Nurse can provide further advice and support for a whole range of issues and concerns associated with school, home, accommodation and relationships. Various programs are run via whole college presentations and at other times during classes to support students to successfully complete their VCE or VCAL. With parental permission, the Student Wellbeing Team assists students in seeking support from social workers, psychologists, general practitioners and mental health nurses, all of whom are regularly available on site.

PATHWAYS SUPPORT

Careers and Pathways Advice

The Careers and Pathways Team provides information and counselling on all post school pathways – further education, training or employment. The team manages University and most TAFE applications through VTAC (and interstate agencies) and provides information on all courses, scholarships and accommodation options. Team members are licensed in Careers testing and our website provides comprehensive support on pathways planning, calculating ATAR scores, job applications and direct links to all tertiary providers and their support services.

Managed Individual Pathways (MIPs)

The Managed Individuals Pathways Team provides counselling, advice and support for students wishing to move into employment or other training. The team has an extensive network of job agency contacts as well as providing students with much needed guidance when looking for work outside of school. The MIPs team can assist students looking for either full-time or part-time work prior to certificate completion.

Work Experience

Students wishing to arrange work experience or placement can do so with the Work-placement Coordinators.

WHO TO CONTACT

FOR GENERAL ENROLMENT ENQUIRIES:

Student Managers	Michael Lennon, Kylie Hand, Bronnie Bishop and Simon Wood
Student Counsellors	Trish Steel and Donna Kennedy
Student Support Program Leader	Ian Kellett
Part-time Apprenticeships	Jenny Moloney
Booklist	Julie Willis
Financial	Tony Hubber
Country Bus Enquiries	TBC

Liaison with 7-10 Colleges

These will be confirmed by the end of Term 2 and will appear in the next edition of the Program Guide

FOR SUBJECT OR COURSE SPECIFIC ENQUIRIES:

Learning and Engagement Coordinators

Arts - Visual	Marcus Patching
Business Studies and IT	Steven Boyle
Humanities	Steve O'Bree
English	Angie Pollock
Maths	Duane Anderson
Science	Mary Nash
Technology	Tim White
Health and PE	Lauren Martin
LOTE and EAL	Mardi Holland
Performing Arts and Media	Daryl Headlam

Vocational Learning

Vocational Learning Manager	Paul Seery
Applied Learning Coordinator	Kerryn Quirk and Michael Morrissey
RTO Coordinator	David Lane
Work Placement Coordinator	Kerry Weymouth and Rhonda Pithie

Pathways Team

Student Pathways Manager	Simon Wood
Careers and Pathways Coordinator	Naomi Flint
Managed Individual Pathways Program	Lorelle Pearse

VET Program Coordinators

Agriculture	Jenny Moloney
Animal Studies	Jenny Moloney
Applied Fashion Design and Technology	Pam Hyden
Applied Languages (Chinese)	Christina Xie/Delan Lin
Automotive Technology	Mark Bannerman
Beauty Services	Jenny Moloney
Building Construction	David Jacob
Business	Annemarie Burgess
CISCO	Warren Sutton
Community Services	Peter Burns
Dance	Kirsten Thomas
Engineering Studies	Stuart Hamilton
Furnishing	Tim White
Hairdressing	Jenny Moloney
Health Services Assistance	Jenny Moloney
Hospitality	Peter Adams
Information Technology	Chris McDonald
Interactive Digital Media	Scott Vaughan
Integrated Technologies	Tim White
Outdoor Recreation	Dan Hurrell
Plumbing	Jenny Moloney
Sport and Recreation	Dean Sheldrick

ENROLMENT INFORMATION

OPEN DAYS (May 3 and July 26)

Bendigo Senior Secondary College will have two open days in 2015. The first of these days will be on Sunday May 3 from 11am-2pm, while the second open day will be on Sunday July 26 from 11am-3pm. These days focus on providing curriculum based information with all subject areas represented. Attendance on these days provides the best opportunity to gain an understanding of subject choices. These days also offer an excellent opportunity to experience the physical environment of the college, with student led tours operating throughout the day.

INFORMATION SESSIONS (July/August)

Bendigo Senior Secondary College information sessions will be held at each Year 7-10 government school in Bendigo for 2015. Students and parents from each Year 7-10 college are invited to attend the following locations for their information session. Students from non-government schools and from outside Bendigo are encouraged to attend the information session during the second Open Day in the Ulumbarra Theatre, BSSC.

School Date Venue

Non - Government Schools	Sunday July 26 at 1:00pm	Ulumbarra Theatre - BSSC
Bendigo South East College	Wednesday July 15 at 7pm	Bendigo South East College
Creek Street Christian College	Thursday July 16 at 7pm	Creek Street Christian College
Crusoe College	Tuesday July 21 at 7pm	Crusoe College
Eaglehawk Secondary College	Wednesday July 22 at 7pm	Eaglehawk Secondary College
Weeroona College Bendigo	Thursday July 23at 7pm	Weeroona College

ONLINE ENROLMENT PROCESS (July/August)

The college will be continuing with an online enrolment system for all 2016 enrolments. The system will become active on Monday July 20, 2015 and will be able to be accessed from that point on by answering a few simple questions. Students from Year 7-10 Bendigo Schools will receive logon details and instructions through their individual schools.

COURSE COUNSELLING MEETINGS (August)

Course Counselling meetings occur at the Year 7-10 Bendigo schools in the weeks after the BSSC Open Day on July 26. These meetings ensure that the program and subjects students have selected meets their desired pathways. Parents and students should attend these meetings.

STEP UP PROGRAM (November/December)

Year 11 in 2016:

Held from Wednesday November 25 through to Wednesday December 2, this six day program enables students to become familiar with the physical, social and academic environment of Bendigo Senior Secondary College. Students undertake classes in their chosen subjects, which assists them to ensure that their selected program meets their expectations. Students will begin 2016 work during this week.

Year 12 in 2016:

Held from Thursday November 26 through to Wednesday December 2, this five day program enables students to undertake classes in their chosen subjects for the 2016 school year to ensure that their selected program meets their expectations. Students will begin 2016 work during this week.

PARENT AND STUDENT INFORMATION SESSIONS

Students new to the college (both Year 11 and Year 12), are required to attend one Parent and Student Information Session.

Students must be accompanied by a parent or carer. These sessions are focused on outlining the college's expectations, the opportunities available at the college and to confirm course and enrolment information.

Families are asked to select a preference from the following dates as to which Parent and Student Information Session they wish to attend. This selection is to be made through the online enrolment process.

- Monday November 23
- Tuesday November 24
- Wednesday November 25

All sessions begin at 7pm and are held in the college gymnasium.

If a student wishes to **change a subject** after the Step Up Program they will be able to do so at the Subject Change Days on Thursday December 3 and Friday December 4. Instructions about how to book into a session will be provided at a later date.

WHAT IS A PATHWAY?

A 'pathway' is not a pre-set combination of units, but a suggested package. Students should use the Pathways section as a guide to construct a VCE, VET and/or VCAL program in discussion with parents, teachers and Careers Advisors.

- Students are free to choose any combination of units;
- Students do not have to choose one of the pathways in this Program Guide. The pathways provided are examples only;
- Students can move in or out of a pathway and change their VCE, VET and/or VCAL subjects at the end of the first semester, or at the end of the year. Students are not locked into their choices.

WHY PATHWAYS?

- To help students and parents see connections between VCE, VET, VCAL and TAFE, and between VCE, VET and University.
- To provide coherence to the student's program of studies.
- To provide purpose and direction to the student's program of studies.
- To give a clear career focus to the student's VCE, VET or VCAL studies.

HOW TO USE THE PATHWAYS

This section is meant to guide students to the correct source of information rather than to supply the information.

For students considering Higher Education (University etc.), it is important to remember that prerequisites for courses and careers can change from year to year. It is vital that students seek out the most recent information from VTAC's website (VICTERs) and/or Careers Advisors. Prerequisite subjects for specific courses are not negotiable and should be met. Subjects listed in the Subject Bonus section of VTAC publications will often give direction to desirable units of study students should consider.

Once a career direction has been decided, students should work 'backwards' to decide which program and combination of units will lead to their chosen career pathway.

At this stage students should ask:

- Do I have some ability in the units I wish to pursue?
- Do I enjoy the field of work to which they lead?
- How do these units relate to my career intention?

SPECIALIST PROGRAMS

Many of the newly introduced Specialist Programs enable students to select a pathway that aligns their interests and passion to a particular career pathway and have requirements for subject selection. The Specialist Programs have been included in the following pages where relevant.

ADVANCED STANDING SUBJECTS/HIGHER EDUCATION STUDIES

Where relevant, these have been included in the following pages for consideration, particularly if you are interested in a relevant course at La Trobe University.

LANGUAGES (LOTE)

Languages have deliberately not been listed in any specific pathway because they can be successfully included in every pathway. Whatever package of units students put together, they should consider including a Language. Its relevance is highlighted by the fact that many university courses highly value a Language subject.

SEE YOUR CAREERS ADVISORS FOR FURTHER DETAILS

ARCHITECTURE PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Maths Methods 1 and Specialist Maths 1	Physics 1	Visual Communication and Design - Technical 1	Studio Arts or any units from VCE, VET or VCAL, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Maths Methods 2 and Specialist Maths 2	Physics 2	Visual Communication and Design - Technical 2	
English 3 and/or English Language 3 and/or Literature 3	Maths Methods 3	Physics 3 and/or Specialist Maths 3	Visual Communication and Design 3	
English 4 and/or English Language 4 and/or Literature 4	Maths Methods 4	Physics 4 and/or Specialist Maths 4	Visual Communication and Design 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships and Apprenticeships are available See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Applied Art Building Studies Drafting

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Architecture / Building Visual Arts Visual Communications Industrial Design Planning, Arts Engineering (Building) Landscape Architecture

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

ART/CLASSICAL PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Art 1 General or Fashion	Classical Studies 1	Literature 1 or Australian and Global Politics 1	Any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Art 2 General or Fashion	Classical Studies 2	Literature 2 or Australian and Global Politics 2	
English 3 and/or English Language 3 and/or Literature 3	Art 3 General or Fashion	Classical Studies 3	Literature 3 or Global and/or National Politics 3	
English 4 and/or English Language 4 and/or Literature 4	Art 4 General or Fashion	Classical Studies 4	Literature 4 or Global and/or National Politics 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE. Students interested in this pathway may be interested in the Specialist Humanities Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships and Apprenticeships are available See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Applied Art/Design Drafting Humanities and Social Sciences Social and Community Services

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Fine Arts • Visual Arts Visual Communication Textiles Design Ceramic Design • Interior Design Arts • Humanities Social Science • Education Archaeology Studies

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

ART PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Art 1 General or Fashion	Studio Arts 1	Visual Communication and Design 1 or Media 1	Any units from VCE, VET or VCAL, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Art 2 General or Fashion	Studio Arts 2	Visual Communication and Design 2 or Media 2	
English 3 and/or English Language 3 and/or Literature 3	Art 3 General or Fashion	Studio Arts 3	Visual Communication and Design 3 or Media 3	
English 4 and/or English Language 4 and/or Literature 4	Art 4 General or Fashion	Studio Arts 4	Visual Communication and Design 4 or Media 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL. Students interested in this pathway may be interested in the Specialist Visual Arts Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT	TAFE	UNIVERSITY
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE See a Careers Advisor for details 	Diplomas and Certificates in: <ul style="list-style-type: none"> Architectural Drafting Vocational Arts Media Art and Design (some credit transfers available) 	Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Fine Arts • Visual Arts Visual Communication • Textiles Design • Ceramic Design Interior Design • Bachelor of Architecture in conjunction with other studies at some institutions

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

AUTOMOTIVE PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Design and Technology Competition Vehicles 1	VET Automotive	Systems Engineering 1 Visual Communication and Design - Technical 1	Any units from VCE, VET or VCAL, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Design and Technology Competition Vehicles 2	VET Automotive	Systems Engineering 2 Visual Communication and Design - Technical 2	
English 3 and/or English Language 3 and/or Literature 3	Design and Technology Competition Vehicles 3	VET Automotive	Systems Engineering 3 Visual Communication and Design 3	
English 4 and/or English Language 4 and/or Literature 4	Design and Technology Competition Vehicles 4	VET Automotive	Systems Engineering 4 Visual Communication and Design 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT	TAFE	UNIVERSITY
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Traineeships and Apprenticeships are available See a Careers Advisor for details 	Diplomas and Certificates in: <ul style="list-style-type: none"> Engineering (Mechanical, Electro Mechanical) <p><i>Note: Mathematics is a requirement for most University courses and some TAFE courses</i></p>	Bachelor Degrees in: <ul style="list-style-type: none"> Industrial Design Engineering (Mechanical, Electro Mechanical) <p><i>Note: Maths Methods is a requirement for most University courses. Specialist Maths and Physics are recommended</i></p>

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

BEHAVIOURAL/PSYCHOLOGICAL SCIENCE PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Biology 1	Psychology 1	Maths Methods 1 and / or General Maths 1	Any units from VCE or VET as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Biology 2	Psychology 2	Maths Methods 2 and / or General Maths 2	
English 3 and/or English Language 3 and/or Literature 3	Biology 3	Psychology 3	Maths Methods 3 and / or Further Maths 3	
English 4 and/or English Language 4 and/or Literature 4	Biology 4	Psychology 4	Maths Methods 4 and / or Further Maths 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships are available See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Social and Community Services Welfare Social Sciences Nursing

UNIVERSITY
Bachelor Degrees including: <ul style="list-style-type: none"> Social Science Behavioural Science Some Marine Science Cognitive Science Psychiatric Nursing Environmental Science Biological Science

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

BIOLOGICAL/GEOLOGICAL/AGRICULTURAL SCIENCE PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Chemistry 1 or Biology 1	Maths Methods 1 and / or General Maths 1	Biology 1 VET Agriculture	Any units from VCE, VET or VCAL, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Chemistry 2 or Biology 2	Maths Method 2 and / or General Maths 2	Biology 2 VET Agriculture	
English 3 and/or English Language 3 and/or Literature 3	Chemistry 3 or Biology 3	Maths Methods 3 and / or Further Maths 3	Biology 3 VET Agriculture	
English 4 and/or English Language 4 and/or Literature 4	Chemistry 4 or Biology 4	Maths Methods 4 and / or Further Maths 4	Biology 4 VET Agriculture	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE. Students interested in this pathway may be interested in the Uni Bridges Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships and Apprenticeships are available See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Biotechnology Horticulture Applied Science Agriculture Technology

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Biological Science Health Science Ag Science Applied Geology Agriculture and Research Economics Medical Lab Science Environmental Science Pharmacy Chiropractic Osteopathy Biotechnology Cartography Surveying Dental Science

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

BUILDING AND CONSTRUCTION INDUSTRY PATHWAY - VCE OPTION

COMPULSORY UNITS				OTHER UNITS
VET STUDIES	ENGLISH	MATHS	COMPLIMENTARY STUDIES	OPTIONAL
VET Building & Construction (Certificate II) OR School Based Apprenticeship or Traineeship from the Construction, Plumbing and Services training package	English 1 OR EAL 1	General Maths 1 OR Maths Methods 1	At least one of: <ul style="list-style-type: none"> Additional studies from VET category Industry and Enterprise Business Management Product Design and Technology Systems Engineering Visual Communication and Design Technical 	Any units from VCE, VET, as appropriate.
	English 2 OR EAL 2	General Maths 2 OR Maths Methods 2		
	English 3 OR EAL 3	Further Maths 3 OR Maths Methods 3	At least one of: <ul style="list-style-type: none"> Additional studies from VET category Industry and Enterprise Accounting Business Management Product Design and Technology Systems Engineering Visual Communication and Design Technical 	
	English 4 OR EAL 4	Further Maths 4 OR Maths Methods 4		

OTHER UNITS
Selecting other units depends on whether you wish to complete additional related units to your pathway or other VCE units of interest.

THIS PATHWAY MAY LEAD TO:

BEFORE FINALISING UNITS:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Engineering Cabinet Making Building and Construction

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Industrial Design Construction Economics <p><i>University Courses strongly advise Mathematics</i></p>

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

NB: A Building and Construction Industry Pathway can be followed as part of a Specialist Themed VCAL Program-Skilled Services (see page 20)

BUSINESS/COMPUTING PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Accounting 1 or Business Management 1	Computing 1	Maths Methods 1 and / or General Maths 1	VET Business, VET Information Technology or any units from VCE, VET or VCAL, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Accounting 2 or Business Management 2	Computing 2	Maths Methods 2 and / or General Maths 2	
English 3 and/or English Language 3 and/or Literature 3	Accounting 3 or Business Management 3	Computing 3	Maths Methods 3 and / or Further Maths 3	
English 4 and/or English Language 4 and/or Literature 4	Accounting 4 or Business Management 4	Computing 4	Maths Methods 4 and / or Further Maths 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL. Students interested in this pathway may be interested in the Specialist Commerce Program.

THIS PATHWAY MAY LEAD TO:

BEFORE FINALISING UNITS:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships are available See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Information Technology Marketing Business Administration Business (Accounting) Accounting

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Economics Events Management Computing Business Commerce Marketing Office Management Accounting Finance Information Systems Property Personnel Industrial Relations Tourism Sports Management

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

COMMERCE/BUSINESS PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Maths Methods 1 and / or General Maths 1	Business Management 1 or Legal Studies 1	Accounting 1	Any units from VCE, VET or VCAL, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Maths Methods 2 and / or General Maths 2	Business Management 2 or Legal Studies 2	Accounting 2	
English 3 and/or English Language 3 and/or Literature 3	Maths Methods 3 and / or Further Maths 3	Business Management 3 or Legal Studies 3	Accounting 3 or Economics 3	
English 4 and/or English Language 4 and/or Literature 4	Maths Methods 4 and / or Further Maths 4	Business Management 4 or Legal Studies 4	Accounting 4 or Economics 4	

OTHER UNITS

Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL. Students interested in this pathway may be interested in the Specialist Commerce Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT

- Limited opportunities for students seeking employment directly from VCE
- Some Traineeships are available
- See a Careers Advisor for details

TAFE

Diplomas and Certificates in:

- Information Technology
- Marketing
- Business Administration
- Business (Accounting)
- Accounting
- Numerous others

UNIVERSITY

Bachelor Degrees in:

- Business • Commerce
- Events Management
- Marketing • Office Management
- Accounting • Finance
- Property • Personnel and Industrial Relations • Accounting
- Marketing • Financial Planning
- Tourism • Sports Management

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:

- Tertiary entry requirements
- Prerequisites
- Recommended Units
- Any special requirements

COMMUNITY SERVICES AND HEALTH INDUSTRY PATHWAY - VCE OPTION

COMPULSORY UNITS				OTHER UNITS
VET STUDIES	ENGLISH	MATHS	COMPLIMENTARY STUDIES	OPTIONAL
VET Community Services OR School Based Traineeship from the Health or Community Services training package	English 1 OR EAL 1	Foundation Maths 1 OR General Maths 1 OR Maths Methods 1	At least one of: <ul style="list-style-type: none"> Additional studies from VET category Industry and Enterprise Health and Human Development Physical Education Biology 	Any units from VCE, VET, as appropriate. Students interested in this program may be interested in UniBridges program.
	English 2 OR AL 2	Foundation Maths 2 OR General Maths 2 OR Maths Methods 2		
	English 3 OR EAL 3	Further Maths 3 OR Maths Methods 3	At least one of: <ul style="list-style-type: none"> Additional studies from VET category Industry and Enterprise Business Management Health and Human Development Physical Education Biology 	
	English 4 OR EAL 4	Further Maths 4 OR Maths Methods 4		

OTHER UNITS

Selecting other units depends on whether you wish to complete additional related units to your pathway or other VCE units of interest.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT

- Limited opportunities for students seeking employment directly from VCE
- Some Traineeships and Apprenticeships are available
- See Careers Advisor for Details.

TAFE

Diplomas and Certificates in:

- Social and Community Services
- Welfare
- Social Sciences
- Nursing
- Childcare

UNIVERSITY

Bachelor Degrees in:

- Social Science
- Behavioural Science
- Some Marine Science
- Cognitive Science
- Psychiatric Nursing
- Environmental Science
- Biological Science

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:

- Tertiary entry requirements
- Prerequisites
- Recommended Units
- Any special requirements

COMPUTING PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Computing 1	Maths Methods 1 and/or General Maths 1	Physics 1 or Computing 3 or CISCO	VET - Information Technology, VET - Interactive Digital Media or any other units from VCE, VET or VCAL, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Computing 2	Maths Methods 2 and/or General Maths 2	Physics 2 or Computing 4 or CISCO	
English 3 and/or English Language 3 and/or Literature 3	Computing 3 (Soft. Dev. or Informatics)	Maths Methods 3 and/or Further Maths 3	Physics 3 or CISCO	
English 4 and/or English Language 4 and/or Literature 4	Computing 4 (Soft. Dev. or Informatics)	Maths Methods 4 and/or Further Maths 4	Physics 4 or CISCO	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL. Students interested in this pathway may be interested in the Specialist Commerce Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT	TAFE	UNIVERSITY
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships are available See a Careers Advisor for details 	Diplomas and Certificates in: <ul style="list-style-type: none"> Information Technology Business Administration Business (Accounting) Games and Software Development 	Bachelor Degrees and/or Applied Science Degrees in: <ul style="list-style-type: none"> Economics Computing Business Commerce Office Management Information Systems Games and Software Development Information Programming and many more.

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

ELECTRONICS/ELECTRICAL PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Systems Engineering 1	Design and Technology 1: Competition Vehicles	VET Integrating Technology and/or Physics 1	Any units from VCE, VET or VCAL, as appropriate. Maths Methods General Maths 1 and 2 Further Maths 3 and 4.
English 2 and/or English Language 2 and/or Literature 2	Systems Engineering 2	Design and Technology 2: Competition Vehicles	VET Integrating Technology and/or Physics 2	
English 3 and/or English Language 3 and/or Literature 3	Systems Engineering 3	Design and Technology 3: Competition Vehicles	VET Integrating Technology and/or Physics 3	
English 4 and/or English Language 4 and/or Literature 4	Systems Engineering 4	Design and Technology 4: Competition Vehicles	VET Integrating Technology and/or Physics 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT	TAFE	UNIVERSITY
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships and Apprenticeships are available See a Careers Advisor for details 	Diplomas and Certificates in: <ul style="list-style-type: none"> Engineering Refrigeration and Air Conditioning Electronics/Electrical Telecommunications 	Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Limited Science courses Applied Science (Computing) Telecommunications <p><i>Note: Most University courses require Mathematical Methods.</i></p>

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

ENVIRONMENTAL SCIENCES PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Chemistry 1 or Biology 1	Maths Methods 1	Outdoor and Environmental Studies 1	VET Equine Industry, VET Outdoor Recreation, VET Agriculture or any units from VCE, VET or VCAL, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Chemistry 2 or Biology 2	Maths Methods 2	Outdoor and Environmental Studies 2	
English 3 and/or English Language 3 and/or Literature 3	Chemistry 3 or Biology 3	Maths Methods 3	Outdoor and Environmental Studies 3	
English 4 and/or English Language 4 and/or Literature 4	Chemistry 4 or Biology 4	Maths Methods 4	Outdoor and Environmental Studies 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL. Students interested in this pathway may be interested in the Uni Bridges Program or Specialist Maths and Science Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Applied Science Horticulture Farming Community Recreation

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Agribusiness Agricultural Science Environmental Health Applied Science-Health Applied Science-Environmental Applied Science-Food Tech Education (Environmental Science)

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

FASHION/TEXTILES PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Design and Technology Textiles and Fashion 1	Visual Communication and Design 1 and Art Fashion 1	VET Applied Fashion Design and Technology	Any units from VCE, VET or VCAL, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Design and Technology Textiles and Fashion 2	Visual Communication and Design 2 and Art Fashion 2	VET Applied Fashion Design and Technology	
English 3 and/or English Language 3 and/or Literature 3	Design and Technology Textiles and Fashion 3	Visual Communication and Design 3 and Art Fashion 3	Art: General 3 VET Applied Fashion Design and Technology	
English 4 and/or English Language 4 and/or Literature 4	Design and Technology Textiles and Fashion 4	Visual Communication and Design 4 and Art Fashion 4	Art: General 4 VET Applied Fashion Design and Technology	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships are available See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Clothing and Footwear Fashion Design and Production Trade Sketching Textiles Art and Design

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Art Craft Photography Fashion Graphic Design/Visual Communication Textile Design Visual Art/Teaching Merchandising stream

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements such as interviews and folios

GRAPHIC DESIGN AND VISUAL ARTS PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Studio Arts Painting and Drawing or Photography 1	Art General 1	Visual Communication and Design 1	VET Media or any units from VCE, VET or VCAL, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Studio Arts Painting and Drawing or Photography 2	Art General 2	Visual Communication and Design 2	
English 3 and/or English Language 3 and/or Literature 3	Studio Arts Painting and Drawing or Photography 3	Art General 3	Visual Communication and Design 3	
English 4 and/or English Language 4 and/or Literature 4	Studio Arts Painting and Drawing or Photography 4	Art General 4	Visual Communication and Design 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL. Students interested in this program may be interested in the Specialist Visual Arts Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships and Apprenticeships are available See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Associate Diploma Applied Science Architectural Drafting Vocational Arts Certificate Advanced Certificate of Art and Design Multimedia.

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Visual Arts Visual Communications Textiles Design Bachelor of Architecture at some institutions. Multimedia

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements such as interviews and folios

HOSPITALITY/FOOD PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	VET Hospitality	Food and Technology 1	Health and Human Development 1	Any units from VCE, VET or VCAL, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	VET Hospitality	Food and Technology 2	Health and Human Development 2	
English 3 and/or English Language 3 and/or Literature 3	VET Hospitality	Food and Technology 3	Health and Human Development 3	
English 4 and/or English Language 4 and/or Literature 4	VET Hospitality	Food and Technology 4	Health and Human Development 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships and Apprenticeships are available See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Hospitality and Tourism Courses Hospitality studies Commercial Cookery

UNIVERSITY
Bachelor Degrees at various institutions in: <ul style="list-style-type: none"> Travel/Tourism Home Economics Hospitality Business Management <p><i>Note: Some university courses require Mathematics.</i></p>

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

HUMANITIES PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS	OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	To complete your course choose from the following: Classical Studies 1-4 English Language 1-4 Geography 1-4 History 1-4 Australian and Global Politics 1 and 2 Global Politics 3 and 4 Literature 1-4 Languages 1-4 National Politics 3 and 4 Philosophy 1-4 Extended Investigation Sociology 1-4	Any units from VCE or VET as appropriate.
English 2 and/or English Language 2 and/or Literature 2		
English 3 and/or English Language 3 and/or Literature 3		
English 4 and/or English Language 4 and/or Literature 4		

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE. Students interested in this program may be interested in the Specialist Humanities Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE. See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Social and Community Services Humanities and Social Sciences Professional writing

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Arts • Humanities • Social Science • Family Studies Social Work • Public Relations Teaching • Education (eg. Library and Information Studies) Arts/Media. Majors may include: Philosophy • International Studies • Politics • Various Histories • Geography

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

ICT PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Maths Methods 1 and/or General Maths 1	VET Certificate II Info. Tech. or Computing 1	CISCO	Any units from VCE, VET or VCAL, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Maths Methods 2 and/or General Maths 2	VET Certificate II Info. Tech. or Computing 2	CISCO	
English 3 and/or English Language 3 and/or Literature 3	Maths Methods 3 and/or Further Maths 3	VET Certificate II Info. Tech. or Computing 3	CISCO	
English 4 and/or English Language 4 and/or Literature 4	Maths Methods 4 and/or Further Maths 4	VET Certificate II Info. Tech. or Computing 4	CISCO	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Opportunities exist for students seeking employment directly from school Traineeships are available See a Careers Advisor for details

CISCO
<ul style="list-style-type: none"> CCNP Cisco Certified Network Professional CCIE Cisco Certified Internetwork Engineer

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Computing Digital Technology Information Systems Applied Science (Computing)

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Vendor certification pathways Tertiary entry requirements Prerequisites TAFE credit transfer details

LEGAL/WELFARE PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Legal Studies 1 or Australian and Global Politics 1	Psychology 1 or VET Community Services	Classical Studies 1 or Sociology 1	Any units from VCE, VET or VCAL, as appropriate
English 2 and/or English Language 2 and/or Literature 2	Legal Studies 2 or Australian and Global Politics 2	Psychology 2 or VET Community Services	Classical Studies 2 or Sociology 2	
English 3 and/or English Language 3 and/or Literature 3	Legal Studies 3 or National Politics 3 or Global Politics 3	Psychology 3 or VET Community Services	Classical Studies 3 or Sociology 3	
English 4 and/or English Language 4 and/or Literature 4	Legal Studies 4 or National Politics 4 or Global Politics 4	Psychology 4 or VET Community Services	Classical Studies 4 or Sociology 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Social and Community Services Law and Security Humanities and Social Sciences Childrens Services. Law Clerk

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Humanities • Social Science Welfare Studies • Social Work Law • Speech Pathology Behavioural/Cognitive Science Teaching • Health/Medical Records Administration Early Childhood • Police Studies

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

MANUFACTURING AND ENGINEERING INDUSTRY PATHWAY - VCE OPTION

COMPULSORY UNITS				OTHER UNITS
VET STUDIES	ENGLISH	MATHS	COMPLIMENTARY STUDIES	OPTIONAL
VET Engineering OR Vet Furnishing School Based Apprenticeship or Traineeship from the Manufacturing or Metal and Engineering training packages	English 1 OR EAL 1	Foundation Maths 1 OR General Maths 1 OR Maths Methods 1	At least one of: <ul style="list-style-type: none"> Additional studies from VET category Industry and Enterprise Product Design and Technology Systems Engineering Visual Communication and Design Technical 	Any units from VCE, VET, as appropriate.
	English 2 OR EAL 2	Foundation Maths 2 OR General Maths 2 OR Maths Methods 2		
	English 3 OR EAL 3	Further Maths 3 OR Maths Methods 3	At least one of: <ul style="list-style-type: none"> Additional studies from VET category Industry and Enterprise Business Management Product Design and Technology Systems Engineering Visual Communication and Design Technical 	
	English 4 OR EAL 4	Further Maths 4 OR Maths Methods 4		

OTHER UNITS
Selecting other units depends on whether you wish to complete additional related units to your pathway or other VCE units of interest.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships and Apprenticeships are available See Careers advisor for details.

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Engineering Cabinet Making Building and Construction

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Industrial Design Construction Economics <p><i>University Courses strongly advise Mathematics</i></p>

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

NB: A Manufacturing and Engineering Industry Pathway can be followed as part of a Specialist Themed VCAL Program-Skilled Services (see page 20)

MEDIA/ARTS (VISUAL AND PERFORMING) PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Media 1	Drama 1, Music 1, Theatre Studies 1 or Literature 1	Studio Arts 1 or Visual Communication 1 or Art 1	Dance, VET Dance, VET Interactive Digital Media, or any other units from VCE, VET or VCAL, as appropriate
English 2 and/or English Language 2 and/or Literature 2	Media 2	Drama 2, Music 2, Theatre Studies 2 or Literature 2	Studio Arts 2 or Visual Communication 2 or Art 2	
English 3 and/or English Language 3 and/or Literature 3	Media 3	Drama 3, Music 3, Theatre Studies 3 or Literature 3	Studio Arts 3 or Visual Communication 3 or Art 3	
English 4 and/or English Language 4 and/or Literature 4	Media 4	Drama 4, Music 4, Theatre Studies 4 or Literature 4	Studio Arts 4 or Visual Communication 4 or Art 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL. Students interested in this pathway may be interested in the Specialist Visual Arts Program

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Arts and Media courses Multimedia Music Industry (Performance) Dance

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Visual and Performing Arts General Arts Media / Communications Public Relations Journalism

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

MEDIA/JOURNALISM PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Literature 1 and/or English Language 1	Media 1	Australian and Global Politics 1 Languages 1	Any units from VCE or VET as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Literature 2 and/or English Language 2	Media 2	Australian and Global Politics 2 Languages 2	
English 3 and/or English Language 3 and/or Literature 3	Literature 3 and/or English Language 3	Media 3	Global Politics 3 and/or National Politics 3 Languages 3	
English 4 and/or English Language 4 and/or Literature 4	Literature 4 and/or English Language 4	Media 4	Global Politics 4 and/or National Politics 4 Languages 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE. Students interested in this pathway may also be interested in the Specialist Humanities Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE. Some Traineeships available See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Media production courses Professional writing and editing

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Arts Journalism Media Studies / Communications Public Relations

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

MEDICAL PROFESSIONAL PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Chemistry 1	Maths Methods 1 and Specialist Maths 1	Physics 1 or Biology 1	Any units from VCE or VET as appropriate. Strong recommendation to consider Maths Methods and Specialist Maths at 3/4 level.
English 2 and/or English Language 2 and/or Literature 2	Chemistry 2	Maths Methods 2 and Specialist Maths 2	Physics 2 or Biology 2	
English 3 and/or English Language 3 and/or Literature 3	Chemistry 3	Maths Methods 3	Physics 3 or Biology 3	
English 4 and/or English Language 4 and/or Literature 4	Chemistry 4	Maths Methods 4	Physics 4 or Biology 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE. Students interested in this pathway may also be interested in the Specialist Maths and Science Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE See a Careers Advisor for details

TAFE
Limited opportunities. See a Careers Advisor for details.

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Medicine Physiotherapy Occupational Therapy Speech Pathology Podiatry Orthoptics Chiropractic Pharmacy Dentistry Prosthetics and Orthotics. A UMAT test will need to be completed in most cases.

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements such as UMAT and interviews

METAL TRADES PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Design and Technology (Metals) 1	Visual Communication and Design - Technical 1	VET Engineering	Any units from VCE, VET or VCAL, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Design and Technology (Metals) 2	Visual Communication and Design - Technical 2	VET Engineering	
English 3 and/or English Language 3 and/or Literature 3	Design and Technology (Metals) 3	Visual Communication and Design 3	VET Engineering	
English 4 and/or English Language 4 and/or Literature 4	Design and Technology (Metals) 4	Visual Communication and Design 4	VET Engineering	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships and Apprenticeships are available See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Engineering <ul style="list-style-type: none"> Fabrication Metal Manufacturing (Engineering) Building and Construction

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Industrial Design Construction Economics Note: Many University courses require Mathematics.

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

MUSIC PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Music Performance 1	Music Styles and Composition 1		Any units from VCE, VET or VCAL, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Music Performance 2	Music Styles and Composition 2		
English 3 and/or English Language 3 and/or Literature 3	Music Performance 3	Music Styles and Composition 3 and/or Music Investigation		
English 4 and/or English Language 4 and/or Literature 4	Music Performance 4	Music Styles and Composition 4 and/or Music Investigation		

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Music Industry Entertainment (Sound) Music Performance

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Visual and Performing Arts Arts (contemporary music, music industry, performance studies) Music

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

NURSING/ALLIED HEALTH AND HUMAN SERVICES PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Physical Education 1	Health and Human Development 1	Biology 1 or Chemistry 1 VET Health Services Assistance	Any units from VCE, VET or VCAL, as appropriate. Strongly recommend Mathematics or any units from VCE, VET or VCAL, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Physical Education 2	Health and Human Development 2	Biology 2 or Chemistry 2 VET Health Services Assistance	
English 3 and/or English Language 3 and/or Literature 3	Physical Education 3	Health and Human Development 3	Biology 3 or Chemistry 3 VET Health Services Assistance	
English 4 and/or English Language 4 and/or Literature 4	Physical Education 4	Health and Human Development 4	Biology 4 or Chemistry 4 VET Health Services Assistance	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL. Students interested in this pathway may also be interested in the Uni Bridges Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships and Apprenticeships are available See a Careers Advisor for details

TAFE
Associate Diplomas, Advanced Certificates and Certificates in: <ul style="list-style-type: none"> Childcare Health Sciences Social and Community Services Occupational Studies Resource Management Hospitality Residential and Community Services

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Childcare Chiropractic Nursing Paramedics Physiotherapy Human Movement Physical Education Hospitality Studies Occupational Therapy Teaching Public Health Note: Some University courses require Mathematics.

