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Introduction

This booklet contains the information that students and parents need to choose courses in the Senior School (Years 10, 11 and 12). It explains the subject selection process and timeline and includes outlines of units and subjects offered for 2011. More detailed advice is available from unit advisors and coordinators.

Please note:

Information contained in this booklet was correct at the time of printing but is subject to change.

Subject Levies and Charges

No fees are charged for subject tuition. However, many learning areas charge a levy to cover the cost of materials used in practical units or to cover the cost of photocopying and resources where a textbook is not prescribed.

VET units have a charge for the training package and/or to cover the costs of the Registered Training Organisation (RTO). A deposit will be required before individual VET enrolments are processed.

These potential subject charges should be kept in mind when choosing practical units as part of a 2011 program.

Full details of 2011 subject levies are not available at the time of publication of this booklet, but will be made available to parents as soon as possible. A complete listing of charges is provided with booklists later in the year.

The Final Deadline for Returning Forms: Thursday 19th August

It is important that all students submit their initial selection forms by Thursday 19th August to the box at the General Office counter. It is vital to realise that late selections are likely to receive a lower priority.
The Subject Selection Process

**Initial Subject Selections**

Students will – after considering their own Managed Individual Pathways (MIPs) plan, interests and abilities – choose the subjects they wish to study in 2011. This is done on the Preliminary Course Selection Form.

Paying attention to the following points can avoid disappointments later on.

- Students should keep in mind likely career (MIPs) and tertiary course requirements. This future career and course information is vital for the success of the counselling process.
- They should seek the guidance of parents, teachers or the relevant learning area coordinator before making their selections.
- Finally, they should choose a balanced course that meets their own needs and keeps options open.

**Information Evenings**

Subject selection information evenings for parents and students will take place at the school on:

- Wednesday 4th August (for current Year 9 students)
- Thursday 12th August (for current Years 10) and
- Thursday 12th August (for current Years 11)

All sessions will be held in “C” Block breakout area and will commence at 7pm.

Details will be published in the college newsletter.

**The Final Deadline for Returning Forms: Thursday 19th August**

It is important that all students submit their initial selection forms by Thursday 19th August to the box at the General Office counter. It is vital to realise that late selections are likely to receive a lower priority.

**Available Subjects**

This booklet contains a complete listing of all units offered in the Senior School for 2011.

The initial student choices are used to shortlist the subjects that will actually run. Some subjects that are offered in this booklet may not be timetabled due to lack of student demand or for staffing/scheduling reasons.

**Final Course Counselling**

Subjects must be grouped into blocks of subjects that run together on the timetable. This causes clashes for some students wanting uncommon subject combinations. These clashes are resolved in the final counselling period following the Term 3 holidays. The aim of course counselling is to ensure that all students have a course that meets their career and future study needs.
Unit Listing
The subjects and units initially offered to students listed are described in the end section of this booklet. They are grouped alphabetically by type: Year 10, VCAL, Year 11 (Units 1 and 2 sequences) and Year 12 (Units 3 and 4 sequences) – including VET units.

Higher Level Studies
Students are often able to study a subject that is normally taken a year later. For example
• A Year 10 student may choose to take a Unit 1 and 2 VCE or VET sequence; or
• A Year 11 student may choose to include in their study program a Year 12 Unit 3 and 4 sequence

Detailed advice about including a higher-level subject is given in the following sections devoted to subject selection for each year level and certificate (VCE or VCAL).

Contacting Coordinators – Course Enquiries
Parents who have questions or any concerns are most welcome to contact the relevant level coordinator. Please leave a message if the coordinator is unavailable and they will get back to you.
Year 10 Coordinator    Mr Bob Grisdale
Year 11 Coordinator    Ms Trish Matthews
Year 12 Coordinator    Mr Bromley King
VCAL Coordinator       Mr Phil White
VET Coordinator        Mr Bromley King
Careers Advice         Mrs Bronwyn Barlow and Ms Cattanach
General Enquiries      Mr Phil White (Assistant Principal Senior School)

Telephone              5348 2367
Fax                    5348 2449
Email              senior@daylesfordsc.vic.edu.au
In person Please come to our reception counter and ask to make a time to see the appropriate level coordinator.
Year 10 Courses

Preliminary Course Selection for Year 10
Students entering Year 10 in 2011 must complete the Preliminary Course Selection Form for Year 10.