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

OUTDOOR/RECREATION/ECO-TOURISM PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS		OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Outdoor and Environmental Studies 1 or VET Outdoor Recreation	Biology 1 or Environmental Science 1	VET Conservation and Land Management or any units from VCE, VET or VCAL, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Outdoor and Environmental Studies 2 or VET Outdoor Recreation	Biology 2 or Environmental Science 2	
English 3 and/or English Language 3 and/or Literature 3	Outdoor and Environmental Studies 3 or VET Outdoor Recreation	Biology 3 or Environmental Science 3	
English 4 and/or English Language 4 and/or Literature 4	Outdoor and Environmental Studies 4 or VET Outdoor Recreation	Biology 4 or Environmental Science 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> • Employment in recreation based retail outlets • Limited opportunities for students seeking employment directly from VCE • Limited Traineeships available • See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> • Resource Management Applied Science - Resource Management • Tourism and Eco-Tourism • Sport and Recreation • Outdoor Recreation

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> • Teaching/Environmental Studies • Social Science • Parks and Recreation • Arts (Outdoor Education) • Nature Tourism

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> • Tertiary entry requirements • Prerequisites • Recommended Units • Any special requirements

PERFORMING ARTS PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Drama 1 and/or Theatre Studies 1 or VET Dance	Literature 1	History 1 or Media 1 or Classical Studies 1	Any units from VCE, VET or VCAL, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Drama 2 and/or Theatre Studies 2 or VET Dance	Literature 2	History 2 or Media 2 or Classical Studies 2	
English 3 and/or English Language 3 and/or Literature 3	Drama 3 and/or Theatre Studies 3 or VET Dance	Literature 3	History 3 or Media 3 or Classical Studies 3 or Dance 3	
English 4 and/or English Language 4 and/or Literature 4	Drama 4 and/or Theatre Studies 4 or VET Dance	Literature 4	History 4 or Media 4 or Classical Studies 4 or Dance 3	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> • Limited opportunities for students seeking employment directly from VCE • Theatre Technician • See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> • Show Biz • Performing Arts Services • Small theatre company studies • Small Community Theatre • Theatre Technology

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> • Performing Studies • Drama • Arts/Cinema Studies • Humanities • Arts/Media • Visual Arts • Welfare • Social Sciences • Film and TV • Performing Arts • Education (Media Studies, Drama Dance) • Producer/Director.

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> • Tertiary entry requirements • Prerequisites • Recommended Units • Any special requirements

PHYSICAL SCIENCE/ENGINEERING PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Physics 1 and/or Chemistry 1	Maths Methods 1 Specialist Maths 1		Any units from VCE, VET or VCAL, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Physics 2 and/or Chemistry 2	Maths Methods 2 Specialist Maths 2		
English 3 and/or English Language 3 and/or Literature 3	Physics 3 and/or Chemistry 3	Maths Methods 3	Specialist Maths 3	
English 4 and/or English Language 4 and/or Literature 4	Physics 4 and/or Chemistry 4	Maths Methods 4	Specialist Maths 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL. Students interested in this pathway may also be interested in the Specialist Maths and Science Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Traineeships (Lab Tech) See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Engineering Applied Science

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Architecture Engineering Science (Applied, Physical, Agricultural, Chemical, Biological, Health) Education Manufacturing

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

SPORT AND RECREATION INDUSTRY - INDUSTRY PATHWAY - VCE OPTION

COMPULSORY UNITS				OTHER UNITS
VET STUDIES	ENGLISH	MATHS	COMPLIMENTARY STUDIES	OPTIONAL
VET Sport and Recreation School Based Traineeship from the Sport and Recreation training package	English 1 OR EAL 1	Foundation Maths 1 OR General Maths 1 OR Maths Methods 1	At least one of: <ul style="list-style-type: none"> Additional studies from VET category Industry and Enterprise Physical Education Health and Human Development Outdoor and Environmental Studies 	Any units from VCE, VET, as appropriate.
	English 2 OR EAL 2	Foundation Maths 2 OR General Maths 2 OR Maths Methods 2		
	English 3 OR EAL 3	Further Maths 3 OR Maths Methods 3	At least one of: <ul style="list-style-type: none"> Additional studies from VET category Industry and Enterprise Physical Education Health and Human Development Outdoor and Environmental Studies 	
	English 4 OR EAL 4	Further Maths 4 OR Maths Methods 4		

OTHER UNITS
Selecting other units depends on whether you wish to complete additional related units to your pathway or other VCE units of interest.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships and Apprenticeships are available See Careers advisor for details.

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Sport Development Fitness Sport and Recreation Sports Therapy Massage Therapy

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Outdoor Education Outdoor Recreation Exercise Science Sport Coaching Sport and Recreation Management Human Movement Physical Education Sports Journalism

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

NB: A Sport and Recreation Themed Industry Pathway can be followed as part of a Specialist Themed VCAL Program–Community Services (see page 20)

TRAVEL/TOURISM PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Australian and Global Politics 1	General Maths 1 and/or Maths Methods 1	Languages 1 or History 1 or Business Management 1	VET Hospitality or any units from VCE, VET or VCAL, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Australian and Global Politics 2	General Maths 2 and/or Maths Methods 2	Languages 2 or History 2 or Business Management 2	
English 3 and/or English Language 3 and/or Literature 3	Global Politics 3 and/or National Politics 3	Further Maths 3 and/or Maths Methods 3	Languages 3 or History 3 or Business Management 3	
English 4 and/or English Language 4 and/or Literature 4	Global Politics 4 and/or National Politics 4	Further Maths 4 and/or Maths Methods 4	Languages 4 or History 4 or Business Management 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships are available See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Travel and Tourism Social and Community Services Humanities and Social Sciences Marketing

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Arts • Humanities • Social Science • Family Studies • Social Work • Public Relations • Travel and Tourism • Catering and Hotel Management • Arts (Nature Tourism)

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

WOOD TRADES PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Design and Technology (Wood) 1	Visual Communication and Design - Technical 1	VET Furnishing or VET Building and Construction	Any units from VCE, VET or VCAL, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Design and Technology (Wood) 2	Visual Communication and Design - Technical 2	VET Furnishing or VET Building and Construction	
English 3 and/or English Language 3 and/or Literature 3	Design and Technology (Wood) 3	Visual Communication and Design 3	VET Furnishing or VET Building and Construction	
English 4 and/or English Language 4 and/or Literature 4	Design and Technology (Wood) 4	Visual Communication and Design 4	VET Furnishing or VET Building and Construction	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Engineering Cabinet Making Building and Construction

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Industrial Design Construction Economics <p><i>University courses strongly advise Mathematics</i></p>

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

ACCOUNTING

ACCOUNTING UNITS 1-2 (BSAC1-2)

For students wanting to complete a Business/Commerce degree, Accounting Units 1-4 is highly recommended. Students learn how to manipulate accounting figures using the software Excel.

It is recommended that students have studied and satisfactorily completed Unit 2 Accounting prior to studying Units 3 and 4.

UNIT 1

Students will explore topics on the accounting practices relevant to establishing and operating a business. This includes cashbooks, financial statements including profits and loss, balance sheets, investment options and budgets.

LEARNING ACTIVITIES

Preparing statements, ICT tasks and ongoing assignments.

KEY SKILLS REQUIRED

Ability to recall information, mathematical skills, ability to set out key statements and be able to analyse and interpret data.

ASSESSED TASKS

Tests, reports, online tasks and an end of semester written examination.

UNIT 2

Students will explore topics such as accounting practices for trading businesses. Students learn a range of accounting statements from accounting data, double entry accounting, ICT and evaluating trading business success.

LEARNING ACTIVITIES

ICT for accounting, manual accounting, preparing reports and ongoing assignments.

KEY SKILLS REQUIRED

Using excel for accounting, recall accounting processes, layout of statements and mathematical and analytical skills.

ASSESSED TASKS

Topic tests, ongoing report, tasks using accounting software and an end of semester written examination.

ACCOUNTING

ACCOUNTING UNITS 3-4 (BSAC3-4)

Accounting focuses on financial recording, reporting and decision making processes in business. Students study theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and electronic methods. Accounting enables students to develop their financial knowledge and skills and many pursue further studies in business and finance or become small business owners.

It is recommended that students have studied Units 1 and 2 Accounting or have satisfactorily completed Unit 2 prior to completing Units 3 and 4.

UNIT 3

Students will explore topics such as recording financial data into appropriate accounting records using a double entry accrual-based accounting system and related aspects of this accounting system.

LEARNING ACTIVITIES

A folio of exercises (manual and ICT) focussing on the recording and reporting of financial data and theory components of the accounting system.

KEY SKILLS REQUIRED

Further development of the accounting skills established in Unit 2, in particular double entry accounting.

ASSESSED TASKS

Topic tests which will examine the areas of study.

UNIT 4

Students will explore topics such as further development of Unit 3 budgeting and analysis of the performance of a business.

LEARNING ACTIVITIES

A folio of exercises (manual and electronic), a case study requiring the preparation and analysis of budgets and structured questions on analysis and interpretation.

KEY SKILLS REQUIRED

Further development of the accounting skills established in Unit 3, detailed budgeting skills and financial and non-financial business analysis and interpretation skills.

ASSESSED TASKS

Topic tests which will examine the two areas of study and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), Coursework Unit 4 (25%), and a 2 hour end of year examination in November (50%).

ART

ART UNITS 1-2 (VAAF1-2 or VAAG1-2)

Art allows for the acquisition of a broad range of knowledge in practical and theoretical areas. The focus of practical work is for students to explore the characteristics and qualities of materials and areas of personal interest to generate their own artworks. The theoretical work is based on students researching artists in different societies, cultures, and historical periods and developing their own points of view about the meanings and messages of the studied artworks.

Art can be studied in either Fashion or General. However, students can only be credited for one art study.

UNIT 1

FASHION OR GENERAL

The practical component of this unit allows students to use imagination and creativity to explore art from individual interest to create artworks. The theory component investigates how art relates to a range of societies and cultures, as students examine both historical and contemporary artworks.

LEARNING ACTIVITIES

Essays, gallery visits and research activities.

KEY SKILLS REQUIRED

Understanding of the formal elements and principles of art folio development.
Analysis and interpretation of how art reflects the personal interests, experiences and intention of the artist.

ASSESSED TASKS

Written response, visual analysis of artworks, oral report, folio and an end of semester written examination.

UNIT 2

FASHION OR GENERAL

This unit explores the concept that artworks can be created as forms of cultural expression for specific contexts. Through practical work, students trial a variety of techniques, materials and working methods based on personal and creative responses in their art making. The theory component explores how art is manifested across cultures and how art is influenced by time, place, beliefs and traditions.

LEARNING ACTIVITIES

Essays, gallery visits and analysis of selected artworks.

KEY SKILLS REQUIRED

Folio development and refinement of creative ideas and techniques.
Use of appropriate art language for comparing and contrasting artworks from different cultures.

ASSESSED TASKS

Research activity, analysis and comparison of artworks, written response, folio and an end of semester written examination.

ART

ART UNITS 3-4 (ARAF3-4 or ARAG3-4)

Art allows students to explore ways in which ideas and issues can influence the making and interpretation of art. The focus of practical work is through investigation, exploration and application of a variety of materials and techniques. The theoretical work is based on using appropriate art language when students interpret the layers of meaning and interpretation of artworks.

Art can be studied in either Fashion or General. However, students can only be credited for one art study. It is recommended that students have studied Units 1 and 2 Art and have satisfactorily completed Unit 2 prior to undertaking a Unit 3 and 4 Art sequence.

UNIT 3

FASHION OR GENERAL

Students will develop personal art responses inspired by ideas, concepts and observations through the investigation and experimentation of materials and techniques. Through practical work, students explore a range of ideas, techniques, media and artistic influences. The theory component investigates the meanings and messages from art produced before and since 1970.

LEARNING ACTIVITIES

Reading, group and class discussions, research activities, personal reflection and folio work.

KEY SKILLS REQUIRED

Progressively develop and refine personal concepts through exploring and experimenting with materials, techniques and art forms. Reflect on personal ideas and concepts. Compare and contrast artworks before and since 1970.

ASSESSED TASKS

Comparative essay and folio.

UNIT 4

FASHION OR GENERAL

In this unit the practical component enables students to continue to develop ideas and concepts begun in Unit 3. The theory component explores the learning and conceptual understanding around the discussion and debate of broad issues, such as the role of art in society.

LEARNING ACTIVITIES

Reading, group and class discussions, research activities and folio completion.

KEY SKILLS REQUIRED

Analysis, personal responses in selected art form(s), translating concepts and observations into effective visual solutions. Use of a range of resources including commentaries to examine, debate and evaluate diverse interpretations of an art issue.

ASSESSED TASKS

Commentaries, essay, folio and end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (20%), School Assessed Task (50%), 1½ hour written examination in November (30%).

AUSLAN

AUSLAN UNITS 1-2 (LEAU1-2)

Auslan is the contemporary visual-spatial language of the Australian Deaf Community. Auslan facilitates communication between deaf and hearing communities, and helps maintain and share the cultural and linguistic heritage of deaf and hearing Australians. The study also promotes understanding of different attitudes and values within the Australian community. The ability to communicate in Auslan provides students with enhanced vocational opportunities in education, interpreting, social work and counselling.

Year 10 competency is not a pre-requisite for Units 1 and 2.

UNIT 1

Students will explore their Personal Identity such as family, school, sport, food hobbies and their future career job.

LEARNING ACTIVITIES

Signing in various signed text types (e.g. narrative, persuasive, formal and informal) to various audience sizes (solo, dialogue with another signer, class presentations) via rehearsed and natural conversation, role-play, responding to signed texts, vocabulary development, grammatical development, expressive skills, use of visual skills and homework practice tasks.

KEY SKILLS REQUIRED

Receptive and productive signing skills, comprehension, grammar and pronunciation.

ASSESSED TASKS

Informal dialogue, a two to four minute informal conversation, view signed texts and extract information, signed presentation and end of semester signed production examination.

UNIT 2

Students will explore topics such as Deaf culture, Deaf sport and directions.

LEARNING ACTIVITIES

Signing in various signed text types (e.g. narrative, persuasive, formal and informal) to various audience sizes (solo, dialogue with another signer, class presentations) via rehearsed and natural conversation, role-play, responding to signed texts, vocabulary development, grammatical development, expressive skills, use of visual skills and homework practice tasks.

KEY SKILLS REQUIRED

Receptive and productive signing skills, comprehension, grammar and pronunciation.

ASSESSED TASKS

Informal dialogue, suggest a possible course of action, view signed texts and extract information, view signed texts and provide personal comment, sign a narrative, participate in a conversation and an end of semester signed production examination.

AUSLAN

AUSLAN UNITS 3-4 (LEAU3-4)

Auslan is the contemporary visual-spatial language of the Australian Deaf community. Auslan facilitates communication between deaf and hearing communities, and helps maintain and share the cultural and linguistic heritage of deaf and hearing Australians. The study also promotes understanding of different attitudes and values within the Australian community. The ability to communicate in Auslan provides students with enhanced vocational opportunities in education, interpreting, social work and counselling.

STUDYING AUSLAN

Auslan does not require a pre-requisite of Year 10 competency before enrolment in Unit 1. Direct enrolment into Unit 3 is decided on an individual basis and is dependent upon signing ability.

Language study at VCE level steadily develops visual skills, expressive skills and sign language production and reception. These skills must be practised to meet demands of increasing language competency.

UNIT 3-4

Throughout the year students will explore topics such as making travel arrangements, deaf history, communication techniques, debate on cochlear implants, and deaf organisations.

LEARNING TASKS

Signing in various signed text types (e.g. narrative, persuasive, formal and informal) to various audience sizes (solo, dialogue with another signer, class presentations) via rehearsed and natural conversation, role-play, responding to signed texts, vocabulary development, grammatical development, expressive skills, use of visual skills and homework practice tasks.

KEY SKILLS REQUIRED

Receptive and productive signing skills, comprehension, grammar and pronunciation.

ASSESSED TASKS – UNIT 3

Informal dialogue: A four to five minute informal discussion using information from different sources to explain and justify an opinion.

Analysis task: Review at least two signed texts to provide commentary.

Informal signed text: A three to five minute task. Students provide instructions to peers (e.g. directions to a particular location or commenting on a set itinerary).

ASSESSED TASKS – UNIT 4

Formal dialogue: A three to five minute debate, meeting or interview focusing on an exchange of ideas.

Analysis task: View two signed texts, summarise information and rephrase for a three to five minute class presentation.

Formal signed text: Provide a four to five minute sustained explanation on a given topic.

Students will also complete both an interactive sign, sign comprehension and sign production examination at the end of the year.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 15 minutes interactive sign examination in October (15%), and a 2 hour sign comprehension and sign production examination in October (35%).

AUSTRALIAN AND GLOBAL POLITICS

AUSTRALIAN AND GLOBAL POLITICS UNITS 1-2 (HUAP1-2)

In 21st Century politics, the decisions and actions taken by individuals, groups, organisations and governments are increasingly global in their impact. This study encourages students to understand and reflect on contemporary national and international political issues and events and the forces that shape them. This is a good introduction to Year 12 National Politics or Global Politics.

UNIT 1 - The National Citizen

This unit focuses on the nature and purpose of politics in Australia. Students are introduced to politics, in its broadest sense, as the exercise of power, defined by the ability to make decisions and exert influence over individuals and groups. Through analysing contemporary issues and events, students consider the Australian system of government and politics and how political power is gained, exercised and challenged in Australia.

LEARNING ACTIVITIES

Research activities, conceptual analysis, case studies and group/class discussions.

KEY SKILLS REQUIRED

Analysis, problem solving, close reading and note taking.

ASSESSED TASKS

Short answer responses, written test, research report on political leadership styles, oral presentation and an end of semester written examination.

UNIT 2 –The Global Citizen

In this area of study students consider how citizens in the twenty-first century interact and connect with the world. Increased global interconnectedness has transformed lives and created global threads, and in so doing, raised the debate over whether or not citizens' responsibilities exist beyond national borders. Areas of Study involve international terrorism, poverty and development, human rights, refugees and environmental politics.

LEARNING ACTIVITIES

Research activities, textbook work and case studies.

KEY SKILLS REQUIRED

Analysis, problem solving, comparative studies and synthesis of evidence.

ASSESSED TASKS

Research report, essay, short answer questions and an end of semester written examination.

BIOLOGY

BIOLOGY UNITS 1-2 (SCBI1-2 or UBB1-2)

Biology explores the dynamic relationships that exist between organisms and their interactions with the non-living world. It also explores the processes of life, from the molecular world of the cell to that of the whole organism. Students examine classical and contemporary research to examine how our knowledge has evolved in response to new evidence and discoveries.

Students are advised to have studied Units 1 and 2 of Biology and where possible Unit 1 Chemistry in preparation for Units 3 and 4 Biology.

UNIT 1

How do living things stay alive?

This unit focuses on the structures of cells and the processes that maintain life. Students will examine the adaptations organisms require for survival. A student designed investigation that examines the survival of an organism or species will also be undertaken.

LEARNING ACTIVITIES

Practical reports, completion of worksheets, problem solving tasks, text reading and questions, maintaining class notes and summaries. An excursion to the Melbourne Zoo may be included.

KEY SKILLS REQUIRED

Multimedia skills, data analysis, problem solving, laboratory techniques, microscope use and dissection skills.

ASSESSED TASKS

Practical Reports, Tests and a student-based investigation.

UNIT 2

How does reproduction maintain the continuity of life?

On the completion of this unit the student should be able to compare the advantages and disadvantages of asexual and sexual reproduction, explain how cells reproduce and describe the medical research currently being undertaken in reproduction of organisms. Students will examine DNA and genetic inheritance. An investigation of genetic and reproductive technologies and the issues associated with these technologies will be undertaken.

LEARNING ACTIVITIES

Practical reports, research, completion of worksheets, problem solving tasks, text reading, text questions, maintenance of class notes and summaries.

KEY SKILLS REQUIRED

Data analysis, problem solving, laboratory techniques, microscope use, multimedia skills and an ability to prepare for tests and an examination.

ASSESSED TASKS

Practical Reports, Tests and a student-based investigation.

BIOLOGY

BIOLOGY UNITS 3-4 (SCBI3-4 or UBBI3-4)

Biology is a dynamic scientific discipline where it impacts on everyday life at the individual level. It can inform choices at the personal and at the societal level. It includes fields of biochemistry, neuroscience, genetics, evolutionary biology, behavioural science and cell and molecular biology including studies of genomics and proteomics.

UNIT 3

Students investigate the activities of cells at the molecular level; the synthesis of bio-macromolecules that form components of cells and the role of enzymes in catalysing biochemical processes. Students investigate energy transformations in photosynthesis and respiration, the role of DNA in the production of proteins and applications of molecular biology in medical diagnosis. Students will also investigate the stimulus-response model in coordination and regulation and how components of the human immune system respond to antigens and provide immunity.

LEARNING ACTIVITIES

Practical investigations, research, drawing and labelling diagrams, constructing tables and concept maps, text reading and answering questions.

KEY SKILLS REQUIRED

Listening, reading biological texts, investigating and inquiring scientifically, applying biological information and understandings and communicating understanding (orally or in written form).

ASSESSED TASKS

Reports on practical activities and a report of an investigation of an organism's response to a specific chemical or physical signal and a response to an issue or aspect related to the human immune response.

UNIT 4

Students investigate molecular genetics and patterns of inheritance, the genome of individuals and species, tools and techniques used in the manipulation of DNA and study of inherited traits and cell reproduction.

Students analyse and evaluate evidence for evolution and evolutionary relationships, and describe mechanisms for change, including the effect of human intervention on evolutionary processes through selective breeding and applications of biotechnology

LEARNING ACTIVITIES

Practical investigations, research, modelling, concept maps, posters, text reading and answering questions.

KEY SKILLS REQUIRED

Investigating and inquiring scientifically, applying biological understandings to familiar and new contexts, analysing issues and implications relating to scientific and technological developments and communicating biological information and understanding.

ASSESSED TASKS

Reports on practical activities, and a report on evolutionary relationships and a response to an issue related to human intervention in evolutionary processes.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (40%) and 2½ hour written examination in November (60%).

BUSINESS MANAGEMENT

BUSINESS MANAGEMENT UNITS 1-2 (BSBM1-2)

Students who wish to learn about and have contact with the world of business and some local businesses should consider Business Management. Units 1 and 2 specifically deal with the management of small business. Business Management also provides an introduction to Units 3 and 4 assisting with developing skills and concepts associated with the course.

UNIT 1

This unit provides students with the opportunity to explore the operations of a small business and its likelihood of success. This unit looks at decision making, planning and evaluations of small businesses.

LEARNING ACTIVITIES

Research projects, online activities, worksheets, quizzes, crosswords and interactive decision making challenges.

KEY SKILLS REQUIRED

Data interpretation, creativity and imagination with developing their own business, report writing and case study investigations.

ASSESSED TASKS

Topic tests, reports, projects, development of a business plan and an end of semester written examination.

UNIT 2

This unit looks at how effective communication and marketing assists in the achievement of business objectives. Key topics include effective communication in small business, marketing your small business and public relations.

LEARNING ACTIVITIES

Research projects, online activities, board games, quizzes, crosswords, marketing and development of creative business concepts.

KEY SKILLS REQUIRED

Awareness of current issues relating to small businesses, ability to work with others, ability to draw on own workplace experiences, creativity and imagination and case study investigations.

ASSESSED TASKS

Marketing a product, oral presentation, topic tests and an end of semester written examination.

BUSINESS MANAGEMENT

BUSINESS MANAGEMENT UNITS 3-4 (BSBM3-4)

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

UNIT 3

This unit focuses on large organisations and how they are managed. Students study what constitutes a large-scale organisation, the styles and skills required to manage a large-scale organisation and the operations management of large-scale organisations.

LEARNING ACTIVITIES

Case studies, online activities, worksheets and class discussions.

KEY SKILLS REQUIRED

Awareness of current business issues, ability to draw on individual experience, application and analysis of business literature, information and case studies.

ASSESSED TASKS

Topic tests, learning activities and case studies.

UNIT 4

This unit focuses on the management of people in large organisations and the impact of change. Students study human resource management, management of change including technology, globalisation, business ethics and social responsibility.

LEARNING ACTIVITIES

Case studies, online activities, worksheets, class discussion and application tasks.

KEY SKILLS REQUIRED

Awareness of current business issues, ability to draw on your own experience, application and analysis of business literature, information and case studies.

ASSESSED TASKS

Topic tests using case study material and an end-of-year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%); School Assessed Coursework Unit 4 (25%); and a 2 hour written examination in November (50%).

CHEMISTRY

CHEMISTRY UNITS 1-2 (SCCH1-2)

The chemistry undertaken in this study provides students with the skills to pursue further studies and is representative of the major ideas of Chemistry. Students become responsible decision-making citizens able to use chemical knowledge in their everyday lives. Students are led to evaluate and debate important issues such as the future of our environment and its management.

Students need to have studied Units 1 and 2 Chemistry before attempting Units 3 and 4 Chemistry.

UNIT 1

Students will consider: 'How can the diversity of materials be explained?' This will be achieved by studying atomic theory, the periodic table, mole theory, different types of bonding in matter, organic chemistry and the nature, properties and uses of different materials. Current theory and latest research will be investigated against a backdrop of the historical development of Chemistry dating back to the Greek philosophers. This unit is designed for students who are intending to undertake future studies of Chemistry.

LEARNING ACTIVITIES

A combination of laboratory investigations and activities that develop the necessary skills.

KEY SKILLS REQUIRED

Equation writing and numerical calculations require well developed numeracy and literacy skills.

ASSESSED TASKS

Project work, research, experimental reports, topic tests, independent investigation report, end of semester exam.

UNIT 2

Students will consider: 'What makes water such a unique chemical?' They will look at how different substances interact with water, and how substances in water are measured and analysed. This will be achieved by studying the properties of water, water as a solvent, acid and base reactions, and redox reactions.

LEARNING ACTIVITIES

A combination of laboratory investigations and activities that develop the necessary skills.

KEY SKILLS REQUIRED

A command of Unit 1 skills in preparation for the Stoichiometry topic involving higher order numeracy and literacy skills.

ASSESSED TASKS

Project work, research, experimental reports, topic tests, independent investigation report, and an end of semester exam.

CHEMISTRY

CHEMISTRY UNITS 3-4 (SCCH3-4)

This subject will provide students with the skills to pursue further studies. All students should become more informed, responsible decision-making citizens able to use chemical knowledge in their everyday lives and to evaluate and debate important issues such as the future of our environment and its management.

Students need to have satisfactorily completed Units 1 and 2 Chemistry prior to studying Units 3 and 4.

UNIT 3

Students will study analytical chemistry including gravimetric, volumetric and chromatographic techniques. Other topics studied include spectroscopic techniques such as atomic absorption spectroscopy and nuclear magnetic resonance, systematic organic chemistry and the chemistry of particular organic molecules including proteins and DNA.

LEARNING ACTIVITIES

Practical activities and reports, research, text reading and answering text questions and the completion of worksheets.

KEY SKILLS REQUIRED

An ability to inquire scientifically, apply and communicate chemical understandings and information and an ability to complete numerical calculations.

ASSESSED TASKS

Extended experimental investigation, a written report on one practical activity and a third task chosen from a range of formats.

UNIT 4

Students will explore rates and equilibria in the industrial production of chemicals. Aspects of acid base equilibria, waste management, health and safety and establishing optimum conditions for the production of a chemical of significance are investigated, as well as energy changes, chemical reactions and calorimetric, galvanic and electrolytic cells.

LEARNING ACTIVITIES

Practical activities and reports, research, text reading and answering text questions and the completion of worksheets.

KEY SKILLS REQUIRED

An ability to inquire scientifically, apply and communicate chemical understandings and information and an ability to complete numerical calculations.

ASSESSED TASKS

A summary report of three practical activities, a written report on one practical activity and a third task chosen from a range of formats and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (40%), and a 2½ hour written examination in November (60%).

CHINESE - FIRST LANGUAGE

CHINESE - FIRST LANGUAGE UNITS 3-4 (LECL3-4)

The study of Chinese develops students' abilities to understand and use a language spoken by about a quarter of the world's population. It is the major language in China, Taiwan, Singapore and overseas Chinese communities. China's economy has been booming over recent decades and links between Australia and China have been strengthened, particularly in business, tourism, education, commerce and investment. The study of Chinese promotes the strengthening of these links.

Studying Chinese can provide a basis for continued learning and a pathway for students into a number of post-secondary options. Knowledge of Chinese can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

UNIT 3-4

Throughout the year students will explore topics such as traditions and culture, history, the world of technology, the world of work, youth issues, Chinese in Australia, the environment and Australian-Chinese relations.

LEARNING ACTIVITIES

Writing, (the student should be familiar with a wide range of text types including personal, imaginative, persuasive, informative and evaluative writing), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role-plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised to meet the demands of increasing language competency.

ASSESSED TASKS - UNIT 3

Essay: 500-600 character imaginative written piece.

Listening and Responding: Analyse and use information from spoken texts.

Oral: A four to five minute speech evaluating the advantages and disadvantages of an issue.

ASSESSED TASKS - UNIT 4

Reading and Responding: Analyse and use information from written texts to produce a written piece.

Essay: A 500-600 character persuasive or evaluative written response.

Oral Interview: A four minute interview on an issue related to the detailed studies.

Students will also complete both an oral and written examination at the end of the year.

STUDYING LANGUAGES

Language study at VCE level steadily develops students' proficiency in listening, speaking, reading and writing.

EXCHANGE OPPORTUNITIES

Exchange opportunities exist for students of all languages at BSSC.

VCAA ASSESSMENT – The overall Study Score will consist of:

Unit 3 School Assessed Coursework (25%), Unit 4 School Assessed Coursework (25%), 10 minutes oral examination in October (10%), and a 2 hour written examination in November (40%).

CLASSICAL STUDIES

CLASSICAL STUDIES UNITS 1-2 (HUCS1-2)

Classical Studies will help students to understand the universality of human experience and the culture of the Western World. What is a hero? What does Homer reveal about the heroic code? Did the Trojan War really take place? What defines a monster?

Students in Classical Studies explore these questions and more in a study spanning the breadth of mythology in classical Greece, via investigation of the archaeological evidence behind mythology, the workings of every day culture and society.

UNIT 1

Students explore myth in ancient Greece. Myth was one way in which the Greeks explained the physical world and the part humans play in it. By focusing on the form and function of myths, students develop an understanding of the universal nature of the human experience. Students explore ideas such as hero and tragedy through predominantly Greek historical sources focusing on oral and written stories, plays and archaeology. Students examine archaeological discoveries and explore the search for evidence related to selected myths. Students explore the ways in which myths are represented in art and literature.

LEARNING ACTIVITIES

Reading and analysis tasks, researching archaeological sites, short written reports, mapping exercises, genealogy reports and short essays.

KEY SKILLS REQUIRED

Analysis, close reading, summarising, researching, evaluation and synthesis.

ASSESSED TASKS

Essay, report, oral presentation and end of semester written examination.

UNIT 2

Students will explore and analyse the intellectual and material culture of classical Greece, examining the ideas, values and development of classical Greece through the investigation of a classical work or works. Students will also complete an in-depth study of the ways in which classical works are reference points, for later ages to aspire to or react against.

LEARNING ACTIVITIES

Reading and analysis tasks, researching, short written reports and completing mapping exercises, genealogy reports and short essays.

KEY SKILLS REQUIRED

Analysis, close reading, summarising, researching, evaluation and synthesis.

ASSESSED TASKS

Essay, analysis, report and an end of semester written examination.

CLASSICAL STUDIES

CLASSICAL STUDIES UNITS 3-4 (HUCS3-4)

Classical Studies assists students to understand the universality of human experience and the origin of the culture that now defines the Western World. By engaging with a variety of texts, sculpture and architecture students develop an understanding of the ideas explored in Classical works, comparing them to discover how different writers and artists portray and develop those universal ideas. Units 3 and 4 have identical areas of study and outcomes but students study different works for each unit.

UNIT 3

Students engage with the intellectual and material culture of Classical Greece. They examine a range of prescribed texts including epic poetry, dramatic plays, comedies, architectural works and sculptural works. Students explore an individual work and a pair of comparative works, evaluating the techniques used to present ideas and values of ancient Greece. The socio-historical context of the works is also investigated.

LEARNING ACTIVITIES

Reading and analysis tasks, researching culture, short written reports, mapping exercises, short essays, group work.

KEY SKILLS REQUIRED

Analysis, close reading, summarising, researching, evaluation, synthesis.

ASSESSED TASKS

A selection of structured questions or an analysis of the ideas and techniques in a classical work. A research report or essay, comparing ideas and techniques in two classical works, that includes a discussion of their socio-historical contexts.

UNIT 4

As with Unit 3, students will engage with the intellectual and material culture of Classical Greece. Students examine a range of prescribed texts that are different from those in Unit 3.

LEARNING ACTIVITIES

Reading and analysis tasks, researching culture, short written reports, mapping exercises, short essays, group work.

KEY SKILLS REQUIRED

Analysis, close reading, summarising, researching, evaluation, synthesis.

ASSESSED TASKS

A selection of structured questions or an analysis of the ideas and techniques in a classical work. A research report or essay comparing ideas and techniques in two classical works that includes a discussion of their socio-historical contexts. An end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

COMPUTING

COMPUTING UNITS 1-2 (BSCO1-2)

Computing focuses on how data, information and networked digital systems can be used to meet a range of users' current and future needs. It has a software development emphasis. Many students study this in conjunction with VET Interactive Digital Media (PAVM) or VET Information Technology (BSVI).

UNIT 1

Students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. They examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue.

When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills.

LEARNING ACTIVITIES

Students complete a series of tasks using electronic products such as spread sheets, presentation tools and web page editors to create solutions. They will complete worksheets and activities on various theory topics.

KEY SKILLS REQUIRED

Application of a range of ICT knowledge and skills, problem solving and logical thinking.

ASSESSED TASKS

Written test, a design task, a team project and an end of semester examination.

UNIT 2

Students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. Students learn how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. Students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

LEARNING ACTIVITIES

Students complete a folio of programming and database tasks. They will complete worksheets and activities on various theory topics.

KEY SKILLS REQUIRED

Application of a range of ICT knowledge and skills, problem solving and logical thinking.

ASSESSED TASKS

Projects or written tests and an end of semester examination.

INFORMATICS

COMPUTING: INFORMATICS UNITS 3-4 (BSIN3-4)

Access database and a drawing package such as Visio to complete their work.

A student can study Software Development Units 3 and 4 and Informatics Units 3 and 4 and gain credit for both.

UNIT 3

Unit 3 focuses on how data is acquired, managed, manipulated and interpreted to meet a range of needs

LEARNING ACTIVITIES

Students will gather data and complete a variety of activities using Access for database development to manipulate the data. They will use drawing software to show the flow of data, how users interact with online systems and to design user interfaces. They will document various types of data and complete activities that consider legal requirements for data stored in information systems.

KEY SKILLS REQUIRED

Problem solving, logical thinking and analysis skills.

ASSESSED TASKS

Students design a solution, develop it using Access and diagrammatically represent how users interact with an online solution when supplying data for a transaction.

They will also use a range of appropriate techniques and processes to acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis, and formulate a project plan to manage progress. This plan will be implemented in Unit 4.

UNIT 4

Unit 4 focuses on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs.

LEARNING ACTIVITIES

Students complete a number of tasks displaying data in different modes. They will submit various activities about formats and conventions, design tools, methods of evaluation, validation, file management and documentation.

KEY SKILLS REQUIRED

Problem solving and logical thinking.

ASSESSED TASKS

Students will use their plan from Unit 3 to design, develop and evaluate a multimodal online solution that confirms or refutes their hypothesis and will assess the effectiveness of the project plan in managing progress.

Students also complete a report where they compare and contrast the effectiveness of information management strategies used by two organisations to manage the storage and disposal of data and information, and recommend improvements to their current practices.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework:

- Unit 3 Outcome 1 (10%),
- Unit 3 Outcome 2 and Unit 4 Outcome 1(30%),
- Unit 4 Outcome 2 (10%),

2 hour written examination in November (50%).

SOFTWARE DEVELOPMENT

COMPUTING: SOFTWARE DEVELOPMENT UNITS 3-4 (BSSD3-4)

This subject is useful for students who wish to work in the IT industry or where some programming knowledge would be beneficial. Many students study this in conjunction with VET Interactive Digital Media (PAVM) or VET Information Technology (BSVI).

A student can study Software Development Units 3 and 4 and Informatics Units 3 and 4 and gain credit for both.

UNIT 3

Unit 3 focuses on the use of the analysis, design and development stages of the problem solving methodology to create working software modules. The programming language Visual Basic.Net is studied in both Units 3 and 4.

LEARNING ACTIVITIES

Students complete a series of activities using various design tools and develop a folio of tasks using VB.Net. Students document the software requirements and produce project plans for given scenarios.

KEY SKILLS REQUIRED

Some experience in programming using Visual Basic.Net, problem solving and analysis skills.

ASSESSED TASKS

Students interpret design requirements and apply a range of functions using a programming language to develop working modules. Students also analyse and document a need or opportunity, generate alternative design ideas, represent the preferred solution design and formulate a project plan for creating the solution. This is a project that carries over into Unit 4.

UNIT 4

This unit focuses on how the information needs of individuals and organisations are met through the creation of software solutions in a networked environment.

LEARNING ACTIVITIES

Students continue to add to their folio of VB.Net tasks and complete the activities evaluating the efficiency and effectiveness of various solutions. They research situations where data stored in information systems is shared with other information systems and the impact.

KEY SKILLS REQUIRED

Some experience in programming using Visual Basic.Net, problem solving and analysis skills.

ASSESSED TASKS

Students apply the stages of the problem-solving methodology to transform the design they created in Unit 3 into a software solution that meets the needs they documented. They update their project plan to show time spent on each step, test their solution and make adjustments and evaluate their solution.

Students analyse and explain the dependencies between two info. systems and evaluate the controls in place in an information system to protect the integrity of its source data.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework:

- Unit 3 Outcome 1 (10%),
- Unit 3 Outcome 2 and Unit 4 Outcome 1(30%),
- Unit 4 Outcome 2 (10%),

2 hour written examination in November (50%).

DANCE

DANCE UNITS 3-4 (PADA3-4)

Dance is the language of movement. This study is designed to develop understanding and appreciation of dance as an art form based on investigation and communication of ideas, themes and concepts. It also focuses on the development of students' technical and physical skills, personal movement vocabulary and application of choreographic and analytical principles. It is recommended that students have three to four years dance and/or movement experience prior to the commencement of VCE Dance. This experience might focus on a specific dance style or could involve development of a personal movement vocabulary.

UNIT 3

Focuses on choreography, solo dance work involving physical execution of body actions, the use of technical and performance skills and group dance work created by a choreographer. Choreographic skills are developed through analysis of a 20th or 21st Century choreographer of solo dance works. Students analyse expressive use of movement vocabulary, cultural influences on the choreographers' choice of expressive intention and technical and production aspects of dance works.

LEARNING ACTIVITIES

Technique classes, learn and rehearse a dance, practical exercises, analysis of dance works and movement vocabulary.

KEY SKILLS REQUIRED

Well-developed dance skills and techniques.

ASSESSED TASKS

Essays, tests, dance performances, written reports, movement workshops. Live dance performance and studio showings.

UNIT 4

Focuses on choreography, rehearsal and performance of a unified solo dance work, including execution of choreographic variations of spatial organisation and demonstration of performance skills. Students will document and analyse dance making and performance processes. Students' understanding of choreographic skills is refined and cultural influences on choices made by choreographers are studied.

LEARNING ACTIVITIES

Technique classes, creation of solo dance compositions, modes of dance making and solo dance works.

KEY SKILLS REQUIRED

A passion for choreography in dance stage performance, competition circuits and skills in creative movement or dance improvisation.

ASSESSED TASKS

Essays, tests, written reports, movement workshops, solo dance performances, studio showings and an end of year performance and written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (25%), 2½ -5 minutes performance examination (50%), and a 1½ hour written examination in November (25%).

DRAMA

DRAMA UNITS 1-2 (PADR1-2)

Drama is about imagining, creating and performing ideas through dramatic expression. Drama provides opportunities for students to learn about dramatic art through the development of expressive skills and the experience of making and being in a role.

Drama can be taken with Theatre Studies or as a separate subject.

UNIT 1

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories.

LEARNING ACTIVITIES

Creating, sustaining and performing roles and characters, creating ensemble and/or solo performances, evaluating own performances through written and oral tasks, analysing and evaluating a professional performance and maintaining a workbook of research, notes, and homework.

KEY SKILLS REQUIRED

Organisation, ability to perform in front of an audience, ability to maintain a workbook, research, collaborate cooperatively in small groups and an ability to analyse and evaluate performances of others.

ASSESSED TASKS

Ensemble and solo performances, folio/journal, written and/or oral reports analysing own performance work, a professional performance and an end of semester written examination.

UNIT 2

Students will investigate processes used in constructing a devised ensemble and/or solo performance based on a contemporary or historical Australian context.

LEARNING ACTIVITIES

Exploring techniques to construct performance, exploring ways of using different theatrical conventions, stagecraft and dramatic elements, documenting and recording processes used in devising a performance, performance presentation and analysis of both their own performance work and an Australian drama performance.

KEY SKILLS REQUIRED

Organisation, ability to perform in front of an audience, ability to maintain a workbook, ability to read and interpret a play script, research, collaboration in small groups and an ability to analyse and evaluate performances of others.

ASSESSED TASKS

Ensemble performance, folio/journal, written analysis and evaluation of own performance work, written analysis of a professional production and an end of semester written examination.

DRAMA

DRAMA UNITS 3-4 (PADR3-4)

Drama is about imagining, creating and performing ideas through dramatic expression. Drama provides opportunities for students to learn about dramatic art through the development of expressive skills and the experience of making and being in a role.

Students are advised to complete Units 1 and 2 Drama or have significant previous drama experience prior to studying Units 3 and 4.

UNIT 3

Students will develop skills in constructing and presenting a non-naturalistic ensemble performance to an audience, applying specific performance styles based on a prescribed task.

LEARNING ACTIVITIES

Research to develop characters specific to ensemble tasks, exploration of different performance styles and how to apply theatrical performance conventions, stagecraft and dramatic elements; techniques to document and record the processes used to construct a performance, analysing own performance as well as a performance from the prescribed VCAA play list.

KEY SKILLS REQUIRED

The ability to create and perform characters confidently in front of an audience, an ability to analyse and evaluate performance work of both self and others verbally and in writing, to learn and use the key language and terminology of drama, the ability to collaborate successfully in a group and an ability to meet deadlines within a production schedule.

ASSESSED TASKS

Contribution to a group devised performance and presentation of this performance to an audience. A written analysis of the group devised performance process, attendance at a prescribed production and subsequent written analysis of this production.

UNIT 4

Students will develop the skills for creating and developing characters for a solo performance.

LEARNING ACTIVITIES

Research to develop characters specific to a solo task; exploration and application of theatrical conventions, stagecraft and dramatic elements; document and record the stages and processes used to construct a solo performance and written analysis of own performance.

KEY SKILLS REQUIRED

The ability to create and perform characters confidently as a solo performer in front of an audience, an ability to analyse and evaluate performance work of both self and others verbally and in writing, to learn and use the key language and terminology of drama and an ability to meet deadlines within a production schedule. Also the ability to study and prepare for a written exam based on the Outcomes from Units 3 and 4.

ASSESSED TASKS

Short solo performance and written evaluation; development and presentation of a solo performance selected from a prescribed VCAA list of characters; a written report and an end of year written examination. Students will also present the VCAA solo character performance at the end of year performance examination in October.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (40%), 7 minute solo performance examination in October (35%), and a 1½ hour written examination in November (25%).

ECONOMICS

ECONOMICS UNITS 3-4 (BSEC3-4)

"To achieve true economic empowerment and avoid past blunders, ordinary voters must acquire a working knowledge of economics." (Chris Middenthorp)

Why not take this opportunity to improve your economic literacy?

It is strongly recommended that students who intend to complete a business course at tertiary level complete Units 3 and 4 Economics.

UNIT 3

In this unit you will be introduced to microeconomics. Learn how the market operates to allocate scarce resources to satisfy our many needs and wants. You will consider the role of government in economic decision making and to what extent this should happen. You will then focus on macroeconomics and look at five government economic goals - full employment, sustainable economic growth, low inflation, international transactions and income distribution.

LEARNING ACTIVITIES

Glossary of terms, applied economic exercises and research tasks.

KEY SKILLS REQUIRED

Research and reporting, interpretation and analysis of economic information, effective communication, team work and use of basic technology.

ASSESSED TASKS

Multiple choice and short answer tests.

UNIT 4

In this unit you will learn how the Australian government uses a variety of policies to achieve their economic goals.

Should the government spend more money on defence than education? What is the main objective of the Reserve Bank when it decides on monetary policy? How does government policy affect competitiveness, productive capacity and economic growth?

Students will develop a critical perspective about the role of these policies in the current government policy mix.

LEARNING ACTIVITIES

Glossary of terms, applied economic exercises, research.

KEY SKILLS REQUIRED

Research and reporting, interpretation and analysis of economic information, effective communication, team work and use of technology programs.

ASSESSED TASKS

Test and report

Students will also complete an end of year examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

ENGLISH

INTRODUCTION

English aims to develop students' critical understanding and mastery of the English language and to help them communicate in a wide range of social contexts. The study of English will help students to develop a level of competence to meet the demands of post-school employment, further education and participation in an open democratic society.

WHICH ENGLISH UNITS SHOULD STUDENTS CHOOSE?

English remains a compulsory study and all students who wish to complete their VCE must pass a minimum of three units. To meet the English requirement of the VCE, students must select their FOUR English units from the English group consisting of English Units 1-4, English as an Additional Language (EAL) Units 1-4, English Language Units 1-4, and Literature Units 1-4. Students must satisfactorily complete at least three units from the English group above. No more than two units of Units 1 and 2 may count toward the English requirement. For ATAR purposes, up to two of these sequences can be counted. All Units 3 and 4 studies must be taken as a sequence.

ENGLISH PATHWAYS

Standard English pathway

Year 11	Year 12
English Units 1 and 2	English Units 3 and 4

English Language pathway

Year 11	Year 12
English Language Units 1 and 2 and English Units 1 and 2	English Language Units 3 and 4

OR

AND/OR

English Language Unit 1 and English Unit 2	English Units 3 and 4
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English Literature pathway

Year 11	Year 12
Literature Units 1 and 2 and English Units 1 and 2	Literature Units 3 and 4

OR

AND/OR

Literature Unit 1 and English Unit 2	English Units 3 and 4
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An ATAR score may include up to two English studies as part of the best four overall for tertiary admission.

NOTE ON ENGLISH PATHWAYS

It is strongly recommended that:

- Those students who are interested in completing one unit of English Language or Literature take Unit 2 English if they wish to keep their options open in terms of the Unit 3 and 4 sequence(s) of English they complete;
- Students considering an English Language and/or English pathway complete either English Language 1 and 2 as well as English 2 or English Language 1 followed by English 2;
- Students considering a Literature and/or English pathway complete Literature 1 and 2 as well as English 2 or Literature 1 followed by English 2.

This advice is intended to ensure that a student is fully prepared for the Unit 3 and 4 sequence(s) of English they undertake. Students selecting Unit 3 and 4 English will be presented with a number of contexts to choose from. This choice will influence two of the four texts - and associated ideas - they study during Units 3 and 4. At the beginning of the enrolment period, through their Unit 2 English classes, students are supplied with detailed information about these contexts and they indicate on the enrolment form which context they have chosen.

ENGLISH (EAL)

English as an Additional Language (EAL) is an accredited VCE subject designed to cater for students for whom English is not their primary language. English (EAL) follows a similar course structure to the existing VCE English; however, the skills reflected in the main areas of study are modified, in order not to disadvantage students from non-English speaking backgrounds.

Who is eligible to enrol in English (EAL)?

A student is eligible for EAL status if:

- He or she has been resident in Australia or New Zealand for a cumulative period of no more than seven calendar years.
- English has been the student's major language of instruction for a total period of not more than seven years prior to the year in which the study is being undertaken at Units 3 and 4.
- The student meets the requirement for classification as a hearing impaired student.

A student who believes he or she is eligible to be recognised as being comparatively unfamiliar with the English language must speak to a Student Coordinator at Bendigo Senior Secondary College and provide supporting documentation.

ENGLISH

ENGLISH UNITS 1-2 (ENEN1-2 or UBEN1-2 or SDEN1-2)

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

UNIT 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

LEARNING ACTIVITIES

Students will write analytical, argumentative and creative responses to texts, give spoken presentations and read a range of texts. The subject promotes the integration of the skills of reading, writing, speaking and listening.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

ASSESSED TASKS

Analytical essay on a set text, creative responses to an alternate text, spoken presentation on an issue in the media, an analysis of the ways in which authors construct arguments to position audiences and an end of semester examination consisting of an extended text response, creative response and language analysis.

UNIT 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

LEARNING ACTIVITIES

Students will compare the ideas, issues and themes presented in texts and the ways authors convey these. They will also identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view in writing.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately. In Unit 2 students will be expected to develop skills to compare texts. They will also build on their understanding of argument and the use of persuasive language in texts.

ASSESSED TASKS

A comparative, analytical essay on set texts, a persuasive text that presents an argument or viewpoint, an analysis of the use of argument and persuasive language in texts and an end of semester examination consisting of an analysis of text, a persuasive writing piece and language analysis.

ENGLISH UNITS 3-4

(ENEC3-4 or ENEI3-4 or ENEW3-4 or SDEC3-4 or SDEI3-4 or UBEN3-4)

English helps students develop understanding and control of the English language through reading critically, writing in a wide range of styles for appropriate purposes and audiences and oral communication. The study of English will help to develop the skills to meet the demands of employment, further education and effective participation in Australian society. Students selecting these units choose one of three Contexts offered at the college. Students can select to undertake this subject through self-directed learning (see p 6).

UNIT 3

The focus of this unit is on reading and responding, both orally and in writing. Students analyse how the authors of texts create meaning in different ways. This unit has a strong emphasis on the role of language in argument and persuasion.

LEARNING ACTIVITIES

Students will read a range of texts, write analytical essays, personal and argumentative responses and give spoken presentations. They will work individually and in groups.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

ASSESSED TASKS

An essay in response to the Unit 3 text, a persuasive oral presentation, an analytical response to an issue in the media and an extended written response to the selected context.

UNIT 4

The focus of this unit is on reading and responding to a range of texts in order to analyse their construction and provide an interpretation. The ability of students to write creatively and explain their approaches is emphasised.

LEARNING ACTIVITIES

Students will read a range of texts, write analytical essays, personal and argumentative responses. They will work individually and in groups.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

ASSESSED TASKS

An essay in response to the Unit 4 text and an extended written response to the selected context.

The final examination consists of an essay on one of the set texts, a response to the Context and an analysis of a piece of persuasive writing.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 3 hour written examination in October (50%).

ENGLISH AS AN ADDITIONAL LANGUAGE UNITS 1-2 (ENAL1-2)

English as an Additional Language (EAL) recognises the particular English learning needs of those students for whom English is not their first language. EAL is similar in structure to the English course and will help students to develop understanding and control of the English language through reading critically, writing in a wide range of styles, listening in a variety of contexts and oral communication. The teaching of skills described in the areas of study will target the particular language learning needs of students with a non-English speaking background.

UNIT 1

The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts. Students will develop competence and confidence in creating written and oral responses.

LEARNING ACTIVITIES

Students will write analytical, personal and imaginative responses, give spoken presentations and read a range of texts including a novel, film and/or short stories. The subject promotes classroom activities that integrate the skills of reading, writing, speaking and listening.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

ASSESSED TASKS

An analytical and creative response to the set text and an oral presentation on an issue. An end of semester written examination consisting of an extended text response and shorter persuasive and creative responses.

UNIT 2

The focus of this unit is on listening, reading and responding to a wider range of types of texts and developing the skills to analyse ideas and structures.

LEARNING ACTIVITIES

Students will study a text, film, newspaper articles and other texts such as plays and short stories. They will listen to a range of listening texts. Class work will involve a range of individual and group-based activities.

KEY SKILLS REQUIRED

In Unit 2 there is a stronger emphasis on constructing and analysing language and arguments. Close reading and listening, effective writing and speaking, and using language expressively and accurately are developed. Students will also develop effective listening skills.

ASSESSED TASKS

A comparative, analytical and creative response to the set texts, analysis of an issue in the media and a listening assessment. An end of semester written examination consisting of an extended text response, and creative and analysis responses.

ENGLISH AS AN ADDITIONAL LANGUAGE UNITS 3-4 (ENAL3-4)

These units help students develop understanding and control of the English language through reading critically, writing in a wide range of styles and oral communication. The study of English will help to develop the skills to meet the demands of post-school employment and further education. The course covers three areas of study: Reading and the Study of Texts, The Craft of Writing and Using Language to Persuade.

There are special rules of eligibility for these units. These are outlined in the introduction section for the English subjects.

UNIT 3

The focus of this unit is on reading and responding, both orally and in writing. Students analyse how the authors of texts create meaning in different ways. This unit has a strong emphasis on the role of language in argument and persuasion.

LEARNING ACTIVITIES

Students will read a range of texts, complete note-taking tasks, write analytical essays, personal and argumentative responses and give spoken presentations. They will work individually and in groups.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

ASSESSED TASKS

An essay in response to the Unit 3 text, an oral presentation and an extended written response to the selected Context.

UNIT 4

The focus of this unit is on reading and responding to a range of texts in order to analyse their construction and provide an interpretation. The ability of students to write creatively and explain their approaches is emphasised in this unit.

LEARNING ACTIVITIES

Students will read a range of texts, complete note-taking tasks, write analytical essays, personal and argumentative responses, and give spoken presentations.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

ASSESSED TASKS

An essay in response to the Unit 4 text and an extended written response to the selected Context. An end of year written examination consisting of an essay on one of the set texts, a response to the Context and a note taking task and persuasive response to an issues-based writing task.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 3 hour written examination in October-November (50%).

ENGLISH LANGUAGE

ENGLISH LANGUAGE UNITS 1-2 (ENLA1-2)

This study aims to combine learning about the nature of language in human thought and communication with learning how to use English more effectively. It is based on linguistics and involves an exploration of the nature of the English Language. A knowledge of how language functions helps develop skills that are useful in any field in which attention is paid to language such as Psychology, Computer Science and Philosophy.

UNIT 1

This unit introduces students to the nature of language and the functions that we perform using language. Students are introduced to terminology to name the many features of language. These are explored through a range of texts, from transcripts of conversations to email and literary extracts. Students will also study how and when children learn language.

LEARNING ACTIVITIES

Students will write analytical responses, give spoken presentations and read a range of different types of texts. The subject promotes classroom activities that integrate the skills of reading, writing, speaking, listening and thinking. Class work will involve a range of individual and group-based activities.

KEY SKILLS REQUIRED

Learning and using the subject's specialist vocabulary, reading and listening closely, conducting structured analysis of language use and writing and speaking effectively.

ASSESSED TASKS

Short answer tests, an extended analytical task, an essay, and an end of semester exam.

UNIT 2

Students will investigate the history of English, different Englishes used around the world and the future of English. A range of texts from the four periods of English will be analysed and discussed.

LEARNING ACTIVITIES

Students will analyse and annotate texts from different periods in the history of English, research the different varieties of modern English and write essays on the future of English and associated issues. Class work will take a range of forms and involve individual and group-based activities.

KEY SKILLS REQUIRED

Learning and using the subject's specialist vocabulary, reading and listening closely, conducting research and writing and speaking effectively.

ASSESSED TASKS

Short answer tests, an extended analytical task, an essay, and an end of semester exam.

ENGLISH LANGUAGE

ENGLISH LANGUAGE UNITS 3-4 (ENLA3-4)

These units extend directly from the knowledge, ideas and skills developed in Units 1 and 2. Students will continue to learn grammatical and stylistic features of language. They will analyse and investigate how language reflects the context that it exists in. They will discuss how language can both reflect and create personal identity, and how our national Australian identity is conveyed through our language.

It is recommended that students have studied Units 1 and 2 English Language or have satisfactorily completed Unit 2 prior to completing Units 3 and 4.

UNIT 3

Unit 3 covers Language Variation and Social Purpose, where students consider how the language we use is both shaped by and reflects the context that we are in and how language communicates information, ideas, attitudes and prejudices. They investigate grammatical and stylistic features of formal and informal language in order to describe how language conveys message and meaning.

LEARNING ACTIVITIES

Students will write analytical responses, give spoken presentations, read a range of different types of texts and search for examples of language features in modern texts. The subject promotes classroom activities that integrate the skills of reading, writing, speaking, listening and thinking. Class work will involve a range of individual and group-based activities.

KEY SKILLS REQUIRED

Learning and using the subject's specialist vocabulary, conducting structured analysis of language use, writing and speaking effectively, reading and listening closely.

ASSESSED TASKS

Two short answer tests, an extended analytical task and an extended essay response.

UNIT 4

Unit 4 covers Language Variation and Identity. Students will learn about the distinctive features of different varieties of Australian English and how the use of a variety is influenced by personal, social and cultural factors. They will explore how language can communicate an identity to others, both personal and national.

LEARNING ACTIVITIES

Students will write analytical responses, give spoken presentations and read a range of different types of texts. The subject promotes classroom activities that integrate the skills of reading, writing, speaking, listening and thinking.

KEY SKILLS REQUIRED

Learning and using the subject's specialist vocabulary, conducting structured analysis of language use in a wide range of text types, writing and speaking effectively, reading and listening closely.

ASSESSED TASKS

Two short answer tests, an extended analytical task and an extended essay response.

The November Exam consists of short answer questions in responses to set texts, extended analysis of a set text, and an extended essay response.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

LITERATURE

LITERATURE UNITS 1-2 (ENLI1-2)

The study of Literature is based on the enjoyment and appreciation of reading that comes from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations of texts and the views others hold. The subject requires a strong commitment to the set reading and covers a range of forms including film, novels, plays, short stories and poetry.

UNIT 1

This unit focuses on how literature represents human experience and is designed to allow students to develop practices which deepen their understanding of a text. Narrative, characterisation, structure and language of literary texts are all explored.

LEARNING ACTIVITIES

Students will write analytical and imaginative responses, give spoken presentations and read a range of texts. The subject promotes classroom activities that integrate the skills of reading, writing, speaking, listening and thinking.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking, using language expressively and accurately.

ASSESSED TASKS

An essay discussing how different forms of literature influence a reader's response, an essay considering the views and values of a text and an end of semester written examination consisting of an analysis of a non-print text.

UNIT 2

The focus of this unit is on students' critical and creative responses to texts. Students explore the contexts and forms of literary works and how these affect their meanings and ideas.

LEARNING ACTIVITIES

Students will explore the features of different writing styles, the effect of adapting literature to film and the significance of social context on a writer's work. The set reading includes novels, plays, short stories and poetry.

KEY SKILLS REQUIRED

Close reading and listening, effective writing, speaking, and analysis, using language expressively and accurately and the capacity to learn and use literary and analytical terms.

ASSESSED TASKS

A critical examination of the relationship of ideas in texts from past and present eras, an analytical response to two of the set texts and an end of semester written examination.

LITERATURE

LITERATURE UNITS 3-4 (ENLI3-4)

The study of Literature is based on the belief that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the text. The study of Literature encourages independent and critical thinking, which will assist students in the workforce and in future academic study.

UNIT 3

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning, the ways texts represent views and values and the social, historical and cultural contexts of literary works.

LEARNING ACTIVITIES

Students write analytical and imaginative responses, give spoken presentations and read a range of texts.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking, using language expressively and accurately and the capacity to learn and use literary and analytical terms.

ASSESSED TASKS

Analytical comparison of print and non-print versions of a text, analysis of the views and values of a set text and an evaluation of a review.

UNIT 4

This unit focuses on students' creative and critical responses to texts. Students consider the context of their responses as well as the concerns, the style of the language and the point of view in their re-created or adapted work. Students develop an interpretation of a text and learn to shape their insights into a clear, substantiated response.

LEARNING ACTIVITIES

Students write analytical responses, give spoken presentations and read a range of texts.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking, using language expressively and accurately and the capacity to learn to use literary and analytical terms.

ASSESSED TASKS

Extended creative response to one of the set texts, an extended interpretation of a set text and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

ENVIRONMENTAL SCIENCE

ENVIRONMENTAL SCIENCE UNITS 1-2 (SCES1-2)

Environmental Science provides students the scientific knowledge required to examine the issues currently being experienced by our planet's natural environment. Unit one will focus on the characteristics of a typical ecosystem and how we can measure and monitor changes within an environment. In Unit two students will examine the changes that have occurred across short and long term time scales to the Earth. Students will develop a detailed understanding the changes to the four Earth systems including, land, air, water and the living world.

UNIT 1

'Environmental Structures' examines the processes occurring in the air, water and land that link the living and non-living components of the Earth. Students will examine the human impacts on these natural systems.

LEARNING ACTIVITIES

Two research projects, practical activities, fieldwork activities, text reading/responses and problem solving activities.

KEY SKILLS REQUIRED

Collecting data from fieldwork, analysing data from fieldwork and practical work, research and problem solving.

ASSESSED TASKS

Topic tests, research projects and an end of semester written examination.

UNIT 2

'Earth's Systems' examines the environmental changes that occur across the short and long term. It investigates continental movement, the environmental response to major events such as fire, flood and volcanic activity. Students will focus on a local environment and how it has changed across time.

LEARNING ACTIVITIES

Two research projects, practical activities, fieldwork activities, text reading/responses and problem solving activities.

KEY SKILLS REQUIRED

Collecting data from fieldwork, analysing data from fieldwork and practical work, research tasks and problem solving.

ASSESSED TASKS

Topic tests, research projects and an end of semester written examination.

ENVIRONMENTAL SCIENCE

ENVIRONMENTAL SCIENCE UNITS 3-4 (SCES3-4)

Environmental Science provides students with a scientific approach to the investigation of energy use, biodiversity, sustainability and human health and the environment.

Students can complete Unit 3 and 4 Environmental Science without the completion of Unit 1 and 2 Environmental Science. If you have an interest in environmental issues or intend studying the environment as part of your university/TAFE studies these units will be beneficial.

UNIT 3

Students undertake investigations of renewable and non-renewable energy, types of energy use and the consequences of its use. A detailed investigation of the Greenhouse Effect is integral to the completion of the energy unit.

Biodiversity and conservation is investigated through class activities, fieldwork and a three day camp.

LEARNING ACTIVITIES

Practical investigation, individual and group research, fieldwork and recordings.

KEY SKILLS REQUIRED

Note taking, scientific methods, observations and research investigation.

ASSESSED TASKS

Practical investigation, Greenhouse multimedia report, an investigation into threatened species and a test, report or presentation on biodiversity and its management.

UNIT 4

Students focus on pollution and investigate the effects of the pollutants and how they impact on human and environmental health. The movement and control of pollution is also investigated. The second topic is based on ecological sustainability and focuses on the principles of ecologically sustainable development and environmental management to evaluate environmental science projects, including a focus on one selected environmental science project.

LEARNING ACTIVITIES

Individual and group research, fieldwork and recordings.

KEY SKILLS REQUIRED

Note taking, interpretation of data and research investigation.

ASSESSED TASKS

A report on the findings of selected fieldwork and/or practical activities relating to pollutant/s and an evaluation of management strategies based on primary and/or secondary data.
A report/test on the evaluation of environmental science projects or an environmental management plan.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (50%), and a 2 hour written examination in November (50%).

EXTENDED INVESTIGATION

EXTENDED INVESTIGATION UNITS 3-4 (HUEI3-4)

The Extended Investigation is a VCE Unit 3-4 subject only. It involves students designing, investigating and presenting a research project that is based on their own specialised interest which can come from any discipline area. Classroom teaching focuses on building skills and an understanding of the research process including designing research questions, planning approaches to research and applying critical thinking skills. Students conduct their research independently with the ongoing support of a teacher and mentor. The results of the investigation are presented in a written report together with an oral presentation. This is an ideal subject for students interested in building the skills needed to undertake tertiary study at University. Students must enjoy reading and be able to sustain their interest in a long term project. It is a fully scored VCE subject.

UNIT 3

This unit focuses on developing an understanding of the skills of critical thinking and research. Students will design a research question that requires critical inquiry and develop a detailed proposal and implementation plan, justify appropriate research methods and undertake research. Students will consider research ethics, relevant selected literature and the conventions of academic writing including referencing systems and acknowledging sources.

LEARNING ACTIVITIES

Analysis of critical thinking, a written rationale and proposal for investigation, and an oral presentation.

KEY SKILLS

High level research skills, analytical skills focusing on critical thinking, communication skills, organisational skills and the ability to work independently.

ASSESSED TASKS

Designing a research question and a written rationale, critical thinking exercises, research plan and an oral task.

UNIT 4

This unit focuses on completing the independent investigation and producing a written report that critically evaluates the results of the investigation. The study concludes with the presentation of research findings to an audience.

LEARNING ACTIVITIES

Written and oral report.

KEY SKILLS

High level research skills, analytical skills focusing on critical thinking, communication skills, organisational skills and the ability to work independently.

ASSESSED TASKS

Written report of 4000 words and an oral presentation requiring students to respond to questions and challenges from a panel. There is no end of year examination but students complete an online critical thinking test that is used to moderate results.

VCAA ASSESSMENT – The overall Study Score will consist of: School Assessed Coursework (30%) and externally assessed tasks including the critical thinking skills task (10%), final research report and oral presentation (60%).

FOOD AND TECHNOLOGY

FOOD AND TECHNOLOGY UNITS 1-2 (TSFT1-2)

This study challenges students to make links between food and food processing, nutrition, health and wellbeing which are a high priority for consumers. It 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. Students will develop and apply their knowledge and skills, to prepare food safely and hygienically.

UNIT 1

Students will explain and apply safe and hygienic work practices when handling and storing food to maximise quality, analyse the physical, sensory, chemical and functional properties of key foods and prepare foods to optimise these properties using the design process.

LEARNING ACTIVITIES

Develop mind maps and brochures on principles of safe food handling and complete a range of food preparation activities that incorporate safe food handling practices and which demonstrate functional properties of key foods.

KEY SKILLS REQUIRED

Use of the design process to plan, and safely and hygienically prepare and process key foods, and to identify causes of food spoilage and poisoning; ability to select, use, clean and store appropriate food preparation and processing tools and equipment, and the ability to implement the design process.

ASSESSED TASKS

Practical reports, tests, multimedia presentations, participation in practical classes and an end of semester written examination.

UNIT 2

Students will use a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods. As a team and individually, students will use the design process to plan, prepare and evaluate meals for a range of contexts.

LEARNING ACTIVITIES

Design, plan, prepare and evaluate food for different situations and investigate and present information on special nutritional considerations.

KEY SKILLS REQUIRED

Research skills, food preparation skills and the ability to use the design process to plan and prepare meals and evaluate outcomes of production activities.

ASSESSED TASKS

Practical class participation, practical reports, tests, multimedia presentations, and an end of semester written examination.

FOOD AND TECHNOLOGY

FOOD AND TECHNOLOGY UNITS 3-4 (TSFT3-4)

Through this study, students develop knowledge of the physical, chemical, sensory and functional properties of food, and are asked to apply this knowledge in practical situations and throughout a design plan folio. Students will consider the importance of environmental issues and sustainability practices in food production, as well as the important role of technology in food product development and the way food is produced, processed, packaged and marketed.

UNIT 3

In this unit students will explore how food safety is maintained in Australia. They will analyse preparation, processing and preserving techniques for key foods and develop a design plan that will meet the requirements of a specific design brief.

LEARNING ACTIVITIES

Prepare recipes using safe and hygienic practices and analyse the physical, chemical, sensory and functional properties. Writing a brief and developing a design plan folio to meet the specific needs of a client. Research product ideas to meet and solve the problems outlined in the brief.

KEY SKILLS REQUIRED

Research skills, ability to apply knowledge of the principles of food safety in Australia; ability to use food safety and hygienic practices when preparing food and the ability to develop a design plan folio.

ASSESSED TASKS

Practical reports, tests, multimedia presentations, execution of the design process and participating in practical sessions.

UNIT 4

In this unit students will implement the design plan folio established in Unit 3. They will also analyse driving forces related to food product development and analyse emerging food products. They will also explain processes involved in developing and marketing food products.

LEARNING ACTIVITIES

Implement the design plan and evaluate the product and the planning and research innovations and emerging technologies in food development, such as Genetic Modification, microencapsulation and high pressure processing.

KEY SKILLS REQUIRED

Ability to plan, prepare and evaluate food, analyse sensory properties of food items, ability to use appropriate food preparation, processing and presentation techniques and the ability to develop individual production plans.

ASSESSED TASKS

Tests, multimedia presentations, execution of design process and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (30%), School Assessed Task (40%), and a 1½ hour written examination in November (30%).

FRENCH

FRENCH UNITS 1-2 (LEFR1-2)

The study of French develops students' abilities to understand and use a language which is widely learned internationally, and which is an official language of many world organisations and events. The ability to use and understand French also provides students with direct access to the rich and varied culture of francophone communities around the world. Knowledge of French can provide students with enhanced vocational opportunities in many fields, including banking, international finance, commerce, diplomacy, translating and interpreting.

It is recommended that students have studied French at Year 10 level prior to studying Units 1 and 2.

UNIT 1

Students will explore topics such as Youth issues, Modern Family and Future Plans.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised to meet the demands of increasing language competency.

ASSESSMENT TASKS

Speaking Task (role play), listening and responding task, reading and responding task, written task and end of semester written, oral and grammar examinations.

UNIT 2

Students will explore topics such as Immigration, the Environment and Travels.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised to meet the demands of increasing language competency.

ASSESSED TASKS

Speaking Task, listening and responding task, reading and responding task. Written task, end of semester written, oral and grammar examinations.

FRENCH

FRENCH UNITS 3-4 (LEFR3-4)

The study of French develops students' abilities to understand and use a language which is widely learned internationally, and which is an official language of many world organisations and international events. The ability to use and understand French provides students with direct access to the rich and varied culture of worldwide francophone communities. French language can provide students with enhanced vocational opportunities in many fields, including banking, international finance, commerce, diplomacy, translating and interpreting. **Students need to have satisfactorily completed Units 1 and 2 French prior to studying Units 3 and 4 of this subject.**

UNIT 3-4

Throughout the year students will explore topics such as Leisure activities, Careers, key historical events, French culture, literature and art.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised to meet the demands of increasing language competency.

ASSESSED TASKS - UNIT 3

Essay: 250-word personal or imaginative written piece.

Listening and Responding: Analyse and use information from spoken texts.

Role play: three to four minute role play, focusing on the resolution of an issue.

ASSESSED TASKS - UNIT 4

Reading and Responding: Analyse and use information from written texts.

Essay: 250-300 word informative, persuasive or evaluative written response.

Oral Interview: three to four minute interview on an issue related to the texts studied.

Students will also complete both an oral and written examination at the end of the year.

STUDYING LANGUAGES

Language study at VCE level steadily develops students' proficiency in listening, speaking, reading and writing.

EXCHANGE OPPORTUNITIES

Exchange opportunities exist for students of all languages at BSSC.

VCAA ASSESSMENT – The overall Study Score will consist of:

Unit 3 School Assessed Coursework (25%), Unit 4 School Assessed Coursework (25%), 15 minute oral exam in October (12½%), and a 2 hour written examination in November (37½%).

GEOGRAPHY

GEOGRAPHY UNITS 1-2 (HUGE1-2)

The study of geography is a structured way of exploring, analysing, and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects? How is it changing? How is it different?

This study examines how human interaction with the environment has had significant consequences. Students will gain an understanding of how and why this interaction takes place and why it matters.

UNIT 1

This unit provides an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Types of hazards include: geological, hydro-meteorological, biological and technological. Topics covered include: tsunamis, bushfires, infectious diseases and human induced hazards.

LEARNING ACTIVITIES

Students will undertake fieldwork and collect data at a variety of sites. Students will develop a case study of a hazard and a report about a response to a hazard and disaster.

KEY SKILLS REQUIRED

Analysing maps and data, collecting, sorting and processing data, and researching topics.