This form must be returned to the subject selection box at the General Office by Thursday 19th August. Late returns will receive a lower priority.

Key Points in Choosing a Year 10 Course

- All Year 10 students must take a total of 6 units per semester.
- Each unit is timetabled for 5 periods per week.
- Year 10 units have timetable codes beginning with an ‘X’.
- Some subjects are offered in just one semester. Other subjects are offered in both semesters. Some subjects run for the entire year. This information is shown with each unit description in the Units Offered section at the end of this booklet.
- Keep in mind the need to prepare yourself for Year 11 and 12 studies.
- Try to keep later career and study options open.
- Your selections may include a Unit 1 and 2 VCE or VET subject, provided you have the necessary ability and maturity. Ask the unit advisor or your level coordinator for advice re suitability. Each study has a unit advisor listed with the unit description.

Compulsory and Non-compulsory Units for Year 10

- **English** (either Unit XENF Foundation English or XLIT Foundation Literacy) is a compulsory subject for all Year 10 students.
- Unit XCAR **Careers and Personal Development** is also a compulsory subject and must be taken in either Semester I or Semester II but not both.
- Students intending studying a **VCE level Maths** must take the full-year subject XMAG General Mathematics 10. Students taking the basic maths pathway are advised to select the unit MAF1 Foundation Mathematics Units 1 and 2 or VCAL Numeracy in Year 10. This gives them the two numeracy units needed to qualify for the VCAL (Intermediate Level) Certificate and frees up their selections when they enter Year 11.

Pathways to VCE Level Maths, Science and LOTE

- **VCE Maths**: Students must take the full-year subject XMAG General Mathematics 10. This unit prepares students for the Year 11 subjects General Mathematics Units 1 and 2 and Mathematical Methods Units 1 and 2 and all Year 12 maths units.
- **VCE Science**: Students intending studying a VCE level science (Physics, Chemistry, Biology or Psychology Units 1 and 2) are recommended to select the full-year science subject XSCI Science 10. This subject is preparation for VCE level science studies in Year 11. In special circumstances, however, it may be possible to study VCE psychology and biology after completing only the first semester of XSCI.
• The unit XSME2 Science and Maths by Experiment is a general science subject and is not sufficient preparation for VCE level science units.
• VCE LOTE: Students wishing to take Italian as a VCE subject must select the full-year unit XITA Italian in preparation for VCE level studies.

Preparing for Future Studies – Year 11 subjects in Year 10
While some VCE subjects may not necessarily demand prerequisite studies in Year 10, we recommend that you complete at least one related unit to prepare you for VCE. For example, a student wishing to ultimately study, say, History, Information Technology or Woodwork in Year 11 may be well advised to include a related Year 10 unit in their study program, in order to develop the necessary preparatory skills and concepts.

Choosing a Unit 1 and 2 Subject (Year 11) in Year 10
Studying a Year 11 subject during Year 10 can be an advantage to many students. Over half of the 2010 Year 10 group chose this option. Why?
• Students have a wider range of subjects from which to choose.
• It provides a challenge for capable students.
• Students gain experience in how the VCE works (organisation, essay writing, exams, outcomes, SACs).
• Students can receive a much better preparation for any Year 12 (Unit 3 and 4) subject that you may wish to study in Year 11. Studying a Year 12 subject in Year 11 gives students a sixth Unit 3 and 4 subject that provides a bonus increment to the ENTER (tertiary selection) score.

Which Units 1 and 2 Subjects are Suitable for Year 10?
Not all Year 11 studies are suitable for Year 10 students.
• Choose a relatively accessible subject.
• Do not select highly sequential subjects like Physics Units 1 and 2 or Mathematical Methods Units 1 and 2, even if you are good at science or maths, because such subjects need Year 10 preparatory study.
• Do not select from your potential “best” subjects, the ones that could be your top subjects in Year 12. Again, you will benefit from obtaining the maximum preparation in those subjects during both Year 10 and Year 11.
• Discuss possible choices with teachers, coordinators or the unit advisors to make sure that you are ready and capable to study a particular Year 11 (Units 1 and 2) subject.