ASSESSED TASKS

A fieldwork report, structured questions, a case study, a report, a folio of class exercises and a mid-year examination.

UNIT 2

This unit investigates the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change. Students will specialize in examples of tourism within Australia and overseas. They will explore the environmental, economic and socio-cultural impacts of different types of tourism.

LEARNING ACTIVITIES

Students will undertake fieldwork and collect data at a variety of sites. Students will develop a case study of a tourism site and a report about the impact of tourism.

KEY SKILLS REQUIRED

Analysing maps and data, collecting, sorting and processing data, and researching topics.

ASSESSED TASKS

A fieldwork report, structured questions, a case study, a report, a folio of class exercises and an end of year examination.

GERMAN

GERMAN UNITS 1-2 (LEGE1-2)

The study of German develops students' abilities to understand and use a language recognised as a world language of culture, music and philosophy, as well as a key language in the fields of science, medicine, economics and technology. Partnerships between German and Australian universities enable students to undertake sections of under and post-graduate courses in Germany. The bilingual skills achieved through such programs give students access to enhanced vocational opportunities in today's globalised market place.

It is recommended that students have studied German at Year 10 prior to studying Units 1 and 2.

UNIT 1

Students will explore topics such as family, school, hobbies and travel.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role-plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised to meet the demands of increasing language competency.

ASSESSED TASKS

Informal conversation, listening and responding task, reading and responding task, written review or article, oral examination and an end of semester written examination.

UNIT 2

Students will explore topics such as youth issues, health, media and music.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised to meet the demands of increasing language competency.

ASSESSED TASKS

Oral role-play or interview, listening and responding task, reading and responding task, journal entry, personal account or short story, oral examination and an end of semester written examination.

GERMAN

GERMAN UNITS 3-4 (LEGE3-4)

The study of German develops students' abilities to understand and use a language recognised as a world language of culture, music and philosophy, as well as a key language in the fields of science, medicine, economics and technology. Partnerships between German and Australian universities now enable students to undertake sections of both under and post-graduate courses in Germany. The bilingual skills achieved through such programs give students access to enhanced vocational opportunities in today's globalised market place.

Students need to have satisfactorily completed Units 1 and 2 German prior to studying Units 3 and 4 of this subject.

UNIT 3-4

Throughout the year students will explore topics such as family relationships and decision-making, environmental issues, planning for future employment, modern German history, life in the former East Germany, and migration issues in Germany.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role-plays), exploring and understanding culture, vocabulary development, grammar exercises, and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised to meet the demands of increasing language competency.

ASSESSED TASKS - UNIT 3

Essay: 250-word personal or imaginative written piece.

Listening and Responding: Analyse and use information from spoken texts.

Role-play: A three to four minute role-play focusing on the resolution of an issue.

ASSESSED TASKS - UNIT 4

Reading and Responding: Analyse and use information from written texts.

Essay: A 250-300 word informative, persuasive or evaluative written response.

Oral Interview: A three to four minute interview on an issue related to the texts studied.

Students will also complete both an oral and written examination at the end of the year.

STUDYING LANGUAGES

Language study at VCE level steadily develops students' proficiencies in listening, speaking, reading and writing.

EXCHANGE OPPORTUNITIES

Exchange opportunities exist for students of all languages at BSSC.

VCAA ASSESSMENT – The overall Study Score will consist of:

Unit 3 School Assessed Coursework (25%), Unit 4 School Assessed Coursework (25%), 15 minutes oral exam in October (12½%), and a 2 hour written examination in November (37½%).

GLOBAL POLITICS

GLOBAL POLITICS UNITS 3-4 (HUGP3-4)

Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical awareness and understanding of the world in which they live, knowledge of the key actors, ethics, issues, events and the forces which shape them. In doing so, students are provided with the means to meet the opportunities and challenges posed by contemporary international life.

UNIT 3

This unit investigates the key global players in twenty-first century global politics. Students begin with an examination of the key global actors, their aims, roles, power and authority, which are analysed using contemporary evidence. Students develop this understanding through an in-depth examination of the concepts of national interest and power as they relate to the state (China, Australia or USA), and the way in which one Asia-Pacific state uses power to achieve its objectives. Emphasis in this unit is the contemporary twenty-first century world.

LEARNING ACTIVITIES

Case study research, internet investigations and oral presentations.

KEY SKILLS REQUIRED

Analytical reading and research, summarising, formal writing and synthesising evidence to draw conclusions, close reading and note taking and participation in class discussion.

ASSESSED TASKS

Short answer tests, essays, multimedia presentations, case studies or extended responses.

UNIT 4

This unit investigates key global challenges facing the international community in the twenty-first century. Students begin with an examination and analysis of the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship, and evaluate the effectiveness of responses to these issues. Students then explore the nature of global crises, in terms of their context, causes, the varying effectiveness of responses and challenges to solving them. Case Studies include; War on Terror, Humanitarian Intervention, human rights, and arms control.

LEARNING ACTIVITIES

Case study research, internet investigations and oral presentations.

KEY SKILLS REQUIRED

Close reading and note taking, participation in class discussion, analytical reading and research, summarising, formal writing and synthesising evidence to draw conclusions.

ASSESSED TASKS

Short answer tests, essays, multimedia presentations, case studies or extended responses and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

HEALTH AND HUMAN DEVELOPMENT UNITS 1-2 (HPHH1-2 or SDHH1-2)

This subject will provide students with an excellent background for a career in nursing or other health areas – dietician, occupational therapy, speech pathology, health promotion, social welfare, youth work, education – kindergarten and early childhood, childcare or hospitality. Students can select to undertake this subject as self-directed learning using online resources (see 6).

UNIT 1

Students will examine the physical, social and mental dimensions of health and individual human development with a focus on Australia's youth. A range of factors and health behaviours that impact on youth health and development will be explored and the links between food intake, nutrition and health will be investigated. The health status of Australian youth will be examined and students will research specific youth health issues and analyse individual and community strategies that have been developed to address these.

LEARNING ACTIVITIES

Case studies, written responses, class discussions, oral presentations, multimedia presentations, readings and activities.

KEY SKILLS REQUIRED

Reading, interpreting and analysing information and data, research, cooperative group work, drawing informed conclusions and use of a range of ICT including Web 2.0 tools.

ASSESSED TASKS

Written tasks, tests, research project, multimedia presentation, audio or visual presentations and an end of semester written examination.

UNIT 2

Students will develop an understanding of the development that takes place in the individual from conception and prenatal to late childhood, and during adulthood. The health status of Australian unborn babies and pregnant women, children and adults will be investigated and a range of factors that can affect health and individual development, including behaviours, family and community influences will be explored. Students will also investigate a health issue that impacts on Australian adults and draw conclusions about programs to optimize their health and individual human development.

LEARNING ACTIVITIES

Case studies, written responses, class discussions, oral presentations, multimedia presentations, text readings and activities.

KEY SKILLS REQUIRED

Reading, interpreting and analysing information and data, research, cooperative group work, drawing informed conclusions and use of a range of ICT including Web 2.0 tools.

ASSESSED TASKS

Written tasks, tests, research project, multimedia presentation, audio or visual presentations and an end of semester written examination.

HEALTH AND HUMAN DEVELOPMENT UNITS 3-4 (HPHH3-4 or SDHH3-4)

This subject will provide students with an excellent background for a career in nursing or other health related areas – dietician, occupational therapy, speech pathology, health promotion, social welfare, youth work, international aid work, education – kindergarten and early childhood, childcare. Students can select to undertake this subject as self-directed learning using online resources (see page 6).

UNIT 3

Students will examine the health status of Australians and other developed countries. A range of factors that lead to differences in health outcomes will be explored to explain variations in health status. The role of nutrition will specifically be investigated. Australia's health system will be explored and students will develop an understanding of the approaches to health and health promotion that exist. Strategies that have been developed to address the National Health Priority Areas and healthy eating will be investigated including the Australian Guide to Healthy Eating and the Australian Dietary Guidelines relevant to adults.

LEARNING ACTIVITIES

Written responses, class discussions, oral presentations, multimedia presentations, text readings and activities.

KEY SKILLS REQUIRED

Read and interpret information and data, research, cooperative group work, summarise and evaluate strategies and a range of ICT skills including Web 2.0 tools.

ASSESSED TASKS

Case study and data analysis tasks, short answer responses, and tests.

UNIT 4

Students will investigate the variations in health status that exist between developed and developing countries. Countries will be profiled to explore differences in income, gender equality, political stability, education, access to health care and global marketing to explain why variations in health and human development occurs. The major work of the United Nations and the World Health Organisation are studied along with the contribution made by Australia to international health programs and non-government organisations such as World Vision. Students will evaluate a range of aid programs and the contributions they make to health, global health and sustainable human development.

LEARNING ACTIVITIES

Written responses, class discussions, oral presentations, multimedia presentations, text readings and activities.

KEY SKILLS REQUIRED

Read and interpret information and data, research, cooperative group work, summarise and evaluate strategies, and a range of ICT skills including WEB 2.0 tools.

ASSESSED TASKS

Case study and data analysis tasks, short answer responses, and tests.
Students will also complete an end of year examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

HISTORY: 20TH CENTURY

HISTORY: 20TH CENTURY UNITS 1-2 (HUTC1-2 or SDTC1-2)

Twentieth Century History involves the study of the radical changes, upheavals and wars that have shaped the modern world. The first half of the century was marked by world war, revolution, economic collapse and the horror of the Holocaust. The USA and USSR emerged from World War Two as the new world superpowers in a new age of atomic weapons. The relationship between these allies soon dissolved into distrust and suspicion and for the next forty years a Cold War was waged between these opposing ideologies. These units provide the skills required for all Unit 3 and 4 History subjects.

UNIT 1

1900-1945

Students will examine the nature of political, social and cultural change in the period between the world wars focusing on how World War One reshaped borders, movements, ideologies and power structures. These changes resulted in conflict and political change across the globe. Economic instability caused by the Great Depression also contributed to the development of Totalitarian governments in Europe which used the military, education and propaganda to impose controls on the way people lived. These factors combined to contribute to the outbreak of World War Two in 1939.

LEARNING ACTIVITIES

Creative responses to historical events, oral presentations, discussion and debates, case studies, internet investigations and group activities.

KEY SKILLS REQUIRED

Use of concepts relevant to the historical context, analysis of written and visual primary source materials, synthesising evidence to draw conclusions, research skills and essay writing skills.

ASSESSED TASKS

Short answer tests, essays, image and document analysis, case studies and an end of semester written examination.

UNIT 2

1945-2000

Students will consider how despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. They will examine the establishment of the United Nations and The Universal Declaration of Human Rights. They will investigate decolonisation and the emergence of independence movements in former colonies. New social movements challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements. Finally, the rise of global terrorism at the end of the century will be explored.

LEARNING ACTIVITIES

Case study research, oral presentations, internet investigations and group activities.

KEY SKILLS REQUIRED

Use of concepts relevant to the selected historical context, analysis of written and visual materials, synthesising evidence to draw conclusions, research skills and essay writing skills.

ASSESSED TASKS

Short answer tests, essays, image and document analysis, case studies and an end of semester written examination.

HISTORY: ANCIENT

HISTORY: ANCIENT UNITS 1-2 (HUAN1-2)

Ancient History is an exciting new VCE subject offered to students from 2016 focusing on the historical investigation of the great civilizations of the Mediterranean world and the Near East. It is a four unit sequence that allows students to study the Ancient Civilizations of Mesopotamia and Egypt in Unit 1/2 and Greece and Rome in Unit 3/4. Through the study of ancient history, students learn about the development of complex societies and the impact of individuals and groups on ancient events and ways of life.

UNIT 1

ANCIENT MESOPOTAMIA

In this unit, students explore Ancient Mesopotamia, the lands between the rivers Tigris and the Euphrates have been described as the 'cradle of civilization'. The study of Ancient Mesopotamia provides important insights about the growth of cities. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history. This unit highlights the importance of primary sources (the material record and written sources) to historical inquiry about the origins of civilization.

LEARNING ACTIVITIES

Creative responses to historical events, oral presentations, discussion and debates, case studies, internet investigations and group activities.

KEY SKILLS REQUIRED

Use of concepts relevant to the historical context, analysis of written and visual primary source materials, synthesizing evidence to draw conclusions, research skills and essay writing skills.

ASSESSED TASKS

Assessment will include a historical inquiry, an analysis of primary sources, an analysis of historical interpretations, an essay and an end of semester examination.

UNIT 2

EGYPT

In this unit, students explore how Ancient Egypt gave rise to a civilization that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Students will examine kingship in Old and Middle Kingdom Egypt and the social, political and economic reasons for the construction of pyramids, and Egyptian beliefs concerning the afterlife.

LEARNING ACTIVITIES

Case study research, oral presentations, discussion and debates, internet investigations and group activities.

KEY SKILLS REQUIRED

Use of concepts relevant to the selected historical context, analysis of written and visual materials, synthesizing evidence to draw conclusions, research skills and essay writing skills.

ASSESSED TASKS

Assessment will include a historical inquiry, an analysis of primary sources, an analysis of historical interpretations, an essay and an end of semester examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

HISTORY: ANCIENT

HISTORY: ANCIENT UNITS 3-4 (HUAN3-4)

Ancient History is an exciting new VCE subject focusing on the historical investigation of the great civilizations Ancient Greece and Rome. In each of Units 3 and 4, students explore the structures of these societies and the way life was shaped by the complex interplay of social, political and economic factors. Furthermore, these societies experienced dramatic crises which caused massive disruption. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society. These units highlight the importance of primary sources to historical inquiry about ancient civilizations.

UNIT 3

ANCIENT GREECE

In this unit students examine the social, political and economic features of life during the Archaic Period focusing on life in Athens and Sparta to 454 BC. They examine the causes and consequences of the conflict between Greece and Persia. Students engage in an investigation of the archaeological site of the Panathenaic Way. Students explore the Peloponnesian War (431– 404 BC) in Greece with particular reference to the role of Pericles, Alcibiades and Lysander.

LEARNING ACTIVITIES

Group and individual work including research, reading exercises, synthesis writing, analysis of artworks and primary documents.

KEY SKILLS REQUIRED

Use of concepts relevant to the historical context, analysis of written and visual primary source materials, synthesizing evidence to draw conclusions, research skills and essay writing skills.

ASSESSED TASKS

Assessment in Unit 3 and 4 will include a historical inquiry, an analysis of primary sources, an analysis of historical interpretations, an essay and an end of year examination.

UNIT 4

ANCIENT ROME

In this unit students examine the early development of Rome and life under the Kings with a focus on the Roman Republic. They examine the causes and consequences of the conflict between Rome and Carthage and engage in an investigation of the archaeological site of Rome's ancient harbour, Ostia Antica. Students explore the demise of the Republic in Rome with particular reference to the role of Julius Caesar, Cleopatra VII and Augustus.

LEARNING ACTIVITIES

Group and individual work including research, reading exercises, synthesis writing, analysis of artworks and primary documents.

KEY SKILLS REQUIRED

Use of concepts relevant to the historical context, analysis of written and visual primary source materials, synthesizing evidence to draw conclusions, research skills and essay writing skills.

ASSESSED TASKS

Assessment in Unit 3 and 4 will include a historical inquiry, an analysis of primary sources, an analysis of historical interpretations, an essay and an end of year examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

HISTORY: AUSTRALIAN

HISTORY: AUSTRALIAN UNITS 3-4 (HUAH3-4 or SDAH3-4)

Australian History enables students to question how our nation is structured in its current form, what the Australian identity and values are and how these have been shaped and changed. Students will study times in which Australians engaged in debates about future directions of their society. These debates often focused on questions of inclusion and exclusion and dependence and independence as well as the place Australia should assume in the world.

Four periods of time have been chosen. Through an examination of events, people, movements and ideas during these four periods, students gain an understanding of the way in which the nation has developed and the manner in which the concept of nationhood has been debated and shaped.

Students can select to undertake this subject as self-directed learning (see page 6).

UNIT 3

Students will focus on the European experience in Australia from the early years of the Port Phillip District (later Victoria) through the Nineteenth Century and up to the eve of World War One. The latter part of Unit Three focuses on the nature of Australian society around the turn of the Twentieth Century. Students explore the ideas and visions which shaped Australia from the establishment of white settlement until WW1.

LEARNING ACTIVITIES

Reading, group and class discussions, research activities, extended answer questions, document studies.

KEY SKILLS REQUIRED

Analysis and synthesis of materials to draw conclusions, formal writing, research and analysis of historical sources.

ASSESSED TASKS

Research report, analysis of visual and/or written documents.

UNIT 4

Students examine how Australia's ideas and visions were under threat during World War 1. The emphasis is on the ways in which Australians responded to these threats and whether this led to a rethinking of old certainties. The deep divisions that emerged in society during this time will also be explored.

The study concludes with an examination of attitudes towards Indigenous rights in the 1960s and 1970s.

LEARNING ACTIVITIES

Reading, group and class discussions, research activities.

KEY SKILLS REQUIRED

Analysis and synthesis of materials to draw conclusions, formal writing, research and analysis of historical sources.

ASSESSED TASKS

Historiographical study and an essay. Students will also complete an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

HISTORY: REVOLUTIONS

HISTORY: REVOLUTIONS UNITS 3-4 (HUHR3-4)

This subject will help students understand the causes, processes and patterns in violent and radical change in societies. Students explore revolutions and evaluate the causes of tension and conflicts and the role played by ideas, movements and leaders in revolutionary struggles. Students will also evaluate the role of ideas such as Marxism, liberty, equality and nationalism, as well as significant leaders and movements in shaping the revolutionary struggles.

UNIT 3

Students will examine either:

The Russian Revolution (1896-1927) or

The Chinese Revolution (1912-1971)

Students will examine the role and significance of ideas, leaders, movements and events in the chosen revolution. An analysis of the challenges facing the emerging new order, and the way in which attempts were made to create a new society will be conducted.

A second revolution will be explored in Unit 4.

LEARNING ACTIVITIES

Study of paintings, drawings and cartoons, film analysis, role plays, group tasks, research activities and historiography exercises.

KEY SKILLS REQUIRED

Reading, group and class discussions, formal writing and ICT activities.

ASSESSED TASKS

Analysis of visual and/or written documents and a research report.

UNIT 4

Students will examine either:

The Russian Revolution (1896-1927) or

The Chinese Revolution (1912-1971)

The causes of social and political tensions and divisions will be examined. The difficulties or crises faced by revolutionary groups or governments as a new state will be investigated.

LEARNING ACTIVITIES

Group tasks, role plays, analysis of propaganda posters, documentaries and research activities, historiography exercises.

KEY SKILLS REQUIRED

Reading, analysis and synthesis, essay writing, research, analysis of historical sources and historians' interpretations.

ASSESSED TASKS

Historiography exercise, essay and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

INDONESIAN

INDONESIAN UNITS 1-2 (LEIN1-2)

Studying Indonesian develops students' abilities to understand and use the language of one of Australia's closest neighbours. Links between Australia and Indonesia have been strengthened in recent decades, in particular in areas such as business, tourism, defence and education. The study of Indonesian also has a broader application in that it is closely related to Malay, and is understood in Malaysia and by Malay-speaking inhabitants of Singapore and Brunei.

It is recommended that students have undertaken a study of the language at Year 10 level prior to studying Units 1 and 2 of this subject.

UNIT 1

Students will explore topics such as family, school, hobbies and music.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

ASSESSED TASKS

Informal conversation, listening and responding task, reading and responding task, written review or article, oral examination and an end of semester written examination.

UNIT 2

Students will explore topics such as youth culture, travel, environmental issues and the world of work.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

ASSESSED TASKS

Oral role-play or interview, listening and responding task, reading and responding task, journal entry, personal account or short story, oral examination and an end of semester written examination.

INDONESIAN

INDONESIAN UNITS 3-4 (LEIN3-4)

Indonesian language develops students' abilities to understand and use the language of one of Australia's closest neighbours and one of the most populous countries in the world. Links between Australia and Indonesia have been strengthened in recent decades, particularly in business, tourism, defence and education. The study of Indonesian has a broader application as it is closely related to Malay, and is understood in Malaysia and by Malay speaking inhabitants of Singapore and Brunei.

Students must have satisfactorily completed Units 1 and 2 Indonesian prior to studying Units 3 and 4.

UNIT 3-4

Throughout the year, students will explore topics such as health, lifestyles and entertainment, travel arrangements, religions, customs and traditions, the environment and Australian-Indonesian relations.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role-plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

ASSESSED TASKS - UNIT 3

Essay: 250 word personal or imaginative written piece

Listening and Responding: Analyse and use information from spoken texts

Role-play: A three to four minute role-play focusing on the resolution of an issue.

ASSESSED TASKS - UNIT 4

Reading and Responding: Analyse and use information from written texts.

Essay: A 250-300 word informative, persuasive or evaluative written response.

Oral Interview: A three to four minute interview on an issue related to the texts studied.

Students will also complete both an oral and written examination at the end of the year.

STUDYING LANGUAGES

Language study at VCE level steadily develops students' proficiency in listening, speaking, reading and writing.

EXCHANGE OPPORTUNITIES

Exchange opportunities exist for students of all languages at BSSC.

VCAA ASSESSMENT – The overall Study Score will consist of:

Unit 3 School Assessed Coursework (25%), Unit 4 School Assessed Coursework (25%), 15 minutes oral exam in October (12½%), and a 2 hour written examination in November (37½%).

INDUSTRY AND ENTERPRISE

INDUSTRY AND ENTERPRISE UNITS 3-4 (BSIE3-4)

Year 11 students looking for a manageable study should consider Industry and Enterprise Units 3 and 4 particularly if they already have employment. Industry and Enterprise is also complementary to the study of VET Business Administration and VCE Business Management.

A key feature of the study is the requirement that students undertake work placement outside the classroom in order to develop a range of lifelong and work related skills. Units 1 and 2 Industry and Enterprise will not be offered in 2016.

UNIT 3

This unit investigates the concept of enterprise culture and the role of leadership and teamwork in shaping attitudes, skills and behaviours within an enterprise. These concepts are explored and further developed through work placement. This unit also examines the role and impact of innovation, quality, technology, and workplace flexibility in creating cultural change in Australian industry.

LEARNING ACTIVITIES

Structured reports, case studies, work placement, group work and a storyboard.

KEY SKILLS REQUIRED

Ability to apply workplace knowledge to topics covered in class.

ASSESSED TASKS

Students must complete 35 hours of work placement by the end of Semester 1. A current casual job or holiday work is acceptable. Industry visits, reports and topic tests.

UNIT 4

This unit investigates how pressures and opportunities for change - like globalization, social values and attitudes, developing technology and sustainability and the need for enterprising responses - are transforming the Australian workplace. It focuses on evaluating the importance of training and lifelong learning and employability skills within this context of change.

LEARNING ACTIVITIES

Structured reports, case studies, workplace visits and group work.

KEY SKILLS REQUIRED

Motivation, good organisational and observation skills and an interest in workplaces.

ASSESSED TASKS

Workplace visits, reports, case studies (SACs), unit tests and an end-of-year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

LEGAL STUDIES

LEGAL STUDIES UNITS 1-2 (BSLS1-2 or SDLS1-2)

Students who choose Legal Studies will have the opportunity to learn who makes the laws under which we all must live and look at resolving civil and criminal disputes through courts and other bodies. It focuses on laws that affect us in everyday life. Students can select to undertake this subject as self-directed using online resources (see page 6).

It is appropriate for students to select Legal Studies 3 and 4 during their Year 11 studies. Students selecting this option should be motivated and well organised.

UNIT 1

This unit provides a study of criminal law and how it affects us. Students study types of crime, the role of police, punishment and how the legal system works. Students will also look at the process used by Parliament to make laws.

LEARNING ACTIVITIES

Learning from different criminal cases, essay writing and class discussions. Students will also hear guest speakers; participate in court visits and an excursion to Loddon Prison.

KEY SKILLS REQUIRED

Students should have an interest in and awareness of current legal issues and a willingness to discuss issues during classroom discussion. Students will learn to analyse and apply the law to legal cases. Essay writing skills will also be developed.

ASSESSED TASKS

Tests, essay, case studies and an end of semester written examination.

UNIT 2

This unit focuses on the effective resolution of disputes. Students study the area of civil law and alternative ways of settling disputes. Students will complete a detailed investigation of an area of civil law which may include Family Law, Workplace Laws or Tenancy Law. Students will also look at legal case studies to examine rights and the role people can play in our legal system.

LEARNING ACTIVITIES

Research report, case studies and a visit to the Bendigo Law Courts.

KEY SKILLS REQUIRED

Students should have an interest in and awareness of current legal issues and a willingness to discuss issues during classroom discussion. Students will learn to analyse and apply the law to legal cases, research topics and write essays.

ASSESSED TASKS

Case studies, assignments, tests and an end of semester written examination.

LEGAL STUDIES

LEGAL STUDIES UNITS 3-4 (BSLS3-4) (SDLS3-4)

Possible career paths include Law, Commerce or Business at University. New University courses such as Dispute Resolution and Criminal Justice Administration provide many opportunities for students who wish to further their studies in this area. Some students choose to enter the police force, or work for a legal firm.

Students can undertake this subject as self-directed using online resources (see page 6).

It is appropriate for students to select Legal Studies 3 and 4 during their Year 11 studies. Students selecting this option should be motivated and well organised.

UNIT 3

This unit enables students to develop an understanding of the institutions that determine laws and the processes by which laws are made. It considers reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students undertake an evaluation of the strengths and weaknesses of the law-making bodies and the processes used to influence change and reform.

LEARNING ACTIVITIES

Topic tests, essays and case studies.

KEY SKILLS REQUIRED

Students should be highly motivated, well organised and able to manage their time effectively. During the year students will develop an awareness of current legal issues and enhance their ability to write extended response questions.

ASSESSED TASKS

Tests, case study and extended response questions.

UNIT 4

This unit explores courts, tribunals and alternative avenues of dispute resolution to compare and evaluate the operation of various dispute resolution methods. Students develop an understanding of criminal and civil pre-trial and trial processes. The operation of the jury system in criminal and civil trials will be examined and students will review the operation of the adversary system, giving consideration to its strengths and weaknesses.

LEARNING ACTIVITIES

Topic tests, essays, case studies and a Bendigo Law Court excursion.

KEY SKILLS REQUIRED

Students should be highly motivated, well organised and able to manage their time effectively. Students will continue to develop essay writing skills while enhancing examination skills.

ASSESSED TASKS

Short answer tests, extended response questions and case studies and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

MATHEMATICS

WHAT IS VCE MATHEMATICS ABOUT?

Mathematics is the study of patterns in number and space. It provides us with a means of symbolic communication that is powerful, logical, concise and unambiguous. Mathematics is a means by which people can understand and manage their environment. In VCE Mathematics, students have access to worthwhile and challenging mathematical learning activities. Students learn, practise and apply mathematical routines and techniques by undertaking application tasks, solving problems set in both unfamiliar and real life situations and finding solutions to standard problems. All courses involve the use of technology and all but one utilise sophisticated CAS (Computer Algebra System) calculators. For these courses, it is compulsory to have access to a CAS calculator in class and at home. Bendigo Senior Secondary College offers a range of Mathematics courses to suit different abilities and all career paths.

Students should carefully read the courses and the possible pathways on the next few pages and discuss these with their current Mathematics teacher, Careers Advisor and parents. They should consider their past performance in Mathematics subjects and the level of Mathematics they studied at Year 10. A possible career path is important to consider as many University and TAFE colleges have requirements for certain Mathematics units to be studied. Students should be careful not to select the minimum level of prerequisite as decisions about their future career pathway may change over time.

Students may also elect to study some Maths subjects as Virtual Learning Network subjects (see page 6). This option is only suitable for students who:

- are very motivated and organized in their studies;
- find a traditional classroom limits their progress;
- enjoy working at their own pace and are organized enough to not fall behind;
- have received careful counselling from their teachers about whether this is the best option for them.

WHICH MATHS UNITS SHOULD STUDENTS CHOOSE?

SELECTING UNITS 1-2

Pathway 1: Mathematical Methods 1 and 2 with Specialist Mathematics 1 and 2

To have the widest choice and the strongest background for Units 3 and 4 Mathematics, students should consider studying four units of Mathematics at the Units 1 and 2 levels. The flowchart, on page 100, shows how this path opens up all Units 3 and 4 Mathematics courses and therefore satisfies any tertiary entrance requirement for Mathematics. Studying Mathematical Methods with Specialist Mathematics 1 and 2, allows coverage of all material to a greater depth which promotes better understanding. The Specialist Mathematics 1 and 2 class will also introduce topics that are needed for Specialist Mathematics 3 and 4.

Pathway 2: Mathematical Methods

It is possible to do Mathematical Methods Units 1 and 2 alone as a prerequisite for Mathematical Methods Units 3 and 4 and Further Mathematics Units 3 and 4. It is not, however, a recommended pathway for a sound background in these subjects. Students wishing to study Mathematical Methods Units 1 and 2 must discuss their choice carefully with their Year 10 Mathematics teacher and the BSSC Mathematics Learning Area Coordinator.

Note: Mathematical Methods 1 and 2 alone will not lead to Specialist Mathematics 3 and 4. Students need to satisfactorily complete both Specialist Mathematics Units 1 and 2 and Mathematical Methods Units 1 and 2.

Pathway 3: General Mathematics

If students do not have a strong background in Mathematics but wish to study some Mathematics for career requirements, then this is the appropriate unit. It can lead on to Further Mathematics.

Pathway 4: Foundation Mathematics

Students who find Maths very difficult, do not need Maths as a prerequisite at Year 12 level and do not intend to study Maths in Year 12, may choose Foundation Maths. This subject does not lead to any Year 12 Maths subject options. If a student successfully completes Foundation Maths and wants to continue their mathematical studies, they may study General Mathematics in Year 12 and possibly Further Mathematics in Year 13. Foundation Mathematics is also the most common Mathematics subject choice for Intermediate VCAL students.

SELECTING YOUR UNITS 3-4

The flowcharts provided over the page demonstrate the options available for Units 3 and 4. Students must consider their performance in Units 1 and 2 and have a clear understanding of their mathematical abilities and the requirements of possible career pathways. It is recommended that students leave the widest possible options open even at this stage. Students may also elect to study some Maths subjects as Virtual Learning Network subjects (see course descriptions). Students should consider seriously the recommendations made by their Unit 1 and 2 and Year 10 teachers.

Students may choose:

Further Mathematics Units 3 and 4

This is an ideal choice for students who do not have a strong background in Mathematics but wish to keep their options open for their future career pathway. It is also a suitable subject for students with strong mathematical abilities who require one or more Maths subjects and who may like the flexibility of studying a Unit 3 and 4 Maths subject at either Year 11 or Year 12.

Mathematical Methods Units 3 and 4

This is the important prerequisite for many tertiary courses, in particular those in Mathematics, Science and Engineering. Students should carefully consider pairing Specialist Maths with this choice.

Mathematical Methods Units 3 and 4 and Further Mathematics Units 3 and 4

This is an interesting combination for students who enjoy Mathematics. They will experience a much broader coverage of Mathematics than can be achieved by only selecting Mathematical Methods. They will study calculus along with the more immediately applicable fields of statistics and arithmetic applications. Selecting Further Mathematics will support the work being studied in Mathematical Methods.

Specialist Mathematics Units 3 and 4 with Mathematical Methods Units 3 and 4

Specialist Mathematics must be taken with Mathematical Methods and is therefore an ideal study for capable Mathematics students. The obvious advantage of combining these two Mathematical studies is that 'Specialist' helps students understand the 'Methods' course by giving them more practice in similar concepts.

MATHEMATICS PATHWAYS

Units 1 and 2

Units 3 and 4

Pathway 1

(High level year 10 student)

Mathematical Methods 1 and 2
with Specialist Mathematics 1 and 2

Mathematical Methods

Mathematical Methods
with Specialist Mathematics

Mathematical Methods
with Further Mathematics

Further Mathematics

Pathway 2

(High level year 10 student)

Mathematical Methods CAS

Mathematical Methods

Mathematical Methods
with Further Mathematics

Further Mathematics

Pathway 3

(Moderate level year 10 student)

General Mathematics

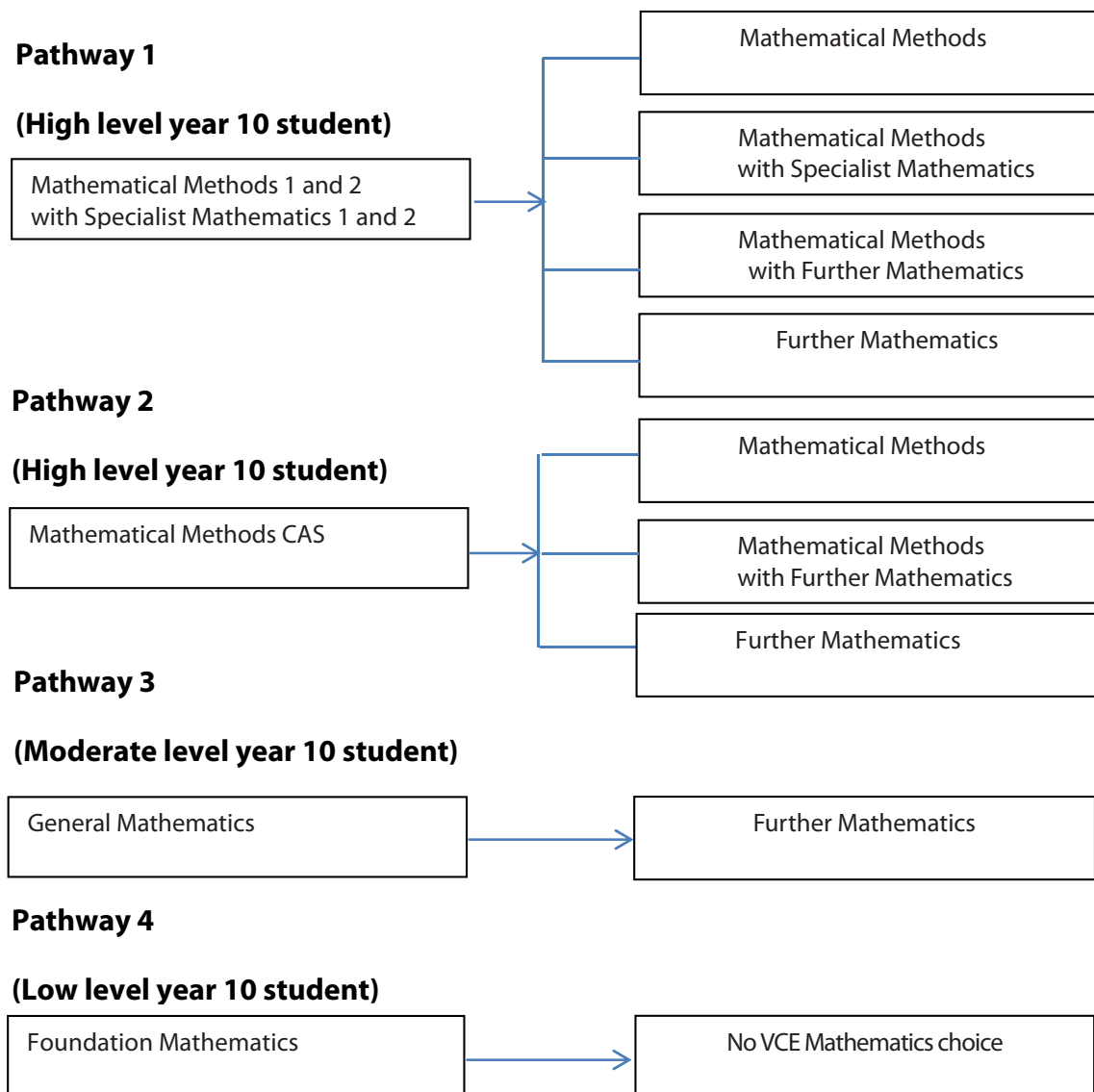
Further Mathematics

Pathway 4

(Low level year 10 student)

Foundation Mathematics

No VCE Mathematics choice



MATHEMATICS: FOUNDATION

MATHEMATICS: FOUNDATION UNITS 1-2 (MAFN1-2)

This subject is intended to provide support for students who need mathematical skills in other VCE subjects including VET and who do not intend undertaking Units 3 and 4 Mathematics. It does not provide a pathway for any Unit 3 and 4 studies in Mathematics. Effective use of technology in practical situations will be encouraged. Foundation Mathematics is also the most popular choice for Intermediate VCAL students for their numeracy stream.