Most suitable Units 1 and 2 subjects will have places available for Year 10s. However, it is important to note that Year 10 students may be excluded from certain Units 1 and 2 classes should they become fully subscribed by Year 11 students.
Year 11 and 12 Courses – General Advice

The VCE

The VCE is a general-purpose certificate – normally undertaken over two years. It is a recognised qualification within Australia and overseas and provides a pathway to further study at university, TAFE (Technical and Further Education) and to the world of work. It is also possible to undertake a school-based apprenticeship or traineeship during your VCE years.

When selecting your VCE program, students should consider

- studies required for future education and training, particularly those which are prerequisites, or which provide bonus points or preferential entry to tertiary level studies;
- studies that may assist in gaining the needed ENTER (tertiary entrance score) for a desired tertiary course;
- studies in which they have performed well in the past;
- studies they enjoy and believe they will find interesting;
- studies forming part of a well-balanced program.

See the Careers coordinator Mrs Barlow, Ms Cattanach or your course counsellor for information regarding tertiary prerequisites / bonus subjects.

The school will assist students in selecting an appropriate VCE program by providing counselling before a final program is selected. However, to make the counselling process as productive as possible, it is important for students to think carefully about possible career and tertiary education options and to discuss these options with their parents, teachers and the careers counsellor (Mrs Barlow) beforehand.

Qualifying for the VCE

In order to be awarded the VCE by the Victorian Curriculum and Assessment Authority, a student must successfully complete 16 units, including:

- at least three units of English in an approved combination; and
- at least three Units 3 and 4 studies other than English (i.e. three other Year 12 subjects).

Units 1 and 2 studies are usually taken in year 11. Units 3 and 4 studies, which are more advanced, are usually taken in year 12.
VCAL (Victorian Certificate of Applied Learning)

What is VCAL?
The Victorian Certificate of Applied Learning (VCAL) is a “hands-on” alternative for Year 11 and 12 students.

The flexibility of VCAL enables you to undertake a study program that suits your interests and learning needs. You will select a combination of VCE, VET, VCAL and TAFE subjects from the four compulsory strands:

1. Literacy and Numeracy Skills
2. Work Specific Skills
3. Industry Specific Skills
4. Personal Development Skills

VCAL sits alongside the VCE as an accredited senior secondary qualification undertaken in Years 11 and 12. You will receive a certificate and statement of results that details the areas of study you have completed.

Frequently Asked Questions about VCAL

Why would I choose to do VCAL instead of VCE?
The VCE is the appropriate option for students who would like to go straight from school to further education at university. The VCE allows them to gain an ENTER score from the Victorian Tertiary Admissions Centre (VTAC). However, you might feel that this is not the right option for you.

Students who choose to do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing school. The VCAL will give you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

What are the VCAL levels?
The VCAL has three levels – Foundation, Intermediate and Senior. Most Year 11 students will begin at Intermediate level.

You can get a VCAL certificate and statement of results at the end of each year when you successfully complete your VCAL program for the level you have chosen. Your statement of results will list all VCE, VCE VET and VCAL units, and a statement of attainment for VET or Further Education courses.

What if I begin VCAL and change my mind?
If you start your VCAL and then decide the VCE is the right option for you after all, it won’t be too late to change your mind. Any VCE units successfully completed as part of VCAL will count towards your VCE. You might also be able to transfer credit for other units and modules completed as part of your VCAL.
**Can I work part-time and/or continue an apprenticeship while enrolled in the VCAL?**

You can gain recognition and credit for part-time work while enrolled in VCAL. This work can include: part-time apprenticeship or traineeship, part-time work and work placements.

**How is the VCAL assessed?**

Students must successfully achieve each learning outcome in each unit or module in the VCAL program. You do not need grades. If you do VCAL at the Senior level, then you may enrol in VCE Units 3 and 4 and elect to receive grades and study scores for those subjects. You will only sit the GAT (General Achievement Test) if you intend to enrol in any Unit 3 and 4 VCE subject.

If you successfully complete the requirements of a VCE Unit or VCE VET Unit, you will receive a Statement of Results. If you successfully complete a VET or Further Education unit or module, you will receive a Statement of Attainment. These will list all units you have successfully completed as part of your VCAL program.