UNIT 1

This subject studies everyday Mathematics. Topics are designed to raise awareness of mathematics in everyday lives and it is ideal for those who do not intend studying Mathematics at Unit 3 and Unit 4 level.

LEARNING ACTIVITIES

Practice exercises and practical activities which include; surveys, modelling and research, preparing reports / presentations.

KEY SKILLS REQUIRED

Mathematical problem solving skills, calculator technology and numeracy skills.

ASSESSED TASKS

Assignments, presentations, topic tests and an end of semester examination.

UNIT 2

This unit continues the theme of practical, everyday Mathematics and it develops skills in budgeting, personal finance, map reading and navigation.

LEARNING ACTIVITIES

Individual projects involving the local community and a range of practice exercises.

KEY SKILLS REQUIRED

Mathematical problem solving skills, calculator technology and numeracy skills.

ASSESSED TASKS

Assignments, presentations, topic tests and an end of semester examination.

MATHEMATICS: GENERAL

MATHEMATICS: GENERAL UNITS 1-2 (MAGM1-2)

This subject is for students who do not have a strong background in Mathematics but need to study it to meet or support career requirements. This subject provides an ideal preparation for Units 3 and 4 Further Mathematics.

Students in this course cannot meet the Outcomes for this course without an approved CAS calculator.

A student may study this subject in conjunction with other mathematics units.

UNIT 1

Students will study Networks, Computation and Practical Arithmetic, Univariate Statistics, Linear Relations and Equations, Linear Graphs and Modelling.

LEARNING ACTIVITIES

Textbook exercises and other activities, including online.

KEY SKILLS REQUIRED

Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS

Topic tests, online activities, problem solving and modelling tasks, an application task and an end of semester written examination.

UNIT 2

Students will study Bivariate Statistics, Financial Arithmetic, Number Patterns and Recursion, Matrices.

LEARNING ACTIVITIES

Textbook exercises and other activities, including online.

KEY SKILLS REQUIRED

Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS

Topic tests, online activities, problem solving and modelling tasks, an application task and an end of semester written examination.

MATHEMATICS: METHODS

MATHEMATICAL METHODS: UNITS 1-2 (MAMM1-2)

Students taking this subject should have a very good mathematical background and have studied the highest level of Mathematics in Year 10 with a recommended result being an AUSVELS level of 10 or more. Students should feel confident when working with algebra. Mathematical Methods and Specialist Maths Units 1 and 2, taken together, form the best possible preparation for the study of Mathematical Methods Units 3 and 4. Students will be required to participate in the Australian Mathematics Competition. Students in this course cannot meet the Outcomes for this course without an approved CAS calculator.

UNIT 1

Students will study functions and relations, quadratics, probability, combinatorics and rates of change.

Calculators (CAS) are used to explore skills and concepts but students also practise skills without the use of a calculator.

LEARNING ACTIVITIES

Textbook exercises, online revision activities and an application task.

KEY SKILLS REQUIRED

Well developed mathematical skills and understanding, graphing calculator (CAS) technology. Ability to apply mathematical skills and knowledge to solve application problems.

ASSESSED TASKS

Topic tests, application task and two end of semester written examinations.

UNIT 2

This unit involves the study of logarithms, exponential functions, trigonometric functions, polynomial functions and calculus.

LEARNING ACTIVITIES

Textbook exercises, online revision activities and an application task.

KEY SKILLS REQUIRED

Well developed mathematical skills and understanding, graphing calculator (CAS) technology. Ability to apply mathematical skills and knowledge to solve application problems.

ASSESSED TASKS

Topic tests, application task and two end of semester written examinations.

MATHEMATICS: SPECIALIST

MATHEMATICS: SPECIALIST UNITS 1-2 (MASM1-2)

Specialist Mathematics Units 1 and 2 replaces General Maths B in the new VCE study design for Mathematics and is a lead in to Specialist Mathematics Units 3 and 4. All students who study Specialist Maths Units 1 and 2 must also study Mathematical Methods Units 1 and 2. Students in this course should have strong number skills and be confident when working with algebra. Students in this course cannot meet the Outcomes for this course without an approved CAS calculator. Students need to have satisfactorily completed Specialist Mathematics Units 1 and 2 and Mathematical Methods CAS Units 1 and 2 prior to studying Specialist Mathematics Units 3 and 4.

UNIT 1

Students will study a range of concepts including Algebra and Structure, Arithmetic and Number, Discrete Mathematics, Geometry and Trigonometry, Linear and Non Linear Graphs and Statistics. At the time of printing planning had not been finalised as to which Semester each of these concepts would be taught.

LEARNING ACTIVITIES

Textbook exercises, worksheets, revision activities, application tasks.

KEY SKILLS REQUIRED

Mathematical skills and understanding, CAS calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS

Topic tests, application tasks and two end of semester written examinations.

UNIT 2

Students will study a range of concepts including Algebra and Structure, Arithmetic and Number, Discrete Mathematics, Geometry and Trigonometry, Linear and Non Linear Graphs and Statistics. At the time of printing planning had not been finalised as to which Semester each of these concepts would be taught in.

LEARNING ACTIVITIES

Textbook exercises, worksheets, revision activities and application tasks.

KEY SKILLS REQUIRED

Mathematical skills and understanding, CAS calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS

Topic tests, application tasks and two end of semester written examinations.

MATHEMATICS: FURTHER

MATHEMATICS: FURTHER UNITS 3-4 (MAFM3-4)

Further Mathematics can be taken on its own or with Mathematics Methods Units 3 and 4. **Students undertaking Further Mathematics should have successfully completed either General Mathematics A or Specialist Mathematics Units 1 and 2 or Mathematical Methods Units 1 and 2 or both.**

Students in this course must have an approved CAS calculator.

Students who have achieved excellent results in an Advanced Maths class in Year 10 may choose to study Further Mathematics in Year 11.

Note: Foundation Mathematics does not provide a basis for undertaking Further Mathematics.

UNIT 3

In this unit students will study Data Analysis and Recursion and Financial Modelling.

LEARNING ACTIVITIES

Textbook exercises, revision activities, online quizzes and application tasks.

KEY SKILLS REQUIRED

Mathematical skills and understanding, CAS calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS

Application, modelling and problem-solving tasks.

UNIT 4

In this unit students will study Networks and Decision Mathematics and Matrices.

LEARNING ACTIVITIES

Textbook exercises, revision activities, online quizzes and application tasks.

KEY SKILLS REQUIRED

Mathematical skills and understanding, CAS calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS

Modelling and problem-solving tasks.

Students will also complete two end of year examinations.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (34%), 1½ hour multiple-choice Examination 1 in November (33%), and a 1½ hour written Examination 2 in November (33%).

MATHEMATICAL METHODS UNITS 3-4 (MAMM3-4)

This unit is designed to equip students to undertake Mathematics at a tertiary level. As algebra is instrumental in much of the content of this subject, students should have developed strong algebraic skills and achieved very good to excellent results in Specialist Maths 1 and 2 (previously General Mathematics B) and/or Mathematical Methods Units 1 and 2. Students will be required to participate in the Australian Mathematics Competition.

UNIT 3

Students will study a variety of graphs (power, exponential, logarithmic, circular, inverse and modulus functions), as well as algebra (trigonometric, logarithmic, exponential, literal and simultaneous equations) and calculus.

LEARNING ACTIVITIES

Textbook exercises, revision activities and application tasks.

KEY SKILLS REQUIRED

Mathematical skills and understanding, CAS calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS

Topic tests and application task.

UNIT 4

Students will study the application of calculus to practical problems and probability (random variables, probability distributions and density functions).

LEARNING ACTIVITIES

Textbook exercises, revision activities and application tasks.

KEY SKILLS REQUIRED

Mathematical skills and understanding, CAS calculator technology, application of mathematical skills and knowledge

ASSESSED TASKS

Two analysis tasks and two end of year written examinations.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (34%), 1 hour written Examination 1 (technology free) in November (22%), and a 2 hour written Examination 2 (technology active) in November (44%).

MATHEMATICS: SPECIALIST

MATHEMATICS: SPECIALIST UNITS 3-4 (MASM3-4)

Specialist Mathematics is recommended for students intending to study mathematics, science, computing or engineering based university subjects. A high level of mathematics is essential in our rapidly changing and technologically advanced world.

Students enrolled in this course must also be enrolled in Mathematical Methods Units 3 and 4. Successful completion of both Specialist Mathematics Units 1 and 2 (formerly General Maths B) and Mathematical Methods Units 1 and 2 are essential to undertake Specialist Mathematics Units 3 and 4.

UNIT 3

Students will study vectors, complex numbers, coordinate geometry, trigonometry and calculus.

LEARNING ACTIVITIES

Textbook exercises, revision activities, note taking, writing of summaries, analysis and applications exercises. Many of these activities will also incorporate the use of technology, primarily the TI-Nspire CAS calculator.

KEY SKILLS REQUIRED

High level mathematical skills and understanding is required. A large bank of key skills and knowledge from studying Specialist Mathematics and Mathematical Methods Units 1 and 2 is assumed and used. Students are expected to be able to apply techniques, routines and processes related to the areas of study with and without the use of technology as well as the ability to problem solve.

ASSESSED TASKS

Two analysis SACs.

UNIT 4

Students will study calculus techniques and applications, particularly integral calculus, as well as the study of the mathematics of movement and motion. Topics include differential equations, kinematics, vector calculus, statics and dynamics.

LEARNING ACTIVITIES

Textbook exercises, revision activities, note taking, writing of summaries, analysis and applications exercises. Many of these activities will also incorporate the use of technology, primarily the TI-Nspire CAS calculator.

KEY SKILLS REQUIRED

High level mathematical skills and understanding is required. A large bank of key skills and knowledge from studying Specialist Mathematics and Mathematical Methods Units 1 and 2 is assumed and used. Students are expected to be able to apply techniques, routines and processes related to the areas of study with and without the use of technology as well as the ability to problem solve.

ASSESSED TASKS

Application SAC, topic test SACs and two end of year written examinations.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (34%), 1 hour written examination (technology free) in November (22%), and 2 hours written examination (technology active) in November (44%).

MEDIA

MEDIA UNITS 1-2 (PAME1-2)

A study of Units 1 and 2 Media provides students with the opportunity to better understand and make their own media. It also lays the foundation for a more in-depth study of the media in Year 12. You will learn how films, television shows, photographs, print and online media, use codes and conventions to construct representations. You will also learn how media texts tell stories and often carry important messages and subtexts. Media graduates are highly sought after. Pathways may include tertiary studies in Media and Communications and careers in film making, television, photography, print and online journalism as well as strategic marketing. BSSC Media students have gone on to do their Masters in Media and Communications as well as securing work within the film, radio and television industry and the print and online publishing industry. Some have even started up their own production companies.

UNIT 1

Students will study a range of texts and learn how the media constructs meaning through the selective use of technical and symbolic codes such as lighting, camera angles, sound, dialogue and character performance. Media technologies such as video production, print, photography, soundscapes and social media will be explored.

LEARNING ACTIVITIES

Students will analyse representations in selected on-line, television or film texts, and use a range of media technologies to create their own media representations.

KEY SKILLS REQUIRED

Research, analysis and media production skills.

ASSESSED TASKS

Test SAC and/or class presentation, individual media production and an end of semester written examination.

UNIT 2

Students will learn about media production stages and specialist roles, as well as media industry practices and issues.

LEARNING ACTIVITIES

Students will learn about the media production process. The creative stages of pre-production, production and post-production/exhibition stages will be explored by studying a range of texts such as feature film production or online media marketing projects.

KEY SKILLS REQUIRED

Research, analysis and media production skills.

ASSESSED TASKS

Collaborative media production, test SAC and/or class presentation and an end of semester written examination.

MEDIA

MEDIA UNITS 3-4 (PAME3-4)

We are surrounded by media and increasingly use new and emerging technologies to create our own. The Media plays an increasingly pivotal role in shaping public opinion (both positively and negatively) and reflecting our national identity. This has recently been acknowledged by the inclusion of Media Studies in the National Curriculum. A study of the Media is crucial if we want to work in this industry, make our own media, or just want to better understand how it could influence our behaviour and shape our attitudes. All tertiary providers offer increasingly popular Media and Communication Studies courses as well as media production courses. Media graduates are highly sought after. Pathways may include tertiary studies in Media and Communications and careers in film making, television, photography, print and online journalism as well as strategic marketing.

UNIT 3

Students will study how fictional narrative films are constructed using production and story elements to engage audiences. Students will also commence pre-production for their School Assessed Task (SAT) – a major media production that will be completed in Unit 4. This will involve designing and implementing two media production exercises to develop students' production skills, and a design plan for their SAT.

LEARNING ACTIVITIES

Students will watch, then analyse two fictional narrative films and complete practice Narrative SAC questions; students will design, execute then evaluate two production exercises; students will complete a design plan for their major media production SAT.

KEY SKILLS REQUIRED

Media analysis and research skills; media production skills; time management skills; creative ability.

ASSESSED TASKS

A test SAC based on Outcome 1, Narrative.

(NOTE: Outcomes 2 and 3 are awarded an S or N only in Unit 3 but are assessed in Unit 4 as they comprise criteria 1 and 2 of the media production SAT)

UNIT 4

Students will complete the media production SAT planned in Unit 3. Students will also learn how films are influenced by and reflect the social values and discourses of their time. Students will investigate the nature and extent of media influence and the need or otherwise, for media regulation.

LEARNING ACTIVITIES

Students will use class and home time to work on their media productions; students will watch and analyse media texts focusing on a social discourse, then complete practice Social Values SAC questions; students will study media communication theories, investigate evidence surrounding the debate that the media can influence behaviour, then complete practice Media Influence SAC questions.

KEY SKILLS REQUIRED

Media analysis and research skills; media production skills; time management skills; creative ability.

ASSESSED TASKS

A production SAT; two test SACs and an end-of-year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (18%), School Assessed Task (37%), and a 2 hour written examination in November (45%).

MUSIC PERFORMANCE

MUSIC PERFORMANCE UNITS 1-2 (PAMP1-2)

This study is heavily focused on solo and group rehearsal and performance. Other areas of this study are designed to enhance musicianship. There is a balance of class work including theory, research, creative work, aural comprehension and practical performance work. Participation in a number of weekly ensemble rehearsals is a compulsory component of the course. Some of these rehearsals will occur outside of normal class time. The ability to read music is assumed. Some performances and assessments will take place out of normal school hours. Previous studies in classroom music are strongly encouraged and at least three prior years of instrumental tuition is required.

UNIT 1

Students develop performance skills, knowledge of music theory and a critical understanding of pieces being studied.

LEARNING ACTIVITIES

Weekly theory worksheets, aural work and individual instrumental lessons, analysis of a variety of compositions, written analysis assignments, ensemble rehearsals and performances and daily practice of scales, pieces and exercises.

KEY SKILLS REQUIRED

Ability to read music, school ensemble experience, some music theory and a minimum of three years tuition with an instrumental music teacher.

ASSESSED TASKS

Theory and aural tests, ensemble participation, performance assessment of solo pieces, scales, exercises and unprepared performance, written analysis assignment and an end of semester written examination.

UNIT 2

Students further develop their performance skills, knowledge of music theory and a critical understanding of pieces being studied.

LEARNING ACTIVITIES

Weekly theory worksheets, aural work and individual instrumental lessons, written analysis of pieces, composing and improvising in selected styles, ensemble rehearsals and daily practice of scales, pieces and exercises.

KEY SKILLS REQUIRED

Ability to read music, school ensemble experience, some music theory and a minimum of three years tuition with an instrumental music teacher.

ASSESSED TASKS

Theory, aural tests, ensemble participation, performance assessment of solo pieces, scales, exercises and sight reading or improvisation, written assignments and an end of semester written examination. Students create a simple composition based on the analysis of their program works.

MUSIC PERFORMANCE

MUSIC PERFORMANCE UNITS 3-4 (PAMP3-4)

This subject is for students who are interested in music performance. Participation in weekly ensemble rehearsals is a compulsory component. A significant number of rehearsals and performances will take place outside of class time.

It is recommended that students have studied Units 1 and 2 Music Performance and have satisfactorily completed Unit 2 Music Performance prior to studying Units 3 and 4. Students must have an Instrumental Music Teacher in order to complete these units. The school allocates teachers for students studying some instruments but not all. If the school cannot supply an Instrumental Music Teacher the student is responsible for engaging a teacher.

UNIT 3

Students will develop their solo and ensemble performance skills.

LEARNING ACTIVITIES

Theory worksheets, aural comprehension tasks, analyses of a variety of musical compositions, written analysis assignments, daily practice of scales, pieces and exercises and regular ensemble rehearsals and performances.

KEY SKILLS REQUIRED

High level ability in reading music, advanced ensemble skills and a minimum of four years instrumental tuition.

ASSESSED TASKS

Performance assessment of ensemble and solo pieces, scales, exercises and unprepared performance, performance assessment of participation in an ensemble and completion of theory, aural and analysis tests and worksheets.

UNIT 4

Students will mainly focus on either solo or ensemble performance as commenced in Unit 3.

LEARNING ACTIVITIES

Theory worksheets, aural comprehension tasks, analyses of selected works, written analysis assignment, daily practice of scales, pieces and exercises and regular ensemble rehearsals and performances.

KEY SKILLS REQUIRED

High level ability in reading music, advanced ensemble and solo performance skills, a minimum of four years instrumental tuition.

ASSESSED TASKS

Performance assessment of solo pieces, scales, exercises and unprepared performance.
Performance assessment of participation in an ensemble and completion of theory, aural and analysis tests and worksheets.
End of year performance and written examinations.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (30%), 25 minutes solo performance examination in October (50%), 1½ hour aural and written examination in November (20%).

MUSIC STYLE AND COMPOSITION

MUSIC STYLE AND COMPOSITION UNITS 1-2 (PAMS1-2)

Music Style and Composition is recommended for all students who wish to pursue a career in music, or as a general interest subject for students with an interest in music. Assessment requires written and oral reports, analyses and responses to music. Previous studies in classroom music are strongly recommended.

It is strongly recommended that students who intend to enrol in Units 3 and 4 of this study first complete Units 1 and 2.

UNIT 1

Students will study the history and characteristics of three selected music styles and analyse specific works within these styles.

LEARNING ACTIVITIES

Music composition exercises, written assignments and essays and analysis of a wide variety of compositions.

KEY SKILLS REQUIRED

Knowledge of a variety of musical styles, formal writing skills and an ability to read music is an advantage.

ASSESSED TASKS

Written assignments, regular written and listening tests, folio of composition tasks and an end of semester written examination.

UNIT 2

Students will study a wide variety of compositions and musical styles and will create and analyse music for other media such as film, theatre and television.

LEARNING ACTIVITIES

Written research assignments and essays, analysis of a wide variety of compositions and composing music to accompany another art form.

KEY SKILLS REQUIRED

Essay writing skills and an ability to analyse a variety of musical styles. An ability to read music is an advantage.

ASSESSED TASKS

Written assignments, regular written and listening tests, a folio of composition tasks and an end of semester written examination.

MUSIC STYLE AND COMPOSITION

MUSIC STYLE AND COMPOSITION UNITS 3-4 (PAMS3-4)

Music Style and Composition is recommended for all students who wish to pursue a career in music. Assessment requires written and aural reports, analyses and responses to music. Previous studies in classroom music are strongly recommended.

It is recommended that students satisfactorily completed Units 1 and 2 Music Style and Composition prior to completing Units 3 and 4.

UNIT 3

Students will develop an understanding of the ways that different times, places and stylistic traditions influence music creators. They analyse and respond to music from a wide variety of traditions and styles and in response to these works compose short musical exercises in specific styles. Students will also study the musical characteristics and style of two selected works and develop an understanding of the ways contextual issues have influenced the works. One of these works will be by an Australian composer.

LEARNING ACTIVITIES

Written reports, class discussion, use of ICT, short composition activities, listening and written analysis of a variety of musical compositions and styles.

KEY SKILLS REQUIRED

Essay writing and a knowledge of a variety of musical styles. An ability to read music is a strong advantage.

ASSESSED TASKS

Written test, aural analysis test and a folio of composition tasks which includes documentation of the processes used. Composition tasks undertaken in this unit will be submitted to the VCAA for assessment in the Externally Assessed Task.

UNIT 4

Students will build further on their ability to analyse and respond to music from a wide variety of traditions. Student will compose a fully realised original work. Students will also study the musical characteristics and style of two selected works and develop an understanding of the ways contextual issues have influenced the creative process. At least one of these works will be an example of twentieth century music.

LEARNING ACTIVITIES

Composition activities, including a significant original composition, written reports, class discussion, use of ICT, listening and written analysis of a variety of musical compositions and styles.

KEY SKILLS REQUIRED

Skills in using music technology, essay writing skills, knowledge of a variety of musical styles and an ability to read music is a strong advantage.

ASSESSED TASKS

Written test, aural analysis test, a short composition which includes documentation of the processes used and an end of year written examination. The composition task in this unit will be submitted to the VCAA for assessment in the Externally Assessed Task.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (15%), School Assessed Coursework Unit 4 (15%), Written Examination (40%), Externally Assessed Composition Task (30%).

MUSIC INVESTIGATION

MUSIC INVESTIGATION UNITS 3-4 (PAMI3-4)

This subject is an advanced music performance based subject for students who are interested in studying music through research, composition, arrangement and/or improvisation and performance. Participation in weekly ensemble rehearsals is a compulsory component. Rehearsals and performances will take place outside of class time on a regular basis. Students must work with a highly accomplished instrumental music teacher as part of this study.

It is strongly recommended that students have completed Units 1 and 2 Music Performance. It is further recommended that students complete Music Performance Units 3 and 4 prior to engaging in this subject or are studying these units concurrently with this subject.

UNIT 3

Students will develop knowledge of a musical focus area. Students use this as a starting point for research, composition, improvisation and/or arranging, and performance of the material created.

LEARNING ACTIVITIES

Analysis of a variety of musical compositions within the chosen focus area, written analysis assignments, composition folio, recorded improvisations, aural analysis, transcription, daily practice of instrumental skills, regular ensemble rehearsals and performances.

KEY SKILLS REQUIRED

High level music performance and music literacy skills; skills in aural analysis; music research skills; transcription skills.

ASSESSED TASKS

A performance of technical work and a lecture demonstration, research assessments, performance assessments of a program of solo or group pieces, a folio of compositions and/or arrangements and/or recorded improvisations, aural and visual analysis tests and a variety of worksheets.

UNIT 4

Students will continue their exploration of the focus area commenced in Unit 3.

LEARNING ACTIVITIES

Analyses a variety of musical compositions, written analysis assignments, fully realised composition, recorded improvisations, aural analysis, transcription, daily practice of instrumental skills, regular ensemble rehearsals and performances.

KEY SKILLS REQUIRED

High level ability in music literacy, skills in aural analysis; music research skills; transcription skills and extensive performance skills.

ASSESSED TASKS

A performance of technical work and completion of a composition with documentation and explanation. Performance assessments of a program of solo or group pieces, written analysis of the program of pieces, performance of a composition or arrangement or improvisation containing characteristics of the focus area, associated technical work and exercises, aural and visual analysis tests and a variety of worksheets. Students will also complete an external end of year performance examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), Externally Assessed Performance Examination (50%).

NATIONAL POLITICS

NATIONAL POLITICS UNITS 3-4 (HUNP3-4)

Studying National Politics develops skills students can use to analyse and interpret their own society and gives them an understanding to effectively observe, judge and participate in the political process. Students often complete Australian and Global Politics in Units 1 and 2 and follow a pathway to National Politics in Units 3 and 4. However there is no formal prerequisite. This subject gives students the knowledge and skills to analyse issues associated with western democratic practice and how politics contributes to Australian society.

UNIT 3 – EVALUATING AUSTRALIAN DEMOCRACY

Students study Australia's 'Westminster' system of government, its British and American influences as well as areas for reform of the Australian political system. Consideration is given to values and ideas as they are reflected in established institutions. Students look at possible reforms to Constitution, parliament, electoral system, federalism and the three branches of government.

LEARNING ACTIVITIES

Quizzes, summaries, essay writing, research, analysis, online activities, reading the newspaper, conducting debates, and listening to and watching electronic media reports.

KEY SKILLS REQUIRED

Defining and using key concepts relating to government, describing and analysing the framework of political systems, accessing, interpreting and drawing conclusions from information.

ASSESSED TASKS

Class presentations, debates, discussions and short answer questions.

UNIT 4 – AUSTRALIAN PUBLIC POLICY

This unit investigates the influences on Australian domestic and foreign policy making, the contemporary challenges of policy making and a case study about Australian domestic policy via a media presentation. It examines the role of bureaucracy, public opinion, media, social movements and interest groups.

LEARNING ACTIVITIES

Quizzes, summaries, essay writing, research, analysis, online activities, reading the newspaper, conducting debates, and listening to and watching electronic media reports.

KEY SKILLS REQUIRED

Opinionative and analytical writing, research and analysis of online materials.

ASSESSED TASKS

Class presentations, debates, discussions, short answer questions, essay writing and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

OUTDOOR AND ENVIRONMENTAL STUDIES UNITS 1-2 (HPOE1-2)

This is an excellent subject if you are interested in Outdoor Education, Recreation, Eco Tourism, Environmental Science or Resource Management. It combines a range of compulsory multi-day practical activities that explore the theory associated with environmental relationships, and concepts related to human and societal relationships with outdoor environments.

The subject is 70% theory and 30% practical.

There is an additional cost of \$280 for the year to complete this subject.

A student cannot study both VCE Outdoor and Environmental Studies and VET Outdoor Recreation.

UNIT 1

This unit introduces students to the characteristics of a variety of outdoor environments. Students undertake a number of case studies of different types of environments and develop appropriate practical skills for safe and sustainable participation in outdoor experiences. The focus is on the individual and his/her personal relationship with the natural environment. Students develop a clear understanding of the range of motivations for interacting with natural environments.

LEARNING ACTIVITIES

Practical experiences are linked with theoretical investigation so students can gain insight into a variety of responses to and relationships with nature.

KEY SKILLS REQUIRED

Plan, participate and reflect upon outdoor experiences, analysis and group work.

ASSESSED TASKS

Reflective journal of outdoor experiences, short reports/survey, written responses, practical reports, oral presentations, tests and an end of semester written examination.

UNIT 2

This unit focuses on human activities undertaken in the outdoor environments and their impact on the environment. Such impacts include natural and human induced changes. Through investigation of specific outdoor environments, students analyse different ways of experiencing and knowing the outdoor environment and the various codes of conduct that apply.

LEARNING ACTIVITIES

Practical experiences will provide the basis for comparison and reflection and opportunities for students to develop theoretical knowledge about natural environments.

KEY SKILLS REQUIRED

Plan, participate and reflect upon outdoor experiences, analysis, identify strategies, apply practices and codes and group work.

ASSESSED TASKS

Reflective journal of outdoor experiences, short reports, written responses, case studies, surveys, practical reports, oral presentations, tests and an end of semester written examination.

OUTDOOR AND ENVIRONMENTAL STUDIES UNITS 3-4 (HPOE3-4)

This is an excellent subject if you are interested in Outdoor Education, Recreation, Eco Tourism, Environmental Science or Resource Management. It combines a range of **compulsory** multi-day practical activities that explore the theory associated with environmental relationships, and concepts related to human and societal relationships with outdoor environments. This subject is 75% theory and 25% practical. There is an additional cost of approximately \$300 for the year to complete this subject.

A student cannot study both VCE Outdoor and Environmental Studies and VET Outdoor Recreation.

UNIT 3

The focus of this unit is the ecological, historical and social context of relationships between humans and natural environments in Australia. It examines the impact of these relationships on natural environments, reflecting on the changing nature of human interactions and relationships with, and perceptions of, the natural environment in Australia since human habitation.

LEARNING ACTIVITIES

Written reports, assignments, class discussions, research tasks and group work.

KEY SKILLS REQUIRED

Reflect upon outdoor experiences, analysis, research and application of information.

ASSESSED TASKS

Short reports, written responses, tests and practical knowledge.

UNIT 4

This unit focuses on the sustainable use and management of natural environments. It examines the contemporary state of environments in Australia, considers the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world's human population.

LEARNING ACTIVITIES

Written reports, assignments, class discussions, research tasks and group work.

KEY SKILLS REQUIRED

Reflect upon outdoor experiences, analysis, research and application of information.

ASSESSED TASKS

Short reports, tests, case studies, written responses, and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

PHILOSOPHY

PHILOSOPHY UNITS 1-2 (HUPH1-2)

Philosophy provides students with the opportunity to read and understand some powerful ideas that have shaped our culture. Philosophy grapples with some of the most profound questions, such as: What is the nature of reality? Is it possible to attain absolute certainty about anything? Are right and wrong simply matters of culture? Is it rational to have religious beliefs? Studying philosophy develops the ability to clarify concepts, analyse problems and construct reasonable, coherent arguments.

UNIT 1

Through the study of philosophical texts, students will cover an introduction in basic philosophical enquiry in metaphysics and epistemology. The selected texts explore what is meant when we say we have a mind and body, and how we use them. Epistemology addresses the study of how we attain knowledge and the importance of knowledge and justification. It also includes an introduction to logic and reasoning.

LEARNING ACTIVITIES

Group and class discussions, understanding and developing arguments, research reports and oral presentations.

KEY SKILLS REQUIRED

Analytical reading, summarising, synthesising and analysing texts and formal writing.

ASSESSED TASKS

Close reading with note taking, analysis, essays, short answer responses and an end of semester written examination.

UNIT 2

This unit begins with a study of ethics. Through key philosophical texts students explore questions such as: What should I do? What is right? Philosophy of religion then addresses questions such as: What does the term God mean? Can a coherent account of God be given? Other traditions of thought include Buddhism and Hinduism. Students will also cover an area of logic and reasoning.

LEARNING ACTIVITIES

Group and class discussions, understanding and developing arguments, research reports and oral presentations.

KEY SKILLS REQUIRED

Analytical reading, summarising, synthesising and analysing texts, formal writing.

ASSESSED TASKS

Close reading with note taking, analysis, essays, short answer responses and an end of semester written examination.

PHILOSOPHY

PHILOSOPHY UNITS 3-4 (HUPH3-4)

Unit 3 and 4 Philosophy takes the central philosophical questions surrounding humanity and applies them to key texts throughout history. Students apply skills of analysis and close reading to texts by Plato, Aristotle, Nietzsche, Descartes, Armstrong, Hume, Locke and Buddhist scriptures. These units allow students to explore the questions in light of specific writers over time. There is also a focus on students relating the ideas found in the texts to their lives as individuals in a modern world.

UNIT 3

This unit explores two areas of contemporary debate and their historical development. The first area considers the question: “What is the mind?” and the second: “How do we define personal identity?” Since it is by using our mind and senses that we acquire knowledge, the two questions are interrelated. Students will critically compare the works listed by the VCAA.

LEARNING ACTIVITIES

Group and class discussions, understand and develop arguments, research reports, oral presentations, close reading (including note taking), journal entries, short answer responses, essays.

KEY SKILLS REQUIRED

Analytical reading, summarising, analysing, evaluating and comparing ideas in texts and formal writing.

ASSESSED TASKS

Essay and short answer responses.

UNIT 4

Students will consider a range of texts and ideas that cover the questions of: What is it to live well? What is the nature of happiness? What is the role of the good life? What does the good life have to do with being morally good to other people? Texts by ancient and modern philosophers will be covered. Students will critically compare the works listed by the VCAA.

LEARNING ACTIVITIES

Group and class discussions, understand and develop arguments, research reports, oral presentations, close reading (including note taking), journal entries, short answer responses, and essays.

KEY SKILLS REQUIRED

Analytical reading, summarising, analysing, evaluating and comparing ideas in texts and formal writing.

ASSESSED TASKS

Essay, short answer responses and end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

PHYSICAL EDUCATION

PHYSICAL EDUCATION UNITS 1-2 (HPPE1-2)

This subject introduces students to an understanding of physical activity involving the relationship between body systems, analysis of factors that influence physical performance and involvement in physical activity.

This subject is 60% theory and 40% practical work.

Units 1 and 2 each have a cost of \$60. This payment is made via the booklist process.

UNIT 1

Students explore how the body systems work together to produce movement and then analyse this motion using biomechanical principles. Through practical activities students explore relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement. Students also select one detailed study from either technological advancements or injury prevention and rehabilitation.

LEARNING ACTIVITIES

Practical laboratory reports, practical activity classes, written reports, data analysis exercises and participation in and evaluation of practical classes via a reflective folio/diary.

KEY SKILLS REQUIRED

Observation and involvement in classroom activities, ability to write laboratory reports, data analysis, research skills, ability to participate in and evaluate practical classes via individual and group work, general ICT skills and note taking.

ASSESSED TASKS

Practical laboratory reports, written reports, tests, case study analysis and an end of semester written examination.

UNIT 2

This subject explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students are also introduced to physical activity and the role it plays in the health and well-being of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits across the lifespan. Students also select one detailed study from either decision making in sport or promoting active living.

LEARNING ACTIVITIES

Laboratory classes and reports, data analysis exercises and participation in and evaluation of practical classes via a critically reflective folio/diary.

KEY SKILLS REQUIRED

Observation and involvement in classroom activities, ability to write laboratory reports, data analysis, research skills, ability to participate in and evaluate practical classes via individual and group work, general ICT skills and note taking.

ASSESSED TASKS

Test, case study analysis, practical laboratory report, written reports and an end of semester written examination.

PHYSICAL EDUCATION

PHYSICAL EDUCATION UNIT 3-4 (HPPE3-4)

This subject introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students analyse data in relation to the National Physical Activity Guidelines and apply the social-ecological model to a range of physical activities. Students study physical fitness, the definitions, components and the relationship to energy systems and recognise how fitness components are used in various sports.

This subject is 60% is theory and 40% practical.

Units 3 and 4 have a combined cost of \$60. This payment is made via the booklist process.

UNIT 3

Students study the patterns of participation in physical activity and consider how much activity we should do. Students measure physical activity and investigate strategies used to promote involvement. Students also investigate the contribution of energy systems to performance in physical activity. In particular students investigate the interplay of the systems and the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

LEARNING ACTIVITIES

Summaries, laboratory reports, case studies and structured questions.

KEY SKILLS REQUIRED

Describe, identify, collect, analyse and interpret data, complete laboratory reports, analyse and evaluate information collected, apply theory to practical situations and participate in practical classes.

ASSESSED TASKS

Written reports, practical laboratory report and tests.

UNIT 4

Students study improvements in performance, in particular fitness. Students undertake an activity analysis, and investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Students learn to critically evaluate different techniques and practices that can be used to enhance performance. Students also investigate strategies used to promote recovery including nutritional, physiological and psychological practices.

LEARNING ACTIVITIES

Summaries, laboratory reports, case studies and structured questions.

KEY SKILLS REQUIRED

Describe, identify, collect, analyse and interpret data, complete laboratory reports, report on, analyse and evaluate information collected, apply theory to practical situations and participate in practical classes.

ASSESSED TASKS

Written reports, practical laboratory report, tests and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

PHYSICS

PHYSICS UNITS 1-2 (SCPH1-2)

In Physics, students gain an appreciation of the laws of nature from the smallest scale of the atomic nucleus to the largest scale, that of the entire universe. Physics provides an excellent grounding for a large number of fulfilling careers and is a very suitable subject for inquisitive students who have sound capabilities in mathematics.

Students need to have satisfactorily completed Unit 1 and 2 Physics prior to studying Units 3 and 4.

UNIT 1

Students will study Radiation from the Nucleus, which covers types of radiation and their effects; and electricity where students apply a basic DC circuit model to simple battery operated devices and an AC model to household electrical systems. A detailed study of astronomy will also be undertaken.

LEARNING ACTIVITIES

Discussions of physical phenomena, worksheets, group activities, text questions and practical activities.

KEY SKILLS REQUIRED

Strong mathematical skills in the areas of arithmetic calculations, substitution, transposing and analysing data. The ability to predict, observe and explain physical events is also important.