**What are my options once I have completed VCAL?**

The VCAL will give you practical work-related experience and a qualification that will be recognised by TAFE institutes and employers. Together, these will help you move from school into work, an apprenticeship or traineeship and/or further training at TAFE.

Some people study a vocational education and training course at TAFE, perhaps leading to a Diploma or Advanced Diploma, and then decide that they would benefit from a university course. VCAL can lead to this pathway.

**What support is there for VCAL students?**

In addition to the teachers involved in the delivery of the VCAL program there is a VCAL Coordinator responsible for coordinating and managing your individual program.

**Where can I get more information?**

Read this booklet and the booklet “Where to Now”. You can speak to the College's VCAL Coordinator, who can provide sample VCAL courses and help design a personal program for you. Our VET Coordinator can answer any questions you may have about VET subjects.

VCAL is accredited by the Victorian Qualifications Authority. You can contact the VQA at [www.vqa.vic.gov.au](http://www.vqa.vic.gov.au). This site also contains interesting stories about other VCAL programs and students throughout the state.
Detailed Advice – How to Choose a VCAL Course

Students must select a combination of VCE, VET, VCAL and TAFE subjects from the four compulsory strands:

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

**Literacy and Numeracy Skills Strand**

The purpose of this strand is to develop literacy and numeracy skills. Students can choose a combination of the subjects listed below to fulfil their literacy and numeracy requirements.

In general, Year 11 VCAL students chose either English or VCAL Literacy. For Numeracy, students generally take VCAL Numeracy.

Current Year 10 students commencing VCAL in 2009 may already have satisfied the numeracy requirement if they passed Foundation Maths in 2008. They are then free to choose another VCE or VET unit in its place.

Students **must** choose one literacy subject and one numeracy subject.

<table>
<thead>
<tr>
<th>Literacy</th>
<th>Numeracy</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>Foundation Maths</td>
</tr>
<tr>
<td>Foundation English</td>
<td>Accounting</td>
</tr>
<tr>
<td>Literature</td>
<td>General Maths</td>
</tr>
<tr>
<td>VCAL Literacy – Intermediate</td>
<td>VCAL Numeracy – Intermediate</td>
</tr>
<tr>
<td>VCAL Literacy – Senior</td>
<td>VCAL Numeracy – Senior</td>
</tr>
</tbody>
</table>

**Industry Specific Skills Strand**

The purpose of this strand is to develop skills, knowledge and behaviours to enable the development of industry specific skills.

At Foundation level, students can select VCE subjects to satisfy this strand. VCE subjects for this strand can include Design & Technology (Wood), Systems & Technology, and Food & Technology. At Intermediate and Senior levels students must undertake a VET subject. The only other option is a part-time apprenticeship.

**Part-time Apprenticeships**

A school-based part-time apprenticeship or traineeship involves a student attending school part-time and working for part-time. Students are paid for the time they are at work and, as part of their training agreement, undertake vocational training registered with the Office of Training & Tertiary Education (OTTE). This gives students a nationally recognised qualification. In their workplace, they receive on the job supervision, feedback and support – just the same as any other apprentice or trainee.

We have had students undertaking school-based part-time apprenticeships in the areas of hospitality (Operations and Commercial Cookery), Agriculture, Automotive, Retail Operations, Business and Beauty. Students can undertake an apprenticeship or traineeship in a range of other areas, subject to the availability of places.
Australian School-based apprenticeships and traineeships contribute to the satisfactory completion of VCE/VCAL and ENTER scores in the same way VET subjects do.

Our experience has been we have more students who want a part-time apprenticeship/traineeship than employers willing to take on students. If a student already has part-time work or an industry contact, this may be an advantage, as many apprenticeships are filled by “word of mouth”.

Students interested in school based apprenticeships should see Mrs Barlow, who can provide further contacts and information. Students must register an interest in an ASBA (Australian School-based apprenticeships) program prior to submitting their subject selection form.

**Work Related Skills Strand**

The purpose of this strand is to develop skills, knowledge and behaviours that enable pathways development of skills and personal attributes valued by employers.

At Daylesford Secondary College, students undertake VCAL work related skills units that are based on students working one day per week on work placement.

**VCAL Work Related Skills Strand (Intermediate & Senior)**

YesVCAL Work Related Skills units aim at developing skills, knowledge and attitudes necessary for employment.

At Intermediate level, students are required to participate in career planning which includes research, accessing outside agencies, updating their resume and undergoing mock interviews. They must complete occupational health and safety training; attend work placement; document an on the job journal and present a Power Point presentation to an audience in response to their work placement.

They are expected to demonstrate attributes and skills such as motivation, enthusiasm, work ethic, reliability, punctuality, initiative, effective communication skills, problem-solving skills, organisational skills and the ability to working in teams.

In Year 11, students would complete two intermediate units. In Year 12 students would complete the senior units. Assessment tasks at this level are negotiated between student and teacher based on the student’s individual work placement.

**Work Placement**

Students are expected to organise their own work placements when in Year 12 under the supervision of the VCAL Coordinator, but there is assistance available for Year 11 students. Most students will attend work placement one day per week.

If there is a circumstance where the employer would prefer to have the student for a more concentrated period of time, students can do their work placement on the school holidays. Students will collect the appropriate work placement forms from the VCAL Coordinator when they are ready to organise a suitable placement.

**Part-time work**

If students already have a part-time job they may be able to credit this to their VCAL Work Related Skills, rather than take on work placement for the entire year.

**Occupational Health & Safety**

It should be noted that a student would not be allowed to commence work placement until they have completed all exercises in their VCAL Occupational Health & Safety Workbook and any other related activities – as designated by their VCAL teacher. The College takes this requirement very seriously. All students must demonstrate adequate knowledge of OH&S prior to work placement.
VCAL Personal Development Skills Strand (Intermediate)

VCAL Personal Development units aim at developing skills, knowledge and attitudes that lead toward social responsibility, building community, civic responsibility and improved self-confidence and self-esteem.

At Intermediate level, students are required to undertake voluntary work on a regular basis in school and community settings; maintain a journal; identify and implement occupational health and safety measures; use effective communication and listening skills; and give an oral presentation in response to their voluntary work placement.

Short courses

From time to time, opportunities may arise for students to undertake short courses as part of their personal development units. Example: First Aid Certificate.

Projects

Students will also have the opportunity to work on school-based and community projects depending on what is available. For example, students have worked on such projects as the Daylesford Skate Park and the “Small Day Out” and “Longest Lunch” events.
Constructing a VCAL Course

Sample VCAL Learning Program

<table>
<thead>
<tr>
<th>VET or FE Certificate Level</th>
<th>VCE Unit Level</th>
<th>VET VCE Unit Level</th>
<th>VCAL Unit Level</th>
<th>Units/credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy &amp; Numeracy Strand</td>
<td>English Foundation Mathematics</td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Industry Specific Skills Strand</td>
<td>VET Hospitality</td>
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<td></td>
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</tr>
<tr>
<td>Work Related Skills Strand</td>
<td></td>
<td>VET Related Skills Unit (1)</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Personal Development Skills Strand</td>
<td>Psychology</td>
<td></td>
<td>VCAL Personal Development Units (1)</td>
<td>3</td>
</tr>
</tbody>
</table>

Sample VCAL Learning Program

<table>
<thead>
<tr>
<th>VET or FE Certificate Level</th>
<th>VCE Unit Level</th>
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<th>VCAL Unit Level</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Literacy &amp; Numeracy Strand</td>
<td></td>
<td></td>
<td>VCAL Literacy VCAL Numeracy</td>
<td>4</td>
</tr>
<tr>
<td>Industry Specific Skills Strand</td>
<td></td>
<td>VET Automotive or Furnishing</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Work Related Skills Strand</td>
<td>Design &amp; Technology</td>
<td></td>
<td>VCAL Work Related Skills Unit (1)</td>
<td>3</td>
</tr>
<tr>
<td>Personal Development Skills Strand</td>
<td></td>
<td></td>
<td>VCAL Personal Development Units (1)</td>
<td>1</td>
</tr>
</tbody>
</table>
At Year 11 you need 10 credits to get a VCAL Certificate.