ASSESSED TASKS

Topic tests, practical work, an extended practical investigation, research, team based multimedia presentations and an end of semester written examination.

UNIT 2

In this unit students describe and explain the movement of various objects in terms of kinematics, forces, momentum, energy and power (motion), waves and optics - looking at models that help explain the behaviour of light. A detailed study of astrophysics will also be undertaken.

LEARNING ACTIVITIES

Discussions of physical phenomena, worksheets, group activities, text questions and practical activities.

KEY SKILLS REQUIRED

Strong mathematical skills in the areas of arithmetic calculations, substitution, transposing and analysing data. The ability to predict, observe and explain physical events is also important.

ASSESSED TASKS

Topic tests, practical work, an extended practical investigation, research, team based multimedia presentations and an end of semester written examination.

PHYSICS

PHYSICS UNITS 3-4 (SCPH3-4)

Students gain an appreciation of the laws of nature from the small scale of the atomic nucleus to the large scale of the entire universe. Students learn through experimenting, observing, discussing and developing theoretical models that describe the phenomena we see, and by applying their learning to a variety of scenarios. The study of Physics underpins much of the technology found in areas such as commerce, communications, engineering and industry.

Students need to have satisfactorily completed Unit 1 and 2 Physics prior to studying Units 3 and 4.

UNIT 3

Students study motion, electronics, photonics and materials and their use in structures. Motion covers basic descriptions on movement, forces, momentum and energy, projectile motion, circular motion and gravity. Electronics covers basic circuits as well as diodes and amplifier characteristics, with photonics introducing students to opto-electrical devices such as those used in fibre optic communications. Characteristics of construction materials and the effects of forces in and on structures are also covered.

LEARNING ACTIVITIES

Activities include experimental work, interactive simulation activities, text questions, quizzes, homework sheets and other relevant tasks. Guest speakers are used when available and relevant to topics or career paths.

KEY SKILLS REQUIRED

Motion and electric circuit skills and other knowledge from Units 1 and 2, data interpretation and analysis, ability to use and manipulate formulae, enquiry based skills and problem solving abilities.

ASSESSED TASKS

Extended practical investigation, report based on practical work and tests.

UNIT 4

Students study electric power and ideas about light and matter. Electric power covers the connection between magnetic fields and electric currents involved in the operation of electric motors, generators and the transmission of electric power. Based on experimental observations, models for light and for matter are discussed and applied, in particular the wave model, particle model and wave-particle duality.

LEARNING ACTIVITIES

Activities include experimental work, interactive simulation activities, text questions, quizzes, homework sheets and other relevant tasks. Guest speakers are used when available and relevant to topics or career paths.

KEY SKILLS REQUIRED

Knowledge and skills of electric circuits, waves and motion from Units 1 and 2, data interpretation and analysis, ability to use and manipulate formulae, enquiry based skills and problem solving abilities.

ASSESSED TASKS

Tasks could include: a report based on a given scenario, a report based on practical work, test done under test conditions. Students will also complete an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (40%), and a 2½ hour written examination in November (60%).

PRODUCT DESIGN AND TECHNOLOGY

PRODUCT DESIGN AND TECHNOLOGY UNITS 1-2 (TSDC1-2 or TSDM1-2 or TSdT1-2 or TSDW1-2)

Product Design and Technology can be studied in one of four foci: Competition Vehicles, Metals, Textile Fashion or Wood. All are based on developing knowledge of materials and production processes. Students will design and make products using different materials to solve problems.

Student may only choose ONE focus from either: Competition Vehicles, Metals, Textile Fashion OR Wood.

UNIT 1

This unit focuses on the analysis, modification and improvement of a product design. It provides a structured approach towards the design process, and looks at examples of design practice used by a designer.

LEARNING ACTIVITIES

The analysis, modification and improvement of a product's design - students will be required to modify a project for an outlined or given situation.

KEY SKILLS REQUIRED

Understanding of design elements and principles, redesigning existing products, listening and responding to a design scenario, developing criteria for design, researching existing and possible design solutions, building the redesigned product and the evaluation of the finished product.

ASSESSED TASKS

Production modification folio, production processes and product evaluation.
Students will also complete an end of semester written examination.

UNIT 2

In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product.

LEARNING ACTIVITIES

Design and develop a product range.
Team members contribute their expertise, share research findings and develop viable solutions.

KEY SKILLS REQUIRED

Working with a design team, developing skills in processes and techniques, listening and responding to design scenarios, developing design evaluation criteria, producing valid design options, production of the product and evaluation of the product against developed criteria.

ASSESSED TASKS

Production folio, production processes and product evaluation.
Students will also complete an end of semester written examination.

PRODUCT DESIGN AND TECHNOLOGY UNITS 3-4 (TSDC3-4 or TSDM3-4 or TSdT3-4 or TSDW3-4)

Design and Technology can be studied in one of four foci: Competition Vehicles, Metals, Textile Fashion or Wood. All are based on developing knowledge of materials and production processes. Students will design and make products using different materials to solve problems.

Students may only choose ONE focus from either: Competition Vehicles, Metals, Textile Fashion OR Wood.

UNIT 3

In this unit students will design and develop a product that meets the needs and expectations of a client or end-user. Students will examine the role of the designer and industrial design in a manufacturing industry.

LEARNING ACTIVITIES

Detailed design folio for a client (or end user) produced together with mock-ups, construction samples or processes and note taking, various research activities, developmental sketches and a detailed working drawing to finalise the design solution.

KEY SKILLS REQUIRED

Developing a valid design brief, research and design interpretation, effective communication between designer and client (end user), design development and implementation and design folio development and construction.

ASSESSED TASKS

Written test on the role of the designer, written report on manufacturing of products within industries and development of a production folio on a chosen product.

UNIT 4

Students continue to develop and manufacture the product designed in Unit 3. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product.

LEARNING ACTIVITIES

Examine factors that are used to determine the success of a commercially available product in the context of comparison with similar product types. Safe and correct use of specialised tools, equipment and machines (relevant to the chosen foci).

KEY SKILLS REQUIRED

Product construction, production skill development, evaluation of the product, the design process and promotion of the product.

ASSESSED TASKS

Written report on product analysis, ongoing folio development and production of client's end user product, evaluation and marketing of client's end user product.

Students will also complete an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (20%), School Assessed Task (50%), and a 1½ hour written examination in November (30%).

PSYCHOLOGY

PSYCHOLOGY UNITS 1-2 (SCPY1-2 or SDPY1-2)

As a science, Psychology aims to describe, explain and predict thoughts, feelings and behaviour. Through the use of scientific research methods, students will be able to develop skills in analytical and critical thinking. Students analyse research methodologies associated with classic and contemporary theories, consider ethical issues associated with the conduct of research and apply these methods when conducting group and/or individual investigations. Students can select to undertake this subject as self-directed learning using online resources (see page 6).

UNIT 1

Human development involves changes in thoughts, feelings and behaviours. Students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. Students consider: the complex nature of psychological development and examine the contribution that classical and contemporary studies have made to an understanding the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feeling and behaviours.

LEARNING ACTIVITIES

Group discussions and activities, reading and note taking, worksheets, conducting and reporting research experiments, visual presentations, and practice exam questions.

KEY SKILLS REQUIRED

Being organised and remaining up to date with all reading, class work and homework, succinctly presenting and analysing information.

ASSESSED TASKS

Brain structure modelling, Analysis of Research, Media Analysis, Test and a Report of an Investigation on brain function/development and an end of Unit Examination.

UNIT 2

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitude, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

LEARNING ACTIVITIES

Group discussions and activities, reading and note taking, conducting and reporting research experiments, visual presentations, multimedia investigations and practice exam questions.

KEY SKILLS REQUIRED

Being organised and remaining up to date with all reading, class work and homework, succinctly presenting and analysing information.

ASSESSED TASKS

Analysis of Research, Media Analysis, Test, Logbook of activities and a Report of an Investigation on internal/external influences on behaviour and an end of Unit Examination.

PSYCHOLOGY

PSYCHOLOGY UNITS 3-4 (SCPY3-4)

As a science, Psychology aims to describe, explain and predict thoughts, feelings and behaviour. Through the use of scientific research methodologies students will be able to develop skills in analytical and critical thinking.

It is recommended (but not required) that students have studied Units 1 and/or 2 Psychology and have satisfactorily completed Unit 2 prior to completing Units 3 and 4.

UNIT 3

This unit focuses on the conscious thought, studying the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. A focus on the mind, brain and body constitutes the first area of study which looks at questions such as: Why do I think and feel the way I do? How does the brain work? What happens during sleep? Then students move into the second area of study focused around the concept of memory and the characteristics of memory as a cognitive process.

LEARNING ACTIVITIES

Group discussions and activities, reading and note taking, worksheets, conducting and reporting research investigations, visual presentations, collaborative and individual work projects and exam preparation.

KEY SKILLS REQUIRED

Organisation, application of time management skills to remain up to date with all reading, class work and homework, succinctly analysing and presenting information.

ASSESSED TASKS

Research investigation report, tests and an annotated visual presentation.

UNIT 4

This unit continues to look at the brain, behaviour and experience and will extend on topics already covered in Unit 3. Students will focus on the interrelationship between learning, the brain and its response to experiences and behaviour. The first area looked at is the concept of learning answering the question of how people learn. Then the focus turns to mental health, specifically in relation to stress and its impact. We will cover what it means and how it can be enhanced.

LEARNING ACTIVITIES

Group discussions and activities, reading and note taking, worksheets, conducting and reporting research investigations, visual presentations, collaborative and individual work projects and exam preparation.

KEY SKILLS REQUIRED

Organisation, application of time management skills to remain up to date with all reading, class work and homework, succinctly analysing and presenting information.

ASSESSED TASKS

Annotated folio of practical activities, evaluation of research, test and an end of year written examination (covering Units 3 and 4).

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (40%) and a 2½ hour written examination in November (60%).

SOCIOLOGY

SOCIOLOGY UNITS 1-2 (HUSO1-2)

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. In this subject students objectively examine social issues and explain concepts. In Sociology, students examine key theories regarding family, deviance, ethnicity, community and social movements.

UNIT 1

Students explore the way youth and adolescence are constructed as social categories, in the light of differing experiences of young people. They also investigate the social institution of the family. They examine the tension between a perceived need to define categories of youth and adolescence and the potential negative impacts of such categorisation.

LEARNING ACTIVITIES

Reading, group and class discussions, ICT and research activities.

KEY SKILLS REQUIRED

Analysis and synthesis of materials to draw conclusions, ability to reflect on their own and others' approaches to understanding the social world, formal writing, research.

ASSESSED TASKS

Essay, media and film analysis and an end of semester written examination.

UNIT 2

In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as age and socioeconomic status.

LEARNING ACTIVITIES

Reading, group and class discussions, ICT and research activities.

KEY SKILLS REQUIRED

Analysis and synthesis of materials to draw conclusions, formal writing, research and analysis of historical sources.

ASSESSED TASKS

Essay, media report, multimedia presentation and an end of semester written examination.

SOCIOLOGY

SOCIOLOGY UNITS 3-4 (HUSO3-4)

The study of Sociology provides valuable knowledge and skills for participation in everyday life. It develops a capacity for detailed observation of social patterns and group behaviour, and encourages students to become aware of and to think about daily life and activities from a sociological perspective.

UNIT 3

This unit explores expressions of culture and ethnicity in relation to Australian Indigenous culture and migrant groups. Students learn how these classifications can define inequality and opportunity, shape cultural activities and provide a sense of purpose. The study explores social identity. An investigation into the way ethnic identities constantly evolve and are shaped through a variety of political and social forces will be undertaken.

LEARNING ACTIVITIES

Media analysis, multimedia presentations, report writing, extended responses, film analysis and research reports.

KEY SKILLS REQUIRED

Close reading, research, analysis and synthesis of evidence to draw conclusions.

ASSESSED TASKS

Media analysis, short answer questions and an essay.

UNIT 4

In this unit, students investigate the concept of community and how social movements and social change have impacted on the way we interpret the community. Students will examine theoretical understandings of the concept of community and will develop knowledge of the role, the purpose, evolution, power and outcomes of social movements.

LEARNING ACTIVITIES

Media analysis, multimedia presentations, report writing, extended responses, film analysis and research reports.

KEY SKILLS REQUIRED

Application of ethical methodology to source and use a range of relevant evidence to support observations and analysis, analysis and synthesis of evidence to draw conclusions.

ASSESSED TASKS

Case study report, essay and an end of year examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

STUDIO ARTS

STUDIO ARTS UNITS 1-2 (VASC1-2 or VASD1-2 or VASP1-2)

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of art making. The study establishes effective art practices through the application of an individual design process to assist the student's production of a folio of artworks. Students choose to specialise in Ceramics and Sculpture, Painting and Drawing or Photography.

It is recommended that Units 1 and 2 are completed prior to enrolling in Units 3 and 4. Students may only choose ONE focus from Ceramics and Sculpture, Painting and Drawing OR Photography.

UNIT 1: Artistic Inspiration and Techniques

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

LEARNING ACTIVITIES

Development of a folio of artworks exploring the student's ideas and use of materials and techniques.

Written tasks that show how artists from different times and cultures have interpreted ideas and sources of inspiration and used materials and techniques.

KEY SKILLS REQUIRED

Generating ideas, using visual references, exploring techniques, practical skills and materials related to the chosen art form, research and analysis and reflection on own artworks.

ASSESSED TASKS

Three practical tasks demonstrating folio development and two written tasks based on artists studied. An end of semester written examination

UNIT 2: Design Exploration and Concepts

This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks.

Students also develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand the artists' ideas and how they have created aesthetic qualities and identifiable styles.

LEARNING ACTIVITIES

Development of a folio of artworks exploring the student's ideas and use of materials and techniques.

Written tasks that show how artists from different times and cultures have interpreted ideas, sourced inspiration, developed a style and used materials and techniques.

KEY SKILLS REQUIRED

Use of materials and techniques related to the chosen art form, research of artists and analysis of artwork focusing on materials and techniques, aesthetic qualities, ideas and style.

ASSESSED TASKS

Three practical tasks and related design development in folio form, two written tasks based on artists studied and an end of semester written examination.

STUDIO ARTS

STUDIO ARTS UNITS 3-4 (ARSC3-4 or ARSD3-4 or ARSP3-4)

Students choose ONE art form from: Ceramics and Sculpture, Painting and Drawing OR Photography.

Consultation must be made with a Studio Arts teacher if enrolling in Units 3 and 4 without studying Units 1 and 2. Studio Arts is about the development and use of specialist skills in the production of artworks. Units 3 and 4 consist of 66% folio production and 34% theory.

UNIT 3

Ceramics and Sculpture OR Painting and Drawing OR Photography

This unit focuses on the implementation of the design process to produce artworks. Students use an exploration proposal to define an area of interest and apply a design process to explore and develop their ideas and produce a range of potential directions. Professional art practices relating to particular art form(s) and the development of styles in artworks are explored. Legal and ethical considerations such as copyright issues arising from the use of other artists' work in the making of new artwork are analysed.

LEARNING ACTIVITIES

Design process folio, exploration proposal to define the folio theme, written tasks exploring professional art practices and styles used by artists.

KEY SKILLS REQUIRED

Research, practical skills in the medium chosen, analysis of artworks focusing on materials and techniques, aesthetic qualities, communication of ideas and styles.

ASSESSED TASKS

Design process folio and three written tasks.

UNIT 4

Ceramics and Sculpture OR Painting and Drawing OR Photography

This unit focuses on the production of a cohesive folio of finished artworks. In developing this folio, students present visual and written documentation explaining how at least two potential directions generated in Unit 3 will be developed further to produce a cohesive folio of artworks. The folio artworks should reflect the skilful application of materials and techniques, and the resolution of aims, ideas and aesthetic qualities. This unit also explores the role of different galleries and the methods and considerations involved in the preparation, presentation and display of artworks. Students also discuss conservation of artworks and employ appropriate art language.

LEARNING ACTIVITIES

Selecting potential directions for the completion of a cohesive folio of finished artworks; reflection and documentation on the completion of the folio; written tasks based on the art industry, exhibition spaces, conservation, presentation and promotion of art.

KEY SKILLS REQUIRED

Practical skills in the chosen art form, analytical skills and terminology knowledge.

ASSESSED TASKS

Folio, research tasks and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Task Unit 3 (33%), School Assessed Task Unit 4 (33%), and a 1½ hour written examination in November (34%).

SYSTEMS ENGINEERING

SYSTEMS ENGINEERING UNITS 1-2 (TSEN1-2)

This study promotes innovative systems thinking and problem solving skills through the Systems Engineering process, which takes a project management approach. It focuses on mechanical and electro-technology engineered systems.

Systems Engineering integrates aspects of designing, planning, fabricating, testing and evaluating in a project management process.

It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships.

The study provides a rigorous academic foundation and a practical working knowledge of design, manufacturing and evaluation techniques.

UNIT 1

This unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work. The main focus is on the construction of a system. The construction process draws heavily upon design and innovation within all the interrelated applied learning activities.

LEARNING ACTIVITIES

Analyse the effect of technological systems on the environment, research mechanical components and make a functional mechanical system.

KEY SKILLS REQUIRED

Product development, evaluation and diagnosis against given/developed criteria.

ASSESSED TASKS

Written folio, evaluation report, product development, research assignment and an end of semester written examination.

UNIT 2

In this unit, students study fundamental electro-technology engineering principles. Through the application of their knowledge students produce basic operational systems and program PICs using Basic language.

The systems produced by the students could employ a level of integration between mechanical and electronic components. Students also apply their knowledge and skills to research and produce technical reports.

LEARNING ACTIVITIES

Investigation of how and why electrical/electronic systems operate, research new and emerging technologies and measure and diagnose electrical/electronic systems.

KEY SKILLS REQUIRED

Safe use of tools, equipment and machines, folio development and product diagnosis, listening, reading, developing a product and evaluating against criteria.

ASSESSED TASKS

Written folio, evaluation report, product development and an end of semester written examination.

SYSTEMS ENGINEERING

SYSTEMS ENGINEERING UNITS 3-4 (TSEN3-4)

These units involve a study of the principles associated with controlled, integrated systems. The focus is on the functional integration and control of a mechanical subsystem with an electrotechnology subsystem and the design factors to be considered. The terms mechanical and electrotechnology are used as descriptors for the types of systems covered by this study. Mechanical systems include pneumatic and hydraulic systems and subsystems. Electrotechnology is a term that includes electrical, electronic and microelectronic systems and subsystems.

UNIT 3

This unit focuses on how mechanical and electrotechnological systems are combined to form a controlled integrated technological system. This includes knowledge of sources and types of energy that enable engineered technological systems to function.

LEARNING ACTIVITIES

Investigate the mechanical and electrotechnological operation of everyday items, develop a design folio based on electro/mechanical principles and investigate the environmental implications of using different energy sources.

KEY SKILLS REQUIRED

An ability to research; an ability to take accurate measurements; an ability to use a multimeter; developing a folio on an integrated system to be developed over Units 3 and 4.

ASSESSED TASKS

Written test on controlled integrated systems engineering; a written report on energy use and the effects on engineered systems and the environment; a folio and product development on designing and producing integrated technological systems developed over Units 3 and 4.

UNIT 4

This unit combines the contemporary focus of control systems and provides opportunities for students to build on their understanding and apply it to practical solutions through the construction of controlled integrated systems.

LEARNING ACTIVITIES

Testing and maintenance of integrated controlled systems, developing a design folio, evaluation and logbook and making a functional controlled integrated system.

KEY SKILLS REQUIRED

An ability to manage all facets of the production process and record information using appropriate technical language.

ASSESSED TASKS

Written test on integrated systems and control, designing, producing, diagnosing and evaluating the controlled technological system, ongoing folio work and product development, and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (20%), School Assessed Task (50%), a 1½ hour written examination in November (30%).

THEATRE STUDIES

THEATRE STUDIES UNITS 1-2 (PATH1-2)

In Theatre Studies students will develop acting skills and learn how to develop a script into a production, applying aspects of stagecraft.

It is recommended that students have studied Units 1 and 2 Theatre Studies and have satisfactorily completed Unit 2 prior to completing Units 3 and 4.

A performance fee will be in the booklist to cover costs of attending a live theatre production in **each** Unit.

UNIT 1

This unit focuses on the application of stagecraft and acting in relation to the theatrical styles of pre-modern theatre. Students work with play scripts written prior to the 1920. Students study the production process and how to apply related stagecraft such as set design, sound, lighting, costume and makeup to scripts of selected theatre styles.

Attendance at a professional live theatre production is compulsory in this Unit.

LEARNING ACTIVITIES

Read and investigate play scripts, keep a production folio, research reports and present performances applying different theatrical styles.

KEY SKILLS REQUIRED

Organisation, ability to work collaboratively in a group, research, maintain a written production folio, contribute to group discussion and analyse productions in writing.

ASSESSED TASKS

Research report, production journal, written analysis of a professional production and an end of semester written examination.

UNIT 2

This unit focuses on studying theatrical styles and stagecraft through working with play scripts in both their written form and in performance. Students work with play scripts from the modern era focusing on works from the 1800s to the present. Students study theatrical analysis and production evaluation and apply these skills in performance to a production of a play from the modern era.

Attendance at a professional live theatre production is compulsory in this Unit.

LEARNING ACTIVITIES

Read and investigate play scripts, production journal, research reports and an ensemble performance.

KEY SKILLS REQUIRED

Organisation, ability to work collaboratively in a group, research, maintain a written production folio, contribute to group discussion and analyse productions in writing.

ASSESSED TASKS

Research reports, production folio about a professional production, ensemble performance and an end of semester written examination.

THEATRE STUDIES

THEATRE STUDIES UNITS 3-4 (PATH3-4)

In Theatre Studies students will develop acting skills and learn how to develop a script into a dazzling production with all the trimmings.

It is recommended that students have studied Units 1 and 2 Theatre Studies and have satisfactorily completed Unit 2 prior to studying Units 3 and 4.

UNIT 3

This unit focuses on an interpretation of a play script through four designated stages of production: planning, production development, production season and production evaluation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play script.

LEARNING ACTIVITIES

Investigation and analysis of play scripts, creation of a production folio, an ensemble performance, application of two areas of stagecraft, analysis of a performance prescribed by the VCAA.

KEY SKILLS REQUIRED

Being organised and maintaining a production folio throughout the semester, collaborating in group work, meeting production schedule deadlines, researching, script analysis, performance analysis and skills in applying selected aspects of stage craft in a performance.

ASSESSED TASKS

Production folio and a written analysis of a professional production.

UNIT 4

In this unit students study a scene and associated monologue from the prescribed text list. Students develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities and appropriate research. Students interpret a monologue from within a specified scene through acting and other appropriate areas of stagecraft.

LEARNING ACTIVITIES

Investigation and analysis of a set play script, interpretation of script into performance brief, development and presentation of a monologue performance and analysis of acting skills.

KEY SKILLS REQUIRED

Being organised, following a production schedule, researching, script interpretation, use of rehearsal time and analysis skills.

ASSESSED TASKS

Written scene interpretation brief, production analysis, end of year monologue performance examination and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (45%), 7 minutes monologue performance examination (25%), and a 1½ hour written examination in November (30%).

VISUAL COMMUNICATION DESIGN- TECHNICAL

VISUAL COMMUNICATION DESIGN - TECHNICAL UNITS 1-2 (VAVT1-2)

Visual Communication is an essential part of our everyday world as it is a way of expressing ideas, information and opinions. As part of the Visual Communication Design study, students will create visual concepts and develop innovative solutions to a wide range of design problems. Visual Communication Design - Technical has a career focus directed towards Environmental design and Industrial design including Architectural, Interior, Landscape, Product and Furniture Design and Engineering.

Students can choose either Visual Communication Design or Visual Communication Design-Technical.

UNIT 1

Students are introduced to the diversity of visual communication and develop an understanding of the design elements and principles, technical, freehand and computer generated drawing. The students will explore concepts using a range of computer programs.

LEARNING ACTIVITIES

Observational, conceptual, technical and freehand drawing and rendering, computer generated designs and application of the elements and principles of design, media, materials and methods.

KEY SKILLS REQUIRED

Manual and digital methods to create drawings for different purposes; technical drawing, design elements and principles, media, materials and methods to draw and render forms and analysis of connections between past and contemporary visual communications.

ASSESSED TASKS

A practical folio including a variety of tasks using the design process, a written task based on past, contemporary, social and cultural factors and an end of semester written examination.

UNIT 2

Students develop, explore and experiment with a range of media, methods and materials to develop ideas which relate to Environmental, Industrial and Communication Design. Students will explore concepts, work with technical drawing, type and images and develop final presentations using freehand drawing and computer programs.

LEARNING ACTIVITIES

Observational, conceptual, technical and rendered drawings, computer generated presentations, model making and the application of the design process from design brief through to final presentations.

KEY SKILLS REQUIRED

Technical drawing including the use of two- and three- dimensional methods; computer programs; type and imagery and the design process to complete creative visual communications.

ASSESSED TASKS

Practical folio including tasks based on Environmental, Industrial and Communication Design. Students will also sit an end of semester written examination.

VISUAL COMMUNICATION DESIGN UNITS 1-2 (VAVD1-2)

Visual Communication is an essential part of our everyday world as it is a way of expressing ideas, information and opinions. As part of the Visual Communication Design study, students will create innovative solutions to a wide range of design problems. Visual Communication Design has a career focus directed towards Communication Design, including Graphic Design, Digital and Web Design, Advertising, Print Publication/Book illustration, Typographic Design, Package/Surface Design, Logo Design and Brand Identity. It also includes the study of Environmental and Industrial Design.

Students can choose either Visual Communication Design or Visual Communication Design-Technical.

UNIT 1

Students are introduced to the diversity of visual communication and develop an understanding of the design elements and principles, technical, freehand, observational and computer generated drawing. The diversity of topics allows students to explore concepts applying both freehand drawing and digital applications using computer programs such as Adobe Photoshop and Illustrator.

LEARNING ACTIVITIES

Observational, conceptual, technical and freehand drawing and rendering, computer generated designs. Application of the elements and principles of design, media, materials and methods.

KEY SKILLS REQUIRED

Manual and/or digital methods to create drawings for different purposes; technical drawing, design elements and principles, media, materials and methods to draw and render forms and analysis of connections between past and contemporary visual communications.

ASSESSED TASKS

A practical folio including a variety of tasks using the design process, a written task based on past, contemporary, social and cultural factors. Students will also sit an end of semester written examination.

UNIT 2

Students develop, explore and experiment with a range of media, methods and materials to develop ideas which relate to Environmental, Industrial and Communication Design. Students will explore concepts, work with type, images and develop final presentations using both freehand drawing and computer programs.

LEARNING ACTIVITIES

Observational, conceptual, technical and rendered drawings, computer generated presentations, model making and the application of the design process from design brief through to final presentations.

KEY SKILLS REQUIRED

Technical drawing to complete final presentations through the use of two- and three-dimensional methods, techniques to create final presentations using computer programs, use of type, imagery and the design process to complete creative visual communications.

ASSESSED TASKS

Practical folio including tasks based on Environmental, Industrial or Communication Design. Students will also sit an end semester written examination.

VISUAL COMMUNICATION DESIGN

VISUAL COMMUNICATION DESIGN UNITS 3 - 4 (VAVD3-4)

Visual Communication is an essential part of our everyday world as it is a way of expressing ideas, information and opinions. As part of Visual Communication Design, students will gain an understanding of the process professional designers use, and will also create their own visual concepts and develop innovative solutions to a wide range of design problems. Visual Communication has a career focus directed towards Communication, Environmental and Industrial Design. Please check prerequisites subjects for specific career pathways.

UNIT 3

In this unit, students analyse and describe how visual communications are designed and produced in the design industry in the Communication, Environmental and Industrial Design fields. Students will learn how design elements and principles, methods, media and materials are used in visual communications and then apply this knowledge to their own design work within the developmental folio. Within the folio students will create visual communications for specific contexts, purposes and audiences. They will apply design thinking skills to prepare a brief, undertake research and generate their own creative design ideas.

LEARNING ACTIVITIES

Folio tasks of freehand, technical and digital drawing; written reports based on the analysis of visual communications within the design industry and a design brief.

KEY SKILLS REQUIRED

Understanding of analysis, the design industry and design process, freehand and digital drawing.

ASSESSED TASKS

Visualisation, development drawings and final presentations from different design fields. A design brief, research and generation of ideas and written reports.

UNIT 4

In this unit, students focus on the development of concepts from Unit 3 and continue with the refinement to complete final presentations. Students explore and develop expertise in a range of appropriate manual and digital methods both two and three dimensionally, using a variety of materials and media. Students will evaluate their visual communications and process and devise a pitch to present their design thinking and decision making to an audience.

LEARNING ACTIVITIES

Design folio containing a range of drawings, development and refinement of concepts and two final visual communication presentations.

KEY SKILLS REQUIRED

Understanding of the design process, design thinking techniques, manual and digital methods, and trialling media and materials using a range of design elements and principles.

ASSESSED TASKS

A folio containing concepts, refinement and the production of final visual communication presentations, evaluation and delivery of final presentations and an end of year examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (20%), School Assessed Coursework Unit 4 (5%)
School Assessed Task (40%), and a written examination in November (35%).

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

PERSONAL DEVELOPMENT SKILLS

Personal Development Skills units are compulsory at each level of VCAL. At BSSC, Personal Development Skills units are offered in conjunction with Work Related Skills units in the Intermediate and Senior programs. These units are designed to develop and enhance student skills and attributes in leadership, self-management, team work and decision making. Students are encouraged to develop independent learning skills and understand learning opportunities in contexts related to self, community and the environment.

WORK RELATED SKILLS

Work Related Skills units are designed to develop and enhance student skills and knowledge for effective communication, team work, time management and task management. Students develop their knowledge of career pathways and occupational health and safety regulations. At BSSC, Work Related Skills units are offered in conjunction with Personal Development Skills units in the Intermediate and Senior programs.

INDUSTRY SPECIFIC SKILLS

Students develop knowledge, skills and attributes for one or more vocational areas in preparation for progression to further learning or employment. This is achieved through the study of a VET course. For the BSSC Foundation Program this is a set package of competencies from the VET Hospitality course. Students have a choice in the Intermediate and Senior Programs. Choices can be made from the courses available at the college.

LITERACY AND NUMERACY SKILLS

VCAL Literacy and Numeracy Skills units are offered as an alternative to VCE English and VCE Mathematics subjects. These subjects provide an applied learning environment in which students can develop their literacy and numeracy skills through a number of activities linked to everyday and vocational contexts, rather than through testing and examinations.

When selecting a Literacy Skills option it is important to note that:

- if transferring enrolment from a VCAL program to a VCE program, students need only complete two units of VCE English, provided they have already successfully completed the Intermediate or Senior level.

VCAL FOUNDATION PROGRAM

This is a set program. Students will automatically be placed in all required units through the online enrolment process. The VCAL Foundation Program provides an entry to senior studies. This program develops skills and knowledge through a supported learning environment.

VCAL units are met through students demonstrating competency with the learning outcomes of each unit. Assessment of competency is made by students building up a portfolio of evidence for each unit. These will include samples of work completed and the use of digital images.

FOUNDATION PERSONAL DEVELOPMENT SKILLS (VLPDF)

Students will work together to plan and organise activities with the guidance of their teacher. They will learn about themselves and other people. Students will develop their skills and attributes by building on their strengths and abilities. This will be done through learning activities that link to the themes of Sport and Recreation, Health, Community and Environment.

Learning activities

Group and class discussions, group project work, team building exercises, sport and recreation activities, and First Aid training.

Key skills required

Team work, planning and organisation, problem solving and communication.

FOUNDATION WORK RELATED SKILLS (VLWRF)

Students will develop skills and knowledge to build readiness for work. Students will complete Safe@Work modules and other Occupational Health and Safety training. Students will investigate a workplace and plan a work related activity that follows Occupational Health and Safety guidelines. Students will work in teams and develop their research skills in a workplace context. Students will also develop their resume.

Learning activities

Group and class discussions, group project work, team building exercises, resume development and industry visits.

Key skills required

Team work, planning and organisation, problem solving and communication.

FOUNDATION LITERACY (VLLTF)

Students will develop their reading and writing skills and oral communication skills. This will be done through different activities. Many of these will link to the activities and projects that the students are doing in the Personal Development Skills and Work Related Skills classes.

Learning activities

Individual skill development, group and class discussions, presentations to the class, group project work and producing communication material such as brochures and posters.

Key skills required

Reading, writing and oral communication skills.

VCAL FOUNDATION PROGRAM (CONTINUED)

FOUNDATION NUMERACY (VLNUF)

Students will develop everyday numeracy to make sense of their daily lives and workplace situations. The maths involved includes measurement, money, time, shape and design, data in the media, graphs, location and directions. These are explored through activity based learning.

Learning activities

Group and class discussions about maths, group project work for practising skills, writing about maths, using a cash register, and planning and organising a fundraising raffle.

Key skills required

Problem solving, applying ideas to everyday situations and communication.

FOUNDATION INDUSTRY SKILLS (VLVPI)

Students will develop skills and knowledge about the Hospitality Industry in addition to developing awareness and skills for healthy living. Students will also develop skills and knowledge for the use of technology. Through this unit, students will experience industry training. Students will receive training for the 'Follow Health, Safety and Security Procedures' competency which will provide them with the Safe Food Handling Certificate.

Learning activities

Group and class discussions, group project work, industry visits, food preparation and presentation, oral and written communication and use of ICT (word processing, PowerPoint, video).

Key skills required

Team work, planning and organisation, communication and ICT skills.

APPLIED INDUSTRY and ENTERPRISE (BSIE1)

Students will work towards completing Unit 1 from VCE Industry and Enterprise. They will complete activities that assist them in planning future career pathways.

Learning activities

Group and class discussions, group project work, oral and written communication and use of ICT (word processing, PowerPoint, video).

Key skills required

Team work, planning and organisation, communication and ICT skills.

VCAL INTERMEDIATE PROGRAM

The VCAL Intermediate Program provides an entry to senior studies. This program develops skills and knowledge while building independent learning, through a reasonable degree of autonomy for planning Learning Activities.

- All students will select the combined Personal Development Skills and Work Related Skills subject.
- Students may choose to select VCAL Literacy or select a VCE English subject.
- Students may select Foundation Mathematics or Mathematics General.
- Students will need to select a VET course and a VCE subject of their choice (consider an Applied VCE subject).

VCAL units are met through students demonstrating competency with the learning outcomes of each unit.

Assessment of competency is made by students building up a portfolio of evidence for each unit. These will include samples of work completed and the use of digital images.

INTERMEDIATE PERSONAL DEVELOPMENT AND WORK RELATED SKILLS (VLPWI)

Students will have opportunities to develop their readiness for independent learning and for the development of employability skills for specific vocational fields of interest. This will be achieved through a number of activities, projects and learning opportunities that are decided by the group with their teacher. Students will complete Safe@Work modules and other Occupational Health and Safety training in readiness for work placements. Reflection on workplace experiences become part of the learning experience. Students will receive training for the 'Follow Health, Safety and Security Procedures' competency which will provide them with the Safe Food Handling Certificate.

Learning activities

Group and class discussions, group project work, volunteering for community goals, team building exercises, sport and recreation activities, résumé development and industry visits.

Key skills required

Team work, planning and organisation, problem solving, and communication.

INTERMEDIATE LITERACY (VLLTI)

Students will develop their reading and writing skills and oral communication skills. This will be done through different activities. Many of these will link to the activities and projects being completed in the Personal Development Skills and Work Related Skills classes. Students will use their skills to produce brochures, awareness posters and write in practical ways including letters and emails.

Learning activities

Individual skill development, group and class discussions, presentations to the class, group project work, and producing communication material such as brochures and posters.

Key skills required

Reading, writing, and oral communication skills.

FOUNDATION MATHS (MAFN1-2)

Students will develop everyday numeracy to make sense of their daily lives and workplace situations. Topics are designed to raise awareness of mathematics in everyday life. Students will develop skills in budgeting, personal finance, map reading and navigation.

Learning activities

Practice exercises and practical activities which include: surveys, modelling and research.

Key skills required

Mathematical problem solving skills, calculator technology and numeracy skills.

VCAL SENIOR PROGRAM

The VCAL Senior Program builds on the progress made at the Intermediate Level.

- All students will select the combined Personal Development Skills and Work Related Skills subject.
- Students may choose to select VCAL Senior Literacy or select a VCE English Unit 3 and 4 subject.

Other program selections should be made after careful consideration of the credits gained from previous studies. VCAL units are met through students demonstrating competency with the learning outcomes of each unit.

Assessment of competency is made by students building up a portfolio of evidence for each unit. These will include samples of work completed and the use of digital images.

SENIOR PERSONAL DEVELOPMENT AND WORK RELATED SKILLS (VLPWS)

Students will have opportunities to demonstrate independent learning skills and leadership and the development of employability skills for specific vocational fields of interest. This will be achieved through a number of activities, projects and learning opportunities that are decided by students with their teacher. Students will update Safe@Work modules and other Occupational Health and Safety training in readiness for work placements. Reflection on workplace experiences becomes part of the learning experience. Students will receive an opportunity for training for the Responsible Serving of Alcohol (RSA) certificate.

Learning activities

Group and class discussions, group project work, volunteering for community goals, team building exercises, sport and recreation activities, resume development and industry visits.

Key skills required

Team work, planning and organisation, problem solving and communication.

SENIOR LITERACY (VLLTS)

Students will develop their reading and writing skills and their oral communication skills. This will be done through different activities. Many of these will link to the activities and projects that the students are completing in the Personal Development Skills, Work Related Skills classes and the industries that are linked to their vocational (VET) studies.

Learning activities

Individual skill development, group and class discussions, presentations to the class, group project work, and producing communication material such as brochures and posters.

Key skills required

Reading, writing and oral communication skills.

SENIOR NUMERACY (VLNUS)

Students will develop everyday numeracy to make sense of their daily lives and workplace situations. The maths involved includes design, measurement, mapping, data and graphs, use of decimals, fractions and percentages in everyday life and formulae for problem solving real life situations. These are explored through activity based learning.

Learning activities

Group and class discussions about maths, group project work for practising skills, research projects, listening to guest speakers and writing about maths.

Key skills required

Problem solving, applying ideas to everyday situations and communication.

APPLIED LEARNING ART – GENERAL UNITS 1-2 (VAAA1-2)

This subject is ideal for VCAL students who have an interest in Art. This is an Art course that allows for a negotiated curriculum through a range of practical and theoretical areas. The focus of practical work is the development of learning confidence, technical skills, artistic awareness, conceptual and problem solving skills. The theoretical work is aligned with and will inspire practical tasks.

Satisfactory completion of this subject will provide 2 credits towards the completion of a VCE and/or VCAL program.

Students wanting to study at University are not advised to select this option.

UNIT 1

In this unit students will construct personal responses to ideas and issues through one or more material. Through practical work, students explore a range of ideas, techniques, materials and artistic influences. The theory component will be negotiated and focus on selected artists.

LEARNING ACTIVITIES

Drawing, printmaking, painting and mixed material related exercises.

Appreciation of other artists' techniques and style.

KEY SKILLS REQUIRED

Personal art responses through experimentation, idea and skill development.

ASSESSED TASKS

Learning activities and an unscored folio resulting in an S or N.

UNIT 2

In this unit the practical component involves the completion of the developmental folio from Unit 1. The theory component explores the meanings and messages in art.

LEARNING ACTIVITIES

Reading, group and class discussions, research activities, folio development.

KEY SKILLS REQUIRED

Analysis, development of personal art responses in selected art form(s), translating concepts and observations into effective visual solutions.

ASSESSED TASKS

Learning activities and an unscored folio resulting in an S or N.

APPLIED LEARNING BUSINESS MANAGEMENT

APPLIED LEARNING BUSINESS MANAGEMENT UNITS 1-2 (BSAB1-2)

This subject is ideal for VCAL students who have an interest in Business Management. It is a business course that allows for negotiated curriculum through a range of practical and theoretical areas. VCAL students who wish to learn about and have contact with the world of business and some local businesses should consider Applied Learning Business Management. Units 1 and 2 specifically deal with the management of small businesses. Satisfactory completion of this subject will provide 2 credits towards completion of a VCE and/or VCAL program.

Students wanting to study at university are not advised to select this option.

UNIT 1

This unit provides students with the opportunity to explore the operations of small businesses. Students will have the opportunity to set up their own small business enterprise. In setting up and running a small business, students will develop a business plan and an understanding of the decision making and planning required in its establishment and what is needed for it to be a successful operation. There is a strong relationship between this unit and the VCAL Personal Development unit. Students also make strong links with local businesses to build understanding.

LEARNING ACTIVITIES

Research activities, local excursions, interviewing small business owners, online activities, worksheets, quizzes, crosswords, interactive Turning Point and interactive decision making challenges.

KEY SKILLS REQUIRED

Creativity and imagination with developing their own business, ability to work as a team and communicate with others, reporting results and case study investigations.

ASSESSED TASKS

Learning activities and an unscored review of the success of the student's small business enterprise.

UNIT 2

This unit looks at communication and marketing of small businesses. Key topics include effective communication in small business, marketing your small business and public relations. This unit will assist students in their planning and marketing of the VCAL Market Day.

LEARNING ACTIVITIES

Research, online activities, board games, quizzes, crosswords, marketing and development of creative business concepts.

KEY SKILLS REQUIRED

Awareness of current issues relating to small business, ability to work with others, ability to draw on own workplace experiences, creativity and imagination and case study investigations.

ASSESSED TASKS

Learning activities and an unscored marketing and public relations campaign.

APPLIED LEARNING FOODS

APPLIED LEARNING FOODS UNITS 1-2 (TSAF1-2)

This subject is ideal for VCAL students who have an interest in Foods. Students will make links between food and food processing, nutrition, health and well-being, which are a high priority for consumers. It provides them with opportunities to acquire knowledge and skills to make informed decisions when selecting, storing, purchasing, preparing and consuming foods that will contribute to a healthy lifestyle. Students will develop and apply the knowledge and skills to prepare food safely and hygienically. This subject may interest students looking for work in the food or hospitality area. The concepts in this subject will be explored through a negotiated curriculum. Satisfactory completion of this subject will provide 2 credits towards the completion of a VCE and/or VCAL certificate.

Students wanting to study at university are not advised to select this option.

UNIT 1

Students will explain and apply safe hygienic work practices when handling and storing food to maximise quality. Students will analyse the physical, sensory, chemical and functional properties of key foods and prepare foods to optimise these properties using the design process.

LEARNING ACTIVITIES

Mind maps and brochures on the principles of safe food handling and a range of food preparation activities that incorporate safe food handling practices, which demonstrate functional properties of food.

KEY SKILLS REQUIRED

Safe and hygienic food preparations skills, use of a design process.

ASSESSMENT TASKS

Negotiated practical reports, multimedia presentations, seasonal foods' calendar and participation in practical classes.

UNIT 2

Students use a range of tools and equipment to demonstrate skills and implement processes in the preparation, processing, cooking and presentation of key foods. As a team and individually students will use the design process to plan, prepare and evaluate meals for a range of contents.

LEARNING ACTIVITIES

Design, plan, prepare and evaluate food for different situations. Investigate and present information on special nutritional considerations.

KEY SKILLS REQUIRED

Investigation skills, food preparation skills, use of a design process in foods and evaluation skills.

ASSESSMENT TASKS

Practical class participation, practical reports, multimedia presentations and themed design briefs developed in teams.

APPLIED LEARNING HEALTH AND HUMAN DEVELOPMENT UNITS 1-2 (HPAH1-2)

This subject is ideal for VCAL students who have an interest in understanding health, individual human development and a variety of factors that affect health and development throughout life. This subject may also interest those students who might be looking for work in the health area. The concepts in this subject will be explored through a negotiated curriculum.

Satisfactory completion of this subject will provide two credits towards the completion of a VCE and/or VCAL program.

Students wanting to study at university are not advised to select this option.

UNIT 1

Students will examine the physical, social and mental dimensions of health and the different types of individual human development with a focus on Australia's youth. A range of factors and behaviours that affect youth health and development will be explored and the links between food, nutrition and health will be investigated. Students will negotiate a major project that focuses on a particular health issue such as binge drinking, depression or bullying and consider ways in which this health issue could be improved.

LEARNING ACTIVITIES

Case studies, class discussions, oral presentations, multimedia presentations and blogs.

KEY SKILLS

Collect and read information, work in a group and communicate with others, use a range of ICT including Web 2.0 tools.

ASSESSMENT TASKS

Learning activities, negotiated research project, multimedia, audio or visual presentation.

UNIT 2

Students will develop an understanding of the development that takes place in the individual from conception to late childhood, and during adulthood. The health status of Australian children and adults will be explored along with a range of factors that can affect health and individual human development. Students will negotiate a research project on a health issue and think about a range of opinions that people have about this issue.

LEARNING ACTIVITIES

Case studies, class discussions, oral presentations, multimedia presentations and blogs.

KEY SKILLS

Collect and read information, work in a group and communicate with others, use a range of ICT including Web 2.0 tools.

ASSESSMENT TASKS

Learning activities, negotiated research project, multimedia, audio or visual presentation.

APPLIED LEARNING HEALTH AND HUMAN DEVELOPMENT UNIT 3 (HPAH3)

This subject is ideal for VCAL students who have an interest in understanding the health status of Australia, the factors that contribute to differences in health, including food and nutrition and the health care system. This subject may interest students who might be looking for work in the health area or community services area.

Satisfactory completion of this subject will provide one credit towards the completion of a VCE and/or VCAL program. **This unit will be undertaken over the course of the year.**

Students wanting to study at university are not advised to select this option.

UNIT 3

AUSTRALIA'S HEALTH

Students will develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students will use key health measures to compare health in Australia with other developed countries, and analyse how behavioural, social and other factors contribute to variations in the level of health. Students will discuss the role of the National Health Priority Areas in improving health status and analyse a number of programs designed to promote health. They will also explore the link between nutrition and the disease groups that link to the National Health Priority Areas. Students will investigate the role and responsibilities of governments in addressing health needs and promoting health for all Australians through the provision of a national health care system and health promotion initiatives. Students will also examine the role of government and non-government organisations in providing support for the promotion of healthy eating.

LEARNING ACTIVITIES

Multimedia/oral presentations, poster/brochures, research activities, concept maps, group and class discussions, written responses, readings and activities, case studies.

KEY SKILLS

Collecting and reading information, interpreting and analysing health information and data, group work, use of a range of ICT including Web 2.0 tools.

ASSESSED TASKS

Satisfactory completion of Learning Activities.

APPLIED PSYCHOLOGY

APPLIED PSYCHOLOGY UNITS 1-2 (SCAP 1-2)

As a science, Psychology aims to describe, explain and predict thoughts, feelings and behaviour. Through the use of scientific research methods, students will be able to develop skills in conducting experiments, collecting data and analysing findings to draw conclusions. Students will test classic and contemporary theories, consider ethical issues associated with the conduct of research and apply these methods when conducting group and/or individual investigations.

This subject is suitable for those who are interested in careers such as Child Care worker, Youth Work, Social Work, Retail, Business administration, and others

Note: This subject is a pathway into Applied Psychology 3-4 and it does not prepare students for VCE Psychology 3-4

Students wanting to study at University are not advised to select this option.

UNIT 1

Human development involves changes in thoughts, feelings and behaviours. Students investigate the structure and functioning of the human brain. Students consider the complex nature of psychological development and examine classical and contemporary studies have made to the development of different psychological models and theories used to predict and explain the development of thoughts, feeling and behaviours.

LEARNING ACTIVITIES

Group discussions and activities, reading and note taking, conducting and reporting research experiments, visual presentations and multimedia presentations.

KEY SKILLS REQUIRED

Being organised and remaining up to date with all reading, class work and homework, working collaboratively with others, presenting information with clear purpose.

ASSESSED TASKS

Poster presentations, plan, prepare and conduct investigations and presentation of findings, group work, and product (design and creation of a toy).

UNIT 2

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. They evaluate the role social cognition plays in a person's attitude, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

LEARNING ACTIVITIES

Group discussions and activities, reading and note taking, conducting and reporting research experiments, visual presentations and multimedia presentations.

KEY SKILLS REQUIRED

Being organised and remaining up to date with all reading, class work and homework, working collaboratively with others, presenting information with clear purpose.

ASSESSED TASKS

Poster presentations, plan, prepare and conduct investigations and presentation of findings, group work, and product (design and creation of a survey on attitudes).

CISCO CERTIFIED NETWORK ASSOCIATE (CCNA) COURSE (ICTC)

Suited to students who are interested in learning and understanding how computers and other devices are networked. This course is increasingly relevant in a world where everyday items from phones, to cars, to computers, to printers, to almost any device which contains electronics are being networked. This has been described as the Internet of Everything (IoE), and along with the National Broadband Network (NBN), is associated with growth in this area. This course is relevant to students interested in a range of careers involving Networking, IT, Electronics and Engineering. Dependant on your career and study aims you may consider completing either a two or four unit sequence of this subject – with both options having some great benefits (see details below).

Although the main focus of this subject makes it ideal for students wanting a career in IT, and specifically in computer networking, as indicated above the content would be valuable to a range of other students. Students who complete either all or part of this subject will find the knowledge gained helpful in either entering the workforce or going on to further study. Students who are really into computer networking may want to go on to complete the Cisco Certified Network Associate (CCNA) certificate exam. The contribution towards credit in VCE and towards an ATAR score may be a significant benefit for some students.

Credit upon successful completion of the program

VCAA have accredited the Cisco CCNA v5 course under the VCE and as such, students who complete this course, obtain certificates from the Cisco Academy, VET qualifications and VCE credit, resulting in an ATAR contribution as described below.

Credit in the VCE – with CCNA v5

Students who complete Units 1 and 2 of the Cisco CCNA program will be eligible for two units of credit towards their VCE (one VCAA Unit 3 and 4 sequence).

Students who complete Units 1, 2, 3 and 4 of the Cisco CCNA program will be eligible for four units of credit towards their VCE (two VCAA Unit 3 and 4 sequences).

ATAR Contribution - with CCNA v5

Students who complete a Unit 3 and 4 VCE sequence (by completing Unit 1 and 2 of CCNA) will be eligible for a 10% increment towards their ATAR (10% of the average of the primary four scaled studies).

Students who complete two Unit 3 and 4 sequences (by completing Unit 1, 2, 3 and 4 of CCNA) will be eligible for two 10% increments towards their ATAR (2 X 10% of the average of the primary four scaled studies).

Credit in VCAL

The program is credited as 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level.

LEARNING ACTIVITIES

Students use an easy-to-follow interactive curriculum (CCNA) and associated laboratories to learn the general theory needed to support networks. The course teaches applied skills throughout the four course series to help prepare students for entry-level IT careers. Coursework will be completed on-line using multimedia web-based instructional material. Students will be involved in 'hands-on' training with routers, switches, wireless equipment and cabling.

KEY SKILLS REQUIRED

Students require a reasonable level of literacy and numeracy to be able to read through the online curriculum and to perform translations between decimal, binary and hexadecimal.

COURSE STRUCTURE

Semester 1 – Introduction to Networks

Semester 2 – Routing and Switching Essentials

Semester 3 – Scaling Networks

Semester 4 – Connecting Networks

Cost: \$50 in Year 11; \$50 in Year 12 (based on 2016 booklist).

VET CERTIFICATE II AGRICULTURE (OVAG)

This class is conducted at the LaValla Trade Training Centre facilities.

Suited to students who enjoy working outside with a hands-on, practical approach to learning and who want to learn about caring for farm animals, with an interest in plants and all aspects of soil, including structure and composition. This subject can provide a pathway to working in the agriculture industry and provides a pathway to taking up an apprenticeship or to doing further studies in Agriculture.

Credit upon successful completion of the program

- Certificate II in Agriculture.
- 4 VCE Units - Units 1, 2 and a 3/4 sequence.
- ATAR Increment (10% of average of the primary 4 scored VCE subjects).
- Four VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level.

LEARNING ACTIVITIES

Students complete written work as well as being involved in practical work. It is a competency-based subject so students must demonstrate that they can work individually and in teams to complete work tasks to an industry standard. Structured Workplace Learning is compulsory in both years of study.

KEY SKILLS REQUIRED

Students learn to communicate with a range of people – colleagues working on the same project, an employer wanting a task completed and clients who require a job to be done. An ability to show initiative, solve problems and work independently or as part of a team are all attributes that are necessary to be successful in this subject.

SAMPLE COURSE STRUCTURE

Year 1 (Units 1 and 2)

- Follow OHS procedures
- Produce simple word processed documents
- Establish horticultural crops
- Handle livestock using basic techniques
- Rear newborn and young livestock
- Clean machinery of plant, animal and soil material
- Determine basic properties of soils/growing media

Year 2 (Units 3 and 4)

- Observe environmental work practices
- Work effectively in the industry
- Participate in workplace communications
- Provide basic first aid
- Install, maintain and repair fencing
- Carry out basic electric fencing operations
- Recognise plants

Recommended Complementary VCE units

Industry and Enterprise, Business Management, Building and Construction, VET Engineering, Biology, Mathematics, Environmental Science.

Cost:

Costs for 2016 will be detailed on the booklist. The cost will be approximately \$200 (based on 2015), for course materials and workbooks.

VET CERTIFICATE III AGRICULTURE (OVAX)

Certificate II Agriculture MUST be completed before this subject can be selected.

This class is conducted at the LaValla Trade Training Centre facilities.

Suited to students who enjoy working outside with a hands-on, practical approach to learning and who want to learn about caring for farm animals, with an interest in plants and all aspects of soil, including structure and composition. This subject can provide a pathway to working in the agriculture industry and to taking up an apprenticeship or doing further studies in Agriculture.

Credit upon successful completion of the program

- Certificate III in Agriculture.
- This subject provides an additional Unit 3/4 sequence to the Unit 1-4 credits obtained from completion of Certificate II Agriculture. However, there is no additional contribution to the ATAR score.

LEARNING ACTIVITIES

Students complete written work as well as being involved in practical work. It is a competency-based subject so students must demonstrate that they can work individually and in teams to complete work tasks to an industry standard. Structured Workplace Learning is compulsory in both years of study.

KEY SKILLS REQUIRED

Students learn to communicate with a range of people – colleagues working on the same project, an employer wanting a task completed and clients who require a job to be done. An ability to show initiative, solve problems and work independently or as part of a team are all attributes that are necessary to be successful in this subject.

SAMPLE COURSE STRUCTURE

Year 1 (Units 1 and 2)

- Undertake sampling and testing of water
- Install hydroponic systems
- Deliver and monitor a service to customers
- Create and use simple spread sheets
- Prepare livestock for competitions (may be over 2 years)

Year 2 (Units 3 and 4)

- Carry out OHS procedures
- Lead small teams
- Install water feature
- Prepare for and implement natural mating of livestock
- Operate ride-on vehicles

Recommended Complementary VCE units

Industry and Enterprise, Business Management, Building and Construction, VET Engineering, Biology, Mathematics, Environmental Science.

Cost:

Costs for 2016 will be detailed on the booklist. The cost will be approximately \$200 (based on 2015), for course materials and workbooks.

VET CERTIFICATE II ANIMAL STUDIES (OVAS)

This class is conducted at the LaValla Trade Training Centre facilities.

Suited to students who enjoy working outside with a hands-on, practical approach to learning and who want to learn about caring for animals, with an interest in general animal health and dietary requirements, hygiene routines and services for animal care facilities. This subject can provide a pathway to working in the animal care industry and to taking up further studies for the animal care and management industry. With additional training and experience, future employment opportunities may include animal attendant, animal house manager or a veterinary nurse.

Credit upon successful completion of the program

- Certificate II in Animal Studies
- 4 VCE Units - Units 1, 2 and a 3/4 sequence
- ATAR Increment (10% of average of primary 4 scored VCE subjects)
- Four VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

LEARNING ACTIVITIES

Students complete written work as well as being involved in practical work. It is a competency-based subject so students must demonstrate that they can work individually and in teams to complete work tasks to an industry standard. Structured Workplace Learning is highly recommended for this course. Students must be prepared to actively work with a range of animals, including chickens, sheep, guinea pigs, cows, mice, alpacas and horses. Appropriate workwear that complies with occupational health and safety requirements is needed for all classes at the LaValla Trade Training Centre.

KEY SKILLS REQUIRED

Students learn to communicate with a range of people – colleagues working on the same project, an employer wanting a task completed and clients who require a job to be done. An ability to show initiative, solve problems and work independently or as part of a team are all attributes that are necessary to be successful in this subject.

SAMPLE COURSE STRUCTURE

Year 1 (Units 1 and 2)

- Work in the animal care industry
- Participate in workplace communication
- Complete animal care hygiene routines
- Feed and water animals
- Participate in OHS processes
- Participate in environmentally sustainable work practices
- Source information for animal care needs
- Carry out daily clinic routines

Year 2 (Units 3 and 4)

- Assist in the health care of animals
- Provide basic first aid for animals
- Maintain and monitor animal health and wellbeing
- Provide enrichment for animals
- Perform microscopic examination

Recommended Complementary VCE units

Industry and Enterprise, Business Management, Biology, Environmental Science, Mathematics,.

Cost:

Costs for 2016 will be detailed on the booklist. The cost will be approximately \$200 (based on 2015), for course materials and workbooks.

VET CERTIFICATE II APPLIED FASHION DESIGN AND TECHNOLOGY (VTAF)

Suited to students who have a keen interest in fashion, enjoy sewing, and are very creative, organised and enjoy working with others in a team environment. Students must be prepared to put in the time and effort to complete their work requirements and behave in a mature and safe manner at all times.

Credit upon successful completion of the program

- Certificate II in Applied Fashion Design and Technology (BSSC Year 1)
- Part Certificate III in Applied Fashion Design and Technology (BSSC Year 2)
- Six VCE units- four Unit 1 and 2 combinations and a Unit 3/4 sequence
- ATAR Increment (10% of average of primary 4 scored VCE subjects)
- 6 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level.

LEARNING ACTIVITIES

Interpreting Design Briefs, conducting research, creating fashion sketches and technical drawings, writing and interpreting production plans, and using sewing equipment and tools to produce completed garments/products.

KEY SKILLS REQUIRED

In Year 11, students cover essential safety and technical skills and develop basic skills and knowledge of the design process. In Year 12, students will extend their basic skills from Year 11 and develop further knowledge of design, incorporating characteristics of fibres and fabrics and embellishment techniques.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Design and produce a simple garment
- Draw and interpret a basic sketch
- Follow defined OHS procedures and policies
- Use a sewing machine
- Sew components
- Apply quality standards
- Identify design process

BSSC Year 2 (Units 3 and 4)

- Prepare and produce a sewn garment
- Identify fibres and fabrics
- Embellish a garment by hand or machine
- Prepare a design concept for a simple garment
- Modify patterns to create basic styles
- Operate computing technology in a textiles, clothing and footwear workplace.

Recommended Complementary VCE Units

Art Fashion, Design and Technology (Textiles Fashion), Business Management, Visual Communication and Design.

Cost

- \$305 in Year 11, \$210 in Year 12
- This cost covers course module work sheets and reference materials, consumables, some fabrics and a sewing kit.

VET CERTIFICATE III APPLIED LANGUAGES (CHINESE) (LEVC)

Suited to students who are interested in developing practical language skills and knowledge, about Chinese culture, for social and workplace applications. Students may pursue further tertiary study or employment in a relevant field. A second language, such as Chinese, is useful in many occupations such as tourism, hospitality, community services, medicine and translation services.

It is a formal pre-requisite that students MUST have successfully completed Certificate II in Applied Languages (Chinese) at Year 10 to be able to select this subject for 2016.

Credit upon successful completion of the program

- VCE Unit 3 and 4 credit
- ATAR Increment (10% average of primary 4 scored VCE subjects)
- Two VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

LEARNING ACTIVITIES

Students will be actively involved in face to face language development and supplementary written course work material. Students will experience role plays, research related to the development of Chinese language and culture and discussions. Other Learning Activities include excursions, filming short clips and language based games.

KEY SKILLS REQUIRED

Students will require the skills from the completion of Certificate II level studies to develop a range of language structures and vocabulary items to enable them to speak, write and read in Chinese. In addition, students will require research and inquiry skills to further develop their knowledge and appreciation of Chinese culture. Students will need to apply their knowledge and skills to a variety of clearly defined, routine social and work settings.

SAMPLE COURSE STRUCTURE

On completion of this course students will be able to:

- Provide information and advice, such as giving information about an Australian tourist attraction;
- Participate in casual conversation with customers or colleagues;
- Negotiate a problematic exchange, such as roleplaying a conflict situation;
- Demonstrate understanding of spoken information, explanations and instructions;
- Complete standard forms and routine workplace documents, such as completing a booking form;
- Demonstrate understanding of a limited range of workplace texts.

Recommended complementary VCE units:

Students can select any VCE units that suit their individual pathway choices.

Cost: \$50, for module booklets and consumables.

VET CERTIFICATE II AUTOMOTIVE TECHNOLOGY (PRE-VOCATIONAL) (TSVA)

Suited to students who are thinking of obtaining an apprenticeship or traineeship in the automotive industry, have mechanical aptitude, are interested in the theory of how mechanical and electrical components work and enjoy an individualised learning environment. This program provides students with a broad base of skills necessary to maintain and service a wide range of motor vehicles, and provides a head start in gaining automotive apprenticeships.

Credit upon successful completion of the program

- Pre-apprenticeship qualification in Automotive Technology
- Up to one year off a Certificate III apprenticeship qualification in Automotive
- Certificate II in Automotive Technology (Pre-vocational)
- 4 VCE Units - Units 1, 2 and a 3/4 sequence
- ATAR Increment (10% of average of primary 4 scored VCE subjects)
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

LEARNING ACTIVITIES

Students will be required to undertake various classroom and workshop based activities ranging from completing projects on job seeking skills, industry research, occupational health and safety, first aid and automotive theory and practice.

KEY SKILLS REQUIRED

This subject is competency based and students must be able to work independently and have good time management skills. Structured Workplace Learning is available for all students and should be undertaken as often as possible.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Industry research
- Safe working practices
- Maintain tools and equipment
- Measuring equipment
- Remove and refit batteries
- Read in the workplace
- Use numbers in the workplace
- Communicate in the workplace
- Recharge batteries
- Service and maintain a vehicle
- Four stroke engines, single cylinder- dismantle and assemble
- Set up and use oxy welding equipment

BSSC Year 2 (Units 3 and 4)

- Four stroke engines, multi cylinder- dismantle and assemble
- Remove and repair radiator
- Remove and replace clutch
- Remove and replace wheel and tyres
- Remove and replace brakes
- Remove and replace transmission
- Remove and replace carburettor
- Dismantle and assemble carburettor
- Remove and replace fuel pump
- Dismantle and assemble fuel pump

Recommended Complementary VCE Units

Systems Engineering, Design and Technology (Competition Vehicles or Metals), General or Foundation Mathematics, Visual Communication and Design (Technical).

Cost

- \$230 in Year 11, \$200 in Year 12
- This fee contributes to the cost of module booklets and reference materials and consumables.

VET CERTIFICATE III BEAUTY SERVICES (OVBS)

[This BSSC subject is delivered by Bendigo TAFE trainers at BSSC and Bendigo TAFE]

This program is suited to students who have a desire to work in the retail or beauty industry, enjoy designing and applying make-up and doing manicures and pedicures, understand the importance of workplace safety procedures, are prepared to spend long hours on their feet, have good communication skills and are keen to learn from others. Students will be required to wear a uniform and be consistent with occupational health and safety requirements at all training sessions, which can include time with clients at the Lotus Hair and Beauty training facilities at Bendigo TAFE.

Credit upon successful completion of the program

- Credits granted against Certificate III Beauty Services
- Career pathway to Beauty Therapist
- Up to five VCE units - three Unit 1 and 2 combinations and a Unit 3/4 sequence.
- Up to five VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level.

LEARNING ACTIVITIES

Classes, which are conducted at both BSSC and at Bendigo TAFE, are a mix of theory and practical work. The underpinning knowledge learned will be applied in practical sessions. Students will be using work books requiring written responses. Students will also work in pairs to learn about and practise the retailing of beauty products and learning elementary skills from the beauty industry, which may include makeup, manicure, pedicure, waxing, nail technology, and skin treatments. Structured Workplace Learning is strongly recommended for this course.

KEY SKILLS REQUIRED

Students will be using a variety of equipment and products to administer beauty services. They will learn effective communication skills, customer service, retail and effective health and safety practices.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Provide Manicure and Pedicure Services
- Update Beauty Industry Knowledge
- Provide lash and brow treatments
- Provide temporary epilation and bleaching treatments
- Communicate in the workplace
- Apply safe working practices
- Perform routine housekeeping duties
- Apply knowledge of nail science to nail services
- Apply knowledge of skin biology
- Create a display for a small business

BSSC Year 2 (Units 3 and 4)

- Conduct financial transactions
- Provide service to clients
- Work effectively in a retail environment
- Merchandise products
- Advise on beauty services
- Sell products and services
- Apply gel nail enhancement
- Apply acrylic nail enhancement
- Demonstrate retail skin care products
- Design and apply make-up
- Coordinate work teams

Recommended Complementary VCE Units

Art subjects, Health and Human Development, Business Management.

Cost

- \$ 485 in Year 11, \$ 485 in Year 12 (based on 2015 information). Items covered by this cost include: textbook, module books and equipment case items.
- Fee payments are required before the start of the course in 2016 and are payable to the BSSC Finance Office.

VET CERTIFICATE II BUILDING AND CONSTRUCTION (TSVB)

Suited to students who are interested in pursuing a career in the building industry, would like to gain an apprenticeship in building, enjoy making things, particularly from wood and enjoy learning how to do things and improving their skills.

Credit upon successful completion of the program

- Approximately two thirds of the Pre-Apprenticeship qualification in carpentry over two years. There is progression to full completion of Certificate II in Building and Construction (Pre-Apprenticeship).
- 4 VCE Units - Units 1, 2 and a 3/4 sequence.
- ATAR Increment (10% of average of primary 4 scored subjects) upon completion of VCE VET Units 1-4.
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level.

LEARNING ACTIVITIES

Students will learn through practical demonstration, working through set workbooks, simulated workplace activities and normal classroom activities. Students will be regularly assessed on every aspect of the work covered, including their ability to work in a workshop in a safe and responsible manner. Structured work experience is recommended for this subject.

KEY SKILLS REQUIRED

Students will complete several set practical projects that will enable them to perfect and demonstrate skills in using hand and a limited range of power tools. They will also have to complete a considerable amount of reading and be able to demonstrate some of their knowledge through written tests and assignments.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Construction Induction Card
- Workplace Safety and industry induction
- Communication skills
- Prepare for work in the construction industry
- Provide Basic emergency Life Support
- Safe handling of plant and power tools
- Carpentry hand tools
- Calculations for the Building Industry
- Building Structures
- Quality Principles for the Building Industry
- Workplace documents and plans
- Levelling

BSSC Year 2 (Units 3 and 4)

- Basic setting out
- Sub floor framing
- Wall framing
- Roof Framing
- External cladding
- Window and Door Frames
- Introduction to demolition

Students involved in VET Certificate II Building and Construction training at Year 10:

Students should discuss their progress with their teachers prior to program selection, including the likely completion of the full Year 10 program. This will determine whether transition is into the Year 1 or Year 2 program at BSSC. The suitability of student placement into BSSC classes will be monitored during the December Step-Up Program.

Recommended Complementary VCE Units

Design and Technology (Wood, Metals or Competition vehicles), General or Foundation Mathematics, Visual Communication and Design.

Cost

- \$250 in Year 11, \$190 in Year 12. This cost contributes to the cost of training booklets and consumables.

VET CERTIFICATE II BUILDING AND CONSTRUCTION – Enrichment (Year 3 - VTBCX)

Available only to students who have already completed the Year 1 VET Building and Construction program and are currently enrolled in the BSSC Year 2 program.

This course is ideal for those students looking to extend and deepen their skills, knowledge and understanding in the building and construction industry. The intention of this course is to provide students with an opportunity to continue working towards completing the remainder of the Units of Competence required for full completion of Certificate II Building and Construction. This course will suit students who are interested in pursuing a career in the building industry, would like to gain an apprenticeship in building and enjoy making things, particularly from wood.

Credit upon successful completion of the program

- Approximately two thirds of the complete Certificate II Building and Construction Pre-Apprenticeship qualification in carpentry is completed over two years (BSSC Years 1 and 2). This program is the progression towards the full certificate completion.
- Full completion of the Certificate II Building and Construction can provide up to 6 VCE Units – 2 x Units 1 and 2 and a 3/4 sequence.
- ATAR Increment (10% of average of primary 4 scored subjects) upon completion of VCE VET Units 1-4.
- Up to 6 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level.

LEARNING ACTIVITIES

Students will learn through practical demonstration, working through set workbooks, simulated workplace activities and normal classroom activities. Students will be regularly assessed on every aspect of the work covered, including their ability to work in a workshop in a safe and responsible manner. Structured workplace experience is recommended for this subject.

KEY SKILLS REQUIRED

Students will be required to successfully complete all modules outlined for the BSSC VET Certificate II Building Construction Year 3 program. Students will complete several set practical projects that will enable them to perfect and demonstrate skills in using hand and a limited range of power tools. They will also have to complete a considerable amount of reading and be able to demonstrate some of their knowledge through written tests and assignments.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Construction Induction Card
- Workplace Safety and industry induction
- Communication skills
- Prepare for work in the construction industry
- Provide Basic emergency Life Support
- Safe handling of plant and power tools
- Carpentry hand tools
- Calculations for the Building Industry
- Building Structures
- Quality Principles for the Building Industry
- Workplace documents and plans

BSSC Year 2 (Units 3 and 4)

- Basic setting out
- Sub floor framing
- Wall framing
- Roof Framing
- External cladding
- Window and Door Frames
- Introduction to demolition

BSSC Year 3 (Enrichment)

- Carpentry Power Tools
- Formwork for Concreting
- Interior Fixing
- Introduction to scaffolding
- Environmental sustainability

Recommended Complementary VCE Units

Design and Technology (Wood, Metals or Competition vehicles), General or Foundation Mathematics, Visual Communication and Design.

Cost

- \$250 in Year 1, \$190 in Year 2, \$190 in Year 3.
- This cost contributes to the cost of training booklets and consumables.

VET CERTIFICATE II BUSINESS (BSVB)

This program is suited to students who enjoy working and communicating with people, find administrative work interesting, have an interest in computing and business technology, want to find out how to operate in a business environment, can follow instructions, but also show initiative, can work under pressure, meet deadlines and show tact and discretion.

Credit upon successful completion of the program

- Certificate II in Business, including selected modules from Certificate III in Business
- Students completing the assessed coursework and the VCAA exam receive a study score which contributes towards their ATAR
- 4 VCE Units - Units 1, 2 and a 3/4 sequence
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

LEARNING ACTIVITIES

Students learn Occupational Health and Safety for work environments, design, write and display business letters, prepare tables, charts, reports and emails; use and create spreadsheets and charts, file papers and documents electronically and physically.

KEY SKILLS REQUIRED

Students learn to operate office equipment such as photocopiers and personal computers, and then put their knowledge and skills into practice during their work placement in a business environment. Structured Workplace Learning is required for all students and is incorporated into the program.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Participate in OHS processes
- Communicate in the workplace
- Produce simple word processed documents
- Organise and complete daily work activities
- Work effectively with others
- Use business technology
- Handle mail
- Create and use spreadsheets
- Process and maintain workplace information

BSSC Year 2 (Units 3 and 4)

- Organise personal work priorities and development
- Organise workplace information
- Design and produce business documents
- Promote innovation in a team environment

Recommended Complementary VCE Units

Business Management, Industry and Enterprise, Accounting, Mathematics, Information Technology.

Cost

- Course text booklets are supplied by the College. There is a charge on the booklist to cover other requirements.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (66%), and a 1½ hour written examination in November (34%).

VET CERTIFICATE II COMMUNITY SERVICES (HPVC)

Suited to students who are interested in working with people, are good listeners and communicators, fully respect other people's privacy, are willing to interact with people, are good at building relationships with people and are willing to try different ways of engaging with people.