You must have:  
1 Literacy subject  
1 Numeracy subject  
1 VET subject  
1 VCAL Work-related Skills Unit  
1 VCAL Personal Development Skills Unit  
2 credits  
2 credits  
2 credits  
1 credit  
1 credit

You can choose either a VCE subject or another VET subject to make up the 2 credits needed. You will be encouraged to complete two work-related skills units and two personal development skills units to gain credit towards your senior certificate.

Quick Guide: Applying for VCAL (Year 11 or Year 12 VCAL)

• Follow the instructions on the Preliminary Course Selection Form (Year 11 or Year 12).
• Make sure you tick the VCAL box.
• Fill in the VCAL Course Selection part of the form.
• Make sure you indicate the VET and VCE subjects that interest you and that could be part of your VCAL course.
• See the VCAL Coordinator (Mr McDonald) to obtain help in completing the VCAL subject selection form.
• You can apply for a VCE course as well – but only if you are undecided on which is best for you, VCE or VCAL.
• Return your form to the subject selection box at the General Office by the due date.
• The VCAL Coordinator will then ensure that you are interviewed and considered for VCAL in 2011.
• Note that entry to VCAL may be restricted as the capacity to deliver VCAL is restricted to one VCAL group per year level (11 and 12). If demand for VCAL places exceeds supply, entry will be granted on the basis of timely application, suitability as judged by previous school results and performance, MIPS data and career intentions and an interview. Every effort will be made to accommodate students’ wishes however the college reserves the right to refuse enrolment into the VCAL program.
VET (Vocational Education and Training)

VET stands for Vocational Education and Training. VET programs are designed to provide a more vocational senior certificate, to expand opportunities for senior secondary students, to link schools to industry and training providers, to help meet the needs of industry and to prepare young people for the workplace of the future.

This is achieved through the provision of nationally recognised training qualifications integrated into either VCAL or the VCE. All training qualifications are derived from the National Training Framework, reflect specific industry competency standards and are delivered by Registered Training Organizations. VCE VET units have equal status with VCE subjects – both can provide credit towards the VCE and VCAL certificates.

Frequently Asked Questions about VET

What are the advantages of doing a VET subject?

Successful completion of a VET subject will

- contribute units towards gaining the VCE or VCAL;
- contribute to the student’s Equivalent National Tertiary Entrance Rank (ENTER), where taken at the Unit 3 and 4 level and the requirements for gaining the VCE and an ENTER score are otherwise met;
- provide the recipient with a nationally recognised training qualification at an appropriate AQF level issued by a Registered Training Organization;
- provide the recipient with a statement of results listing all VET modules/units of competence completed and issued by the VCAA;
- facilitate entry to and provide credit towards articulated courses (related TAFE studies at TAFE colleges, such as the University of Ballarat SMB campus). See Mr. King for details.

Will I go out on work experience as part of my VET subject?

Structured Work placement is a part of VET programs. Work placement may take place during the school term or in the school holidays (some courses require holiday placements) – depending on the course. It allows students to develop an understanding of workplace ethos and to acquire underpinning skills and knowledge appropriate to training within an industry setting.

How much does it cost?

There is an enrolment cost to students for each VET unit at Daylesford Secondary College to cover course materials and administrative costs (see table of fees below). There may be additional costs to this that will vary depending on the course. However, if students were to undertake the same certificates in the TAFE system the cost would be considerably higher. See Mr. King for further information.
**What VET units can I do at DSC?**

VET units that are on offer are listed in the subject listing part of this booklet. They have unit titles that start with ‘VET’ and are clearly identified as VET units. VET Certificates on offer at school include courses in hospitality, automotive, furnishing, information technology and multimedia.

**Articulation with TAFE Study**

The VET programs offered at DSC can contribute credits and facilitate entry to further training at TAFE level. Such studies are typically at higher certificate and diploma levels. In turn, credits from these more advanced TAFE qualifications can contribute to entry with advanced standing into some university degree level courses. This can be a useful method of university entry for some students who – for various reasons – do not see university as an immediate option. See Mrs Barlow for details of entry requirements for TAFE courses and their articulation with degree courses.