Credit upon successful completion of the program

- Certificate II in Community Services
- 4 VCE Units - Units 1, 2 and a 3/4 sequence
- Students completing the assessed coursework and VCAA exam receive a study score which contributes towards their ATAR
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level
- Up to 2 units Work Related Skills credit in the VCAL program

LEARNING ACTIVITIES

Students will undertake a variety of practical based assignment work. Students will have the opportunity to listen to a variety of guest speakers from the industry, complete assignments while working in small groups and in Year 12 be part of a team that facilitates activities in an aged care agency and Year 7-10 Secondary Colleges.

KEYS SKILLS REQUIRED

This subject is competency based and the student must be able to apply theory learnt in the classroom into practice, such as communication and group work skills, which requires students to be prepared to undertake a number of classroom presentations and facilitate group activities. Students have the opportunity to develop these skills further through undertaking a structured work placement of their choosing. Students will be expected to research the diverse range of community services agencies within the local Bendigo area.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Prepare for work in the Community Sector
- Participate in OHS processes
- Apply first aid
- Work with others
- Follow policies, procedures and programmes of the organisation
- Communicate with people accessing the services of the organisation
- Communicate appropriately with clients and colleagues
- Support the activities of existing groups

BSSC Year 2 (Units 3 and 4)

- Work effectively in the community sector
- Work effectively in the leisure and health industries
- Advocate for clients
- Undertake community sector work
- Operate under a casework framework
- Support group activities
- Support community resources

Recommended Complementary VCE Units

Health and Human Development, Psychology, Information Technology, Industry and Enterprise.

Cost

- \$200 in Year 11, \$180 in Year 12, plus the additional cost of a camp to Western Victoria of \$140.
- This fee contributes to the cost of module booklets, reference materials, consumables, local excursions and project consumables.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (66%), and a 1½ hour written examination in November (34%).

VET CERTIFICATE II DANCE (PAVD)

This course is suited to: students who wish to improve their dance skills; knowledge and technique; enjoy learning and performing dance; aspire to work in the entertainment and dance industries in either community or commercial dance; who wish to train in new movement techniques and who enjoy participating in dance of varied styles.

Credit upon successful completion of the program:

- Certificate II (with the option of partial completion of Certificate III) in Dance
- 4 VCE Units - Units 1, 2 and a 3/4 sequence
- Students completing the assessed coursework and the VCAA exam receive a study score which contributes towards their ATAR
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

LEARNING ACTIVITIES

Year 1 (Unit 1): Commercial Dance –involves students learning about the history of jazz and its connection to modern commercial dance. Jazz Dance caters for experienced and less experienced dance students and provides good building blocks for correct dance technique. Whilst learning and refining student’s basic jazz dance technique this unit develops skills and interest in commercial dance styles such as Hip Hop and Funk. The student’s work is then realised through industry experience in the preparation for performance in Rock Eisteddfod or State School Spectacular.

Year 1 (Unit 2): Contemporary Ballet – Students will work to continue to develop skills to improve strength, flexibility and dance techniques to further a career in dance.

Year 2 (Units 3 and 4): Students continue to develop their skills, refining techniques for application in performances.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Follow health, safety and security procedures
- Apply basic first aid
- Work with others
- Develop basic jazz dance techniques
- Develop a basic level of physical condition for dance performance
- Source information on history and theory and apply to own area of work.

BSSC Year 2 (Units 3 and 4)

- Prepare self for dance performance
- Source and apply entertainment industry knowledge
- Refine basic dance techniques
- Apply basic dance techniques for performances

Recommended Complementary VCE Units

VCE Dance, Health and Human Development, Physical Education.

Cost

- \$200 in Year 11, \$180 in Year 12.
- This cost contributes to module booklets and reference materials, consumables, tools, equipment and specialist training.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (50%), two performance examinations of 2-5 minutes each in October (50%).

VET CERTIFICATE II ENGINEERING STUDIES (TSVE)

Suited to students who: are thinking of obtaining an apprenticeship in engineering or metals industries; have good English, Maths, Science and Computer Technology skills; can work carefully and accurately with their hands, machines and tools; have a good eye for design and creative ability; have good eye-hand coordination and can work well in teams.

Credit upon successful completion of the program

- Certificate II in Engineering Studies
- 4 VCE Units - Units 1, 2 and a 3/4 sequence
- Students completing the assessed coursework and the VCAA exam receive a study score which contributes towards their ATAR
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

LEARNING ACTIVITIES

Students learn to read and interpret plans, select and prepare metal stock, mark out, cut, machine and shape using hand and power tools. Once the basic knowledge and skills are mastered, students move on to learning how to assemble materials using folding/bending machinery, rollers, presses, welding, bolting, riveting or soldering. Students are required to undertake various activities, ranging from practical projects, theory projects, Occupational Health and Safety, first aid, industry visits, structured workplace learning and various assignments.

KEY SKILLS REQUIRED

This subject is competency based and the student must be able to work independently and have good time management skills. Structured Workplace Learning is recommended for all students and 80 hours is expected during this course.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Apply principles of Occupational Health and Safety in a work environment
- Develop an individual career plan for the engineering industry
- Perform basic machining processes
- Apply basic fabrication techniques
- Interact with computing technology
- Organise and communicate information
- Use hand tools
- Use power tools/hand held operation

BSSC Year 2 (Units 3 and 4)

- Perform computations
- Produce basic engineering sketches and drawings
- Participate in environmentally sustainable work practices
- Handle engineering materials
- Produce basic engineering components and products using fabrication and machining
- Apply 5S procedures

Recommended Complementary VCE Units

Design and Technology (Competition Vehicles or Metals), Systems Engineering, General or Foundation Mathematics, Visual Communication and Design.

Cost

- \$230 in Year 11, \$220 in Year 12
- The fee contributes to the cost of reference materials, consumables, tools and equipment.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (66%), 1½ hour written examination in November (34%).

VET CERTIFICATE II FURNITURE MAKING (TSVF)

This program is suited to students who are interested in working in the furniture industry, making or repairing furniture from timber products, following written and spoken instructions, making mathematical calculations; working at high levels of accuracy and who are creative. The program will provide a high degree of skills for the furnishing industry, knowledge of timber and an ability to read plans while working on a range of products. This program is delivered in the high quality workshops of the Park Road Trade Training Centre.

Credit upon successful completion of the program

- Certificate II in Furniture Making (pre-apprenticeship), with selected units of competence from Certificate III.
- Automatic credit into the apprenticeship qualification in this industry area.
- Up to 4 credits towards the VCE: two units at Unit 1/2 level and one unit as a 3/4 sequence.
- Students completing the assessed coursework and exam receive a study score which contributes to their ATAR.
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level.

LEARNING ACTIVITIES

Students learn to read and interpret plans, produce technical drawings, select and prepare timber, mark out, cut and shape timber using hand and power tools. Once this knowledge and these skills are mastered, students move on to learning how to join parts together to form furniture, to assemble sections to form completed articles and prepare pieces for final polishing. All work must be completed to industry standard and be of saleable quality.

KEY SKILLS REQUIRED

Students study theory including basic mathematics (measuring and calculations), occupational health and safety, first aid and techniques for preparing, joining and finishing timber products. Practical application involves the construction of several items of furniture, such as tables and cabinets. Students must have a high commitment to attendance in order to achieve competency in the course units.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Prepare surfaces for finishing
- Join solid timber
- Apply first aid
- Hand make timber joints
- Apply quality standards
- Work safely
- Make measurements
- Communicate in the workplace
- Work in a team
- Follow plans to assemble production furniture

BSSC Year 2 (Units 3 and 4)

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

VCAA guidelines state that students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2. The Unit 3 and 4 sequence is not designed as a stand-alone study.

Recommended Complementary VCE Units

Design and Technology (Wood), General or Foundation Mathematics, Visual Communication and Design.

Cost

- Costs for 2016 will be detailed on the booklist. The cost will be approximately \$200 (based on 2015), for course materials and module booklets.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (66%), and a 1½ hour written examination in November (34%).

VET CERTIFICATE II HAIRDRESSING (OVHD)

[This BSSC subject is delivered by Bendigo TAFE trainers at BSSC and Bendigo TAFE]

This program is suited to students who enjoy working in a creative environment, have good communication skills and a commitment to pursuing a career in the hairdressing industry area. Students need to be prepared to spend long hours on their feet; be keen to learn from others on the job and understand that the training environment requires a professional approach at all times. Students will be required to wear a uniform and be consistent with occupational health and safety requirements at all training sessions, which can include time with clients at the Lotus Hair and Beauty training facilities at Bendigo TAFE.

Credit upon successful completion of the program

- Pre-apprenticeship qualification in Hairdressing.
- Certificate II in Hairdressing plus four modules from Certificate III.
- **4 VCE units – Units 1 (x2), 2 and 3. There is no Unit 3/4 sequence from this option.**
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level.
- Up to 4 VCAL Work Related Skills units.

LEARNING ACTIVITIES

Classes, which are conducted at both BSSC and at Bendigo TAFE, are a mix of theory and practical work. The underpinning knowledge will be applied in practical sessions and during compulsory work placements. Students will be using work books for written responses and working on group projects to learn about effective communication skills, the structure of hair, the effect chemicals will have on hair and selling products and services. Structured Workplace Learning is strongly recommended for this course.

KEY SKILLS REQUIRED

Students will be using a variety of equipment to style hair on mannequins and eventually live models. Students will be learning techniques for shampooing, removing chemicals from the hair and basic colour applications.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2 credit)

- Prepare clients for salon services
- Maintain tools and equipment
- Follow personal health and safety routines
- Dry hair to shape
- Communicate in the workplace
- Apply safe working practices
- Rinse and neutralise chemically curled hair
- Apply temporary hair colour and remove residual colour products
- Assist colleagues providing salon services as a team member

BSSC Year 2 (Unit 3 credit ONLY)

- Design haircut structures
- Develop hairdressing industry knowledge
- Work effectively in a retail environment
- Perform head, neck and shoulder massage
- Sell products and services
- Apply the principles of hairdressing science
- Design and apply short-medium length hair design finishes
- Consult with clients and treat hair and scalp conditions

Recommended Complementary VCE Units

Art, Art Fashion, Studio Arts, Visual Communication and Design, Health and Human Development.

Cost

- \$463 in Year 11, \$166 in Year 12 (based on 2015 information); for module booklets, consumables, equipment case and tools.
- Fee payments are required before the start of the course in 2016 and are payable to the BSSC Finance Office.

VET CERTIFICATE III HEALTH SERVICES ASSISTANCE (SCVH)

This is a one year program, suited to students who have already completed VCE units of study.

The program is suited to students who are interested in working in Health Services or pursuing further studies in this area.

This one year training program **will provide partial certificate completion**. It will provide skills and knowledge for pathways into the Health Services industry.

This program requires students to have an academic focus. Students planning on a pathway to diploma or degree level studies can develop skills and knowledge for valuable contextual understanding of the medical health industry. Students could also progress onto further training, for full certificate completion.

In addition to structured training sessions, students will undertake learning in a simulated environment at the Bendigo TAFE Clinical Training Centre and on-the-job clinical placement in a health care setting.

Credit upon successful completion of the program

- 2 VCE Units - a Unit 3/4 sequence.
- ATAR Increment (10% of average of primary 4 scored VCE subjects).

LEARNING ACTIVITIES

Students complete written work as well as being involved in practical work. It is a competency-based subject so students must demonstrate that they can work individually and in teams to complete work tasks to an industry standard.

KEY SKILLS REQUIRED

Students learn to communicate with a range of people, using basic medical terminology. Well-developed skills in learning and using key terms are important for managing this aspect of the course. An ability to show initiative, solve problems and work independently or as part of a team are all attributes that are necessary to be successful in this subject.

SAMPLE COURSE STRUCTURE

BSSC Program (Units 3 and 4)

- Interpret and use basic medical terminology
- Apply first aid
- Communicate and work effectively in health
- Participate in Work Health & Safety processes
- Recognise healthy body systems in a health care context (introductory anatomy and physiology)
- Support the care of clients
- Assist with an Allied Health Program

Recommended Complementary VCE units

VCE English, Mathematics, Biology, Chemistry, Psychology, Health and Human Development. This program is an academic course of study and is suited to students in a VCE learning program.

This subject would be a suitable Year 12 selection for students interested in the medical health industry, who have already completed Units 1-4 of Biology, Health and Human Development or Psychology. It would be a suitable addition to subject selections for the UniBridges Program.

Cost

- \$280, for Text and module booklets (based on 2015)

VET CERTIFICATE II HOSPITALITY in KITCHEN OPERATIONS – (BACK OF HOUSE) (TSVH)

This program is suited to students who: have a passion for and enjoy learning about food and the service industry, want to enter the Hospitality or Tourism industries as a career choice, as a cook or chef, want part time work in the hospitality industry and enjoy working with others. This course is aimed at Back of House training, which involves training and development of skills within a kitchen.

Credit upon successful completion of the program

- Certificate II in Kitchen Operations - Back of House.
- 4 VCE Units - Units 1, 2 and a 3/4 sequence.
- Students completing the assessed coursework and the VCAA exam receive a study score which contributes towards their ATAR.
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level.

LEARNING ACTIVITIES

Students undertake theory by working through their learning resource, interactive online activities and class activities, case studies and media reviews. Students gain an understanding of what the Hospitality industry is about, the importance of good communication and the diversity of people you are likely to meet. In the practical classes students learn basic 'mise en place' techniques, knife skills, food presentation and basic methods of cookery. Prepare and serve espresso coffee is also included for Year 11 students who have completed 3 competencies at Year 10 level.

KEY SKILLS REQUIRED

Students will be required to complete tasks on communication, working with others, occupational health and safety, responding to emergencies and workplace hygiene. Participation in practical activities allows the student to develop competence in food preparation, cooking or service skills. Work booklets need to be kept up to date.

SAMPLE COURSE STRUCTURE

Students who have completed 3 Units of Competence in Year 10 should select the BSSC Year 1 program. These students will also be offered *Prepare and Serve Espresso Coffee*. The BSSC Year 1 program must be completed before students can enrol in Year 2 (for Units 3 and 4). Students need to understand that they may need to attend a work placement commitment as part of the program delivery in Year 12.

BSSC Year 1 (Units 1 and 2)

Completed in Year 10 *OR* at BSSC in Semester 1

- Participate in safe work practices
- Use hygienic practices for food safety
- Prepare simply dishes

Additional units:

- Use food preparation equipment
- Work effectively with others
- Source and use information on the hospitality industry
- Clean kitchen premises and equipment
- Produce dishes using basic methods of cookery
- Maintain the quality of perishable items

BSSC Year 2 (Units 3 and 4)

Completed at BSSC in Semester 1

- Produce appetisers and salads
- Use cookery skills effectively

Completed at BSSC in Semester 2

- Purchase goods
- Produce stock, sauces and soups
- Produce vegetables, fruit, eggs and farinaceous dishes

Recommended Complementary VCE Units

Food and Technology

Cost

- \$325 (Year 11) and \$300 (Year 12). (Students must also purchase a uniform, approx. \$65 in Year 11 and \$100 in Year 12).
- This fee contributes to the cost of ingredients, food materials, module booklets, reference materials, tools and equipment supplied during training.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (66%), and a 1½ hour written examination in November (34%).

VET CERTIFICATE III INFORMATION TECHNOLOGY (Information, Digital Media and Technology) (BSVI)

This course is suited to students who are good with computers, interested in a job in the computer industry and are interested in a job that uses computers as a tool.

Credit upon successful completion of the program

- Partial completion of Certificate III (Information, Digital Media and Technology)
- 4 VCE Units - Units 1, 2 and a 3/4 sequence
- Students completing the assessed coursework and the VCAA exam receive a study score which contributes towards their ATAR
- On completion of a 3 year program, a full Certificate III is obtained and students may be eligible for a second VCE Unit 3/4 sequence
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

LEARNING ACTIVITIES

Units 1 and 2 modules include, running standard diagnostic tests, providing a base level of computer administration, use of standard application software including data base, spread sheet and word processing.

Units 3 and 4 modules include, installing and optimising operating system software, building of computer systems, replacement of components with the creation of documentation for the client. Construction of websites using Adobe products is also covered by the course.

KEY SKILLS REQUIRED

This subject is competency based and the student should have a good basic understanding of the use of computers as used in the home or office. Students should be able to follow installation manuals and be able to create user documentation for computer systems.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Work and communicate effectively in IT
- Run standard diagnostic tests
- Operate application software packages
- Care for computer hardware
- Provide basic system administration
- Participate effectively in WHS communication and consultation processes

BSSC Year 2 (Units 3 and 4)

- Create user documentation
- Install and optimise operating system software
- Implement environmentally sustainable practices
- Provide IT advice to clients
- Maintain equipment and software
- Connect internal hardware components
- Build simple websites using commercial programs

Recommended Complementary VCE Units

Business Management, Information technology (software development)

Note: Students are now able to enrol in BOTH VCE Information Technology and VET Information, Digital Media and Technology.

Cost

- \$40 in Year 11, \$40 in Year 12.
- Student work book – vet \$35 per year
- This cost contributes to: module booklets and reference materials, consumables, tools and equipment.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (66%), 1½ hour written examination in November (34%).

VET CERTIFICATE II INTEGRATED TECHNOLOGIES (TSVI) (Electronics - Robotics)

Suited to students who enjoy modifying and repairing battery operated devices and producing battery operated devices. Students learn to connect and interpret various meters and develop a basic knowledge of electronic devices and how they operate. This course involves the study of electronics, which has a large theory content that includes maths and physics. Reading and writing is a key part of developing the required theoretical content.

Credit upon successful completion of the program

- Certificate II Integrated Technologies.
- 4 VCE Units - Units 1, 2 and a 3/4 sequence.
- Students completing the assessed coursework and the VCAA exam receive a study score which contributes towards their ATAR.
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level.

LEARNING ACTIVITIES

Students learn the theory of individual components and devices, completing assessments comprising various assignments. These include learning about the industry in the classroom, through industry visits and through structured workplace learning. Students are required to undertake a range of Learning Activities, from practical to theory projects.

KEY SKILLS REQUIRED

Organisation, ability to work both independently and cooperatively in groups. Students aim for competence in Occupational Health and Safety. Students will develop skills in planning and ordering components for projects.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Carry out a shared technology project
- Computer system networks
- Wireless communications link
- Energy generation
- Photonics
- Assemble and connect an extra low voltage battery power source

BSSC Year 2 (Units 3 and 4)

- Identify and select components/accessories/materials for electrotechnology work
- Apply technologies and concepts to electrotechnology work activities
- Operate a small power supply
- Program a basic robotic system
- Set up and test an embedded control system
- Construct and configure a basic robotic system

Recommended Complementary VCE Units

Systems Engineering, Physics, Mathematics (highest level possible for the student), Design and Technology.

Cost

- \$230 in Year 11, \$200 in Year 12.
- This fee contributes to the cost of module booklets and reference materials, consumables, tools and equipment.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (66%), and a 1½ hour written examination in November (34%).

VET CERTIFICATE III INTERACTIVE DIGITAL MEDIA (MULTIMEDIA) (PAVM)

Suited to students who are interested in animation, video, photography, web design, print and game development. Students learn about the Interactive Digital Media (IDM) Industry and use software such as Adobe Photoshop, Illustrator, Flash, Dreamweaver and Sony Vegas. IDM is ideal for students who are imaginative, demonstrate good creativity skills, enjoy working with computers and work well individually and as part of a team.

Credit upon successful completion of the program

- Certificate III in Media.
- 4 VCE Units - Units 1, 2 and a 3/4 sequence.
- Students completing assessed coursework and exam receive a study score which contributes towards their ATAR.
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level.

LEARNING ACTIVITIES

Students enrolled in Interactive Digital Media will be required to undertake learning activities which include designing and creating short animations, photography displays, video products, interactive products such as games, loops and websites. They will also gain knowledge about design principles, drawing techniques and the technical aspects of the subject. This subject is competency based and students undergo project based work on simulated industry environments as if working for a client.

KEY SKILLS REQUIRED

All theory and practical tasks need to be completed to a competent standard to gain the certificate.

COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Develop and extend critical and creative thinking skills
- Work effectively in the screen and media industries
- Follow OHS procedures
- Produce and prepare photo images
- Produce drawings to represent and communicate the concept
- Follow a design process
- Maintain interactive content

BSSC Year 2 (Units 3 and 4)

- Create 2D digital animations
- Write content for a range of media
- Explore and apply the creative design process to 2D forms
- Author interactive sequences
- Prepare video assets
- Create visual design components

Recommended Complementary VCE Units

Visual Communication and Design, VCE Media, Business subjects, Information Technology subjects and Studio Arts Photography

Cost

This cost contributes to course materials and a supplied individual media kit for each student.

- \$50 in Year 11
- \$50 in Year 12

VCAA ASSESSMENT – The overall Study Score in Year 12 will consist of:

School Assessed Coursework (66%), and a 2 hour computer based examination in November (34%).

VET CERTIFICATE II PLUMBING (OVPB)

This will be delivered by Bendigo TAFE trainers at Bendigo TAFE in Charleston Road and can run as a BSSC and Catholic College Bendigo shared class.

Suited to students with an interest or wishing to pursue plumbing as their chosen vocation. This is a pre-apprenticeship course that will provide opportunity to develop the necessary knowledge and skills to enhance employability. This program provides credit towards Certificate III in Plumbing, which is the training qualification completed during a full-time apprenticeship.

The program will introduce the student to a variety of topics including content related to water supply, drainage, sanitary plumbing, roof plumbing, mechanical services and gas fitting.

Credit upon successful completion of the program:

- Pre-Apprenticeship qualification for the Plumbing industry
- 4 VCE credits - Units 1,2 and a 3/4 sequence
- ATAR increment (10% of average of primary 4 scored VCE subjects)
- 4 VCAL units in Industry Skills at Intermediate or Senior Certificate level

LEARNING ACTIVITIES AND KEY SKILLS REQUIRED

Students complete written work as well as being involved in practical work. It is a competency based subject so students must demonstrate that they can work individually and in teams to complete work tasks to an industry standard. They will also be required to complete theory modules, which will require reading and demonstration of knowledge through written communication.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Apply OHS requirements policy in the Construction industry
- Use basic plumbing hand tools
- Apply basic sheet metal practices
- Fabricate simple plumbing pipe systems
- Work safely in the construction industry
- Write simple documents

BSSC Year 2 (Units 3 and 4)

- Introduction to cutting and welding in the plumbing industry
- Hand and power tools in the plumbing industry
- Plumbing fixtures, fittings and appliances
- Technical drawing and plan development for plumbing
- Career Studies

Recommended Complementary Units

Design and Technology (Metals or Woods), General or Foundation Mathematics, Visual Communication and Design.

Cost

- \$100 in Year 11 (Year 1), based on 2015 costs. This amount contributes to module booklets and consumables.
- Year 2 costs for booklets and consumables are yet to be determined. These will be noted in the booklist.

VET CERTIFICATE III IN SPORT and RECREATION (OUTDOOR RECREATION) (HPVO)

This subject is suited to students who enjoy being in the outdoors. Students will be away from home and school for between three and four days each term (excluding term 4) to go on camps and will undertake 80 hours of work placement over the two years. This subject credits towards the completion of Certificate III Sport and Recreation which has scored assessment and can contribute to the ATAR. While this subject has a large practical component, students will also be challenged by verbal and written assessment tasks. All excursions/camps are compulsory in which students must participate in a satisfactory manner to complete this course. Organisation skills and an interest in the outdoors are a must for this subject.

Credit upon successful completion of the program

- Certificate III in Sport and Recreation.
- 4 VCE Units - Units 1, 2 and a 3/4 sequence.
- Students completing the assessed coursework and VCAA exam receive a study score which contributes towards their ATAR.
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

LEARNING ACTIVITIES

Course work, practical tasks and work placement to increase skills in dealing with clients, develop knowledge of the Sport and Recreation industry, learn about the environment and plan and participate in outdoor rec. sessions.

KEY SKILLS REQUIRED

Communication and collaboration skills, organisational skills, critical thinking skills and interest in the outdoors.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Follow OHS policies and procedures
- Respond to emergency situations
- Minimise environmental impact
- Work effectively in sport and rec. environments
 - Assist in conducting Outdoor Rec. sessions
 - Provide first aid
 - Assist in preparing and conducting sport and recreation sessions
 - Provide customer service
 - Develop and extend critical thinking skills
- Demonstrate bushwalking, navigation, rock climbing, abseiling and simple canoeing skills
- Demonstrate ski touring skills to a basic standard
- Use and maintain a temporary overnight campsite

BSSC Year 2 (Units 3 and 4)

- Organise personal work priorities and development
- Conduct basic warm-up and cool-down programs
- Plan and conduct sport and recreation sessions
- Facilitate groups
- Analyse participation patterns
- Provide public education on the use of resources
- Undertake risk analysis of activities
- Plan outdoor recreation activities
- Guide outdoor recreation sessions
 - Manage conflict
 - Use social media of collaboration and management

Recommended Complementary VCE Units

Environmental Science, Business Management.

Cost

- \$300 in Year 11, \$300 in Year 12
- This fee contributes to module booklets and reference materials, hire of specialist equipment and staff, some excursion costs.

Note: Due to significant duplication in course content, students **CANNOT** enrol in:

- Both VET Sport and Recreation (Outdoor Recreation) and VCE Outdoor and Environmental Studies Units 1-4
- Both VET Sport and Recreation (Outdoor Recreation) and VET Sport and Recreation.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (66%), 1½ hour written examination in November (34%)

VET CERTIFICATE II/III SPORT AND RECREATION (HPVS)

Suited to students who enjoy the theoretical side of sport, enjoy working with younger people, have good communication skills and are willing to take part in approximately 80 hours of work experience over two years. This subject enables students to pursue a career in sport and recreation without having to go to university. Possible employment outcomes may include providing support in the provision of sport and recreation programs, ground and facilities maintenance and working in the service industry in locations such as fitness centres and recreation industries. Leadership, organisational and specialist activity skills are developed through theory and practical sessions.

Note: Due to significant duplication in course content, students CANNOT enrol in both VET Outdoor Recreation and VET Sport and Recreation.

Credit upon successful completion of the program

- Certificate II in Sport and Recreation in Year 11 and Certificate III in Sport and Recreation in Year 12.
- Completion of both the Certificate II and III provides 4 VCE Units - Units 1, 2 and a 3/4 sequence.
- Students completing the assessed coursework and VCAA exam receive a study score which contributes towards their ATAR.
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level.

LEARNING ACTIVITIES

Units 1 and 2 - theoretical work includes working through modules, assignments and industry visits. The practical component includes completing hands-on activities such as Level 2 First Aid, an Aths2go beginning coaching course and working with younger children in organising and conducting an event.

Units 3 and 4 - theoretical work includes working through modules, assignments and completing training programs for colleagues. The practical component may include activities such as fitness testing, resistance training, group fitness work and conducted sport and recreation sessions in the community.

KEY SKILLS REQUIRED

This subject is competency based and students must be able to work independently and have good time management skills. Approximately 75% of the work is theoretical and 25% practical. Students need sound literacy skills. 40 hours of Structured Workplace Learning is required for all students at each year level.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Follow OHS policies
- Respond to emergency situations
- Provide first aid/Level 2 Senior First Aid
- Organise and complete daily work activities
- Provide customer service
- Assist in preparing sport and recreation sessions for participants
- Develop and update sport, fitness and recreation industry knowledge
- Teach fundamental basketball skills
- Teach the fundamentals skills of Athletics
- Develop and extend critical and creative thinking skills.
- Use social media for collaboration.
- Participate in conditioning for netball

BSSC Year 2 (Units 3 and 4)

- Undertake a risk analysis of activities
- Conduct basic warm up and cool down programs
- Plan and conduct sport and recreation sessions
- Facilitate groups
- Manage conflict
- Provide public education on use of resources
- Instruct and monitor fitness programs
- Provide fitness orientation and health screening

Recommended Complementary VCE Units

Physical Education, Business Management

Cost

- \$295 in Year 11 and \$295 in year 12. This contributes to module booklets and reference materials, level one coaching course, gym fees, hire of buses, guest specialist presenters, sports uniform and the hire of buses.

VCAA ASSESSMENT – The overall Study Score will consist of: School Assessed Coursework (66%), and a 1½ hour written examination in November (34%).

GLOSSARY

Assessed Tasks: graded activities, which may include essay writing, a test, producing a folio of work or a research report.

Coursework: activities and pieces of work which form an essential part of learning in a unit. They include such activities as: keeping a workbook, making a model, writing essays, solving problems, producing a poster, practising music, performing lab work or producing a flow chart.

ATAR: Australian Tertiary Admissions Rank. Calculated by each state's Tertiary Admissions Centre (Victoria is VTAC) and is a rank used for Tertiary education selection purposes. The ATAR is a percentage rank ranging from 0.05 to 99.95 and is calculated using any Unit 3/4 English, the three next best scored Unit 3/4 studies (primary 4) and 10% of a maximum of 2 other Unit 3/4 studies.

Focus: a specific area of study within a study design. Students should consult a Learning and Engagement Coordinator or a Careers Advisor to ensure that they are enrolling in the appropriate focus for their program, e.g.: students can study Studio Arts in one of three foci either - Drawing and Painting, Photography or Ceramics.

GAT: General Achievement Test. All VCE students undertaking a Unit 3/4 study are required to complete the three hour GAT at mid-year. The results are recorded with the VCE results in December but do not count in a student's ATAR. Performance on the GAT is used to determine a derived exam score if needed and to moderate SAT scores.

Learning Activities: Students will undertake Learning Activities throughout the semester based on key skills and key knowledge. Learning Activities can take a variety of forms including: self-assessed tests, class discussion and other classroom activities. These tasks can help determine whether a student passes or fails a Unit Outcome and therefore a unit.

Outcomes: define what students know and are able to do as a result of undertaking a study. These are described in each Study Design.

Pre-apprenticeship: a program that provides students with training for a pathway to an apprenticeship as well as the opportunity to gain a VCE or VCAL certificate.

Prerequisite Studies: Studies nominated by individual course authorities as studies which must be satisfactorily completed by all applicants seeking admission to that course. Applicants who do not meet this condition may not be considered for selection. Most courses offer a choice from a list of prerequisite studies. Students should check requirements carefully, referring to the publication called 'Tertiary Entrance Requirements'. (See your Careers Advisor and/or Student Coordinator).

School Assessed Coursework (SAC): task that assesses a student's overall level of achievement on the key knowledge and skills from the study design. They are determined by classroom teachers at the school.

SAT: School Assessed Tasks: practical tasks that are set by the VCAA and marked by the school according to set criteria. They are designed to assess specific sets of practical skills.

SBAT: School Based Apprenticeships and Traineeships. These are structured training arrangements, usually involving on and off the job training, for a student employed under an apprenticeship / traineeship training contract.

Sequence: Unit 3 followed by Unit 4 in the same study design (e.g. English 3 and 4).

Specialist Programs: a program that enables students to pursue an area of passion that inspires and engages them and provides opportunities that extend, challenge and enrich the experience of students in particular career areas.

Special Provision: arrangements that are made, to allow students who are experiencing significant hardship, the maximum opportunity to demonstrate what they know and what they can do.

Study: a subject available in the VCE. Most VCE studies are made up of 4 units.

Study Design: specifies the content and key skills for the study and how students' work is to be assessed.

Study Score: a score from 0-50 which shows how a student performed in a VCE study, relative to all other students enrolled in that study. It is based on a student's results in school assessments and exams.

Unit: a self-contained study of a semester's length.

Units 1 and 2: the first 2 units of study with a level of difficulty usually associated with Year 11.

Units 3 and 4: must be done as a sequence, usually associated with Year 12.

Unit Guidelines: provided to students at the beginning of each unit of study. They outline Learning Outcomes, Learning Activities and Assessment Tasks (School Assessed Coursework) to be completed.

VCAL: Victorian Certificate of Applied Learning.

VCAA: Victorian Curriculum and Assessment Authority. They are the official body responsible for curriculum, assessment and reporting of the VCE and VCAL.

VCE: Victorian Certificate of Education.

VET: Vocational Education and Training. Nationally accredited certificates which may be undertaken as part of VCE or VCAL.

VTAC: Victorian Tertiary Admissions Centre.

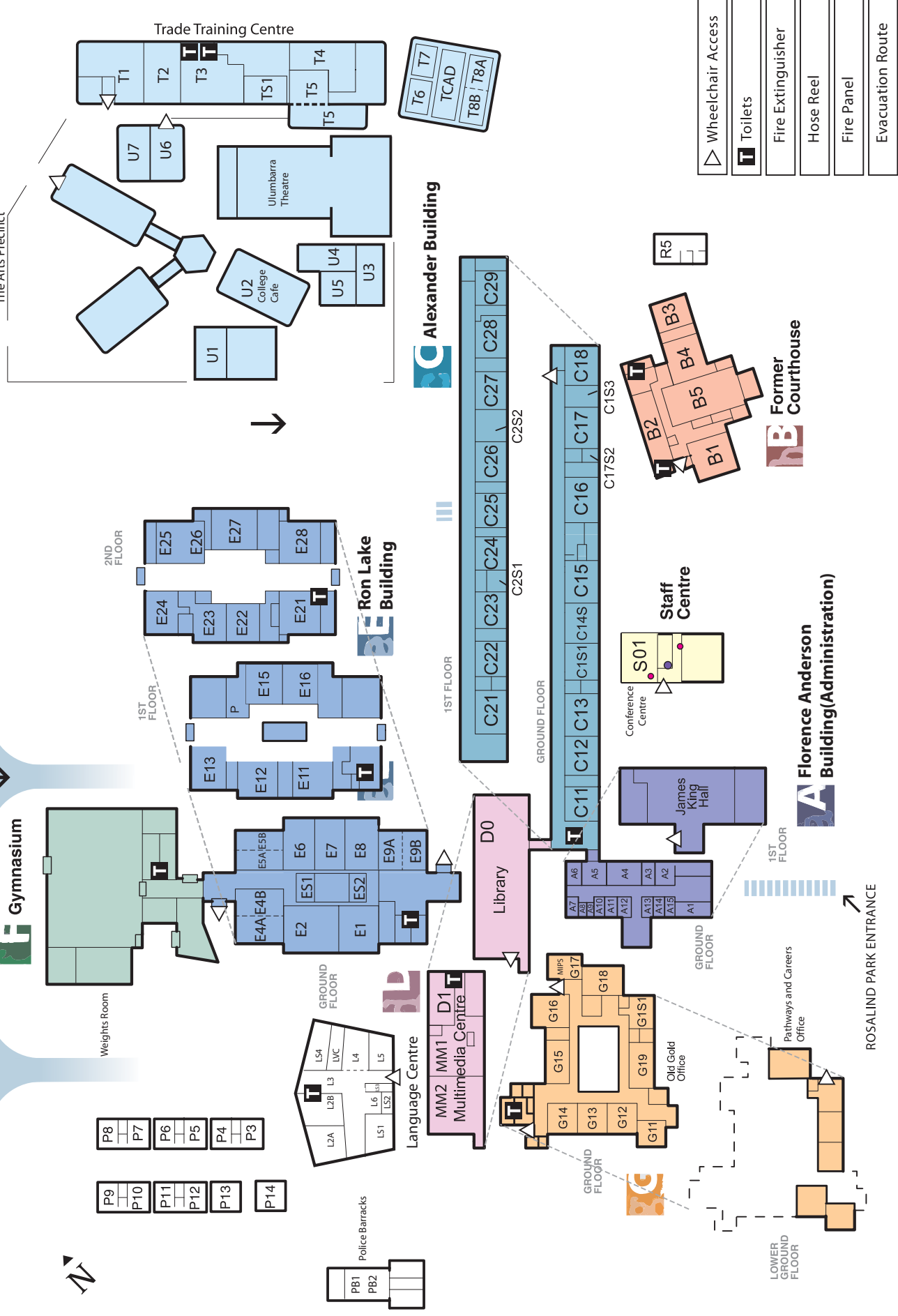
NO THROUGH ROAD



GAOL ROAD



The Arts Precinct



- Wheelchair Access
- Toilets
- Fire Extinguisher
- Hose Reel
- Fire Panel
- Evacuation Route

ROSALIND PARK ENTRANCE