**Industry Recognition**

The VET certificates offered by the college can provide useful entry-level pathways into related jobs. Given the competitive nature of the current job market, it will – in almost all cases – be necessary for students to complete further vocational TAFE (or higher) training to receive industry recognition of their skills, increased job security, higher pay and a wider range of employment opportunities. See Mrs Barlow for further advice regarding vocational pathways.

**Costs of VET Units 2011**

As mentioned above, VET certificate studies have fees. The fee covers administration fees passed on by the RTO’s (Registered Training Organisations). The table below gives an estimate of the likely costs involved. Updated fees will be made available to students by the start of the 2008 school year.

<table>
<thead>
<tr>
<th>Certificate / Level</th>
<th>Approx. Cost for Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>VET: Certificate II in Automotive Technology</td>
<td>$100</td>
</tr>
<tr>
<td>VET: Music Certificate II</td>
<td>$100</td>
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<tr>
<td>VET: Music Certificate III</td>
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<tr>
<td>VET: Certificate II in Furnishing (Cabinet Making)</td>
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<td>VET: Multimedia Certificate II</td>
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<td>VET: Multimedia Certificate III</td>
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<tr>
<td>VET: Certificate II in Building and Construction</td>
<td>$200</td>
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<tr>
<td>VET: Certificate II in Hospitality (Operations)</td>
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VET fees are subject to change, due to VET Cluster funding decisions.
The VCE (Victorian Certificate of Education)

Choosing a Year 11 VCE Course
Two options are available for students entering Year 11.

- VCE – The Victorian Certificate of Education
- VCAL – The Victorian Certificate of Applied Learning

The differences between the VCE and VCAL are described earlier in this booklet. See the VCAL section of this booklet for advice on choosing a VCAL course. The following advice is for 2011 VCE students only.

Year 11 VCE Subject Selection
Students should read the General Advice section above, look through the units on offer and follow the instructions on the Preliminary Course Selection Form for Year 11. Follow the directions on this form very carefully to help the coordinators in the selection and counselling process.

Attention to the following points is very important:
- Year 11 students should select six Unit 1 and 2 studies. Unit 1 and 2 VET subjects may be included.
- Each study is timetabled for 5 periods per week.
- Students may not choose to study fewer than six subjects, since there is no supervision available for year 11 students who are not fully timetabled.
- Study periods are not available to Year 11 students.
- There are no compulsory subjects, apart from English.
- In general, Distance Education units are an unsatisfactory option. Experience shows that almost all Year 11 students need the regular contact, face-to-face support and interaction that a teacher provides. For this reason, the college has a strict policy regarding DECV studies. Approval to enrol at DECV will only be given by the Principal in exceptional circumstances.

Including a Year 12 Study – an advantage for some students
A significant number of capable year 11 students choose to do a Unit 3 and 4 subject in their program. This can build confidence, helping prepare them for the demands of Year 12 work and adding bonus points to their ENTER score. Some Units 3 and 4 studies are unsuitable for Year 11 students, due to lack of preparatory Unit 1 and 2 studies.

Availability of Units 3 and 4 subjects depends on timetable constraints and varies from year to year. Year 11 students thinking of exercising this option should discuss their plans with the relevant teacher or learning area head – before counselling – to ensure they are ready for the Year 12 concepts and work involved.
Choosing a Year 12 VCE Course

Two options are available for students entering Year 12.

- VCE – The Victorian Certificate of Education
- VCAL – The Victorian Certificate of Applied Learning

The differences between the VCE and VCAL are described earlier in this booklet. See the VCAL section above for advice on choosing a VCAL course. The following advice is for Year 12 VCE students.

Year 12 VCE Subject Selection

Students should read the General Advice section above, look through the units on offer and follow the instructions on the Preliminary Course Selection Form for Year 12. Follow the directions on this form very carefully to help the coordinators in the selection and counselling process.

Attention to the following points is very important:

- Select five Unit 3 and 4 studies.
- English is compulsory (either English or Literature) and is normally a requirement of tertiary institutions. English has been filled in for you on the selection form. Choose either English or Literature. See Ms Hill or Ms Rebecca Anderson for an explanation of the English requirement. Speak to your English teacher before selecting Units 3 & 4 Literature as your English study as it is – for most students – a more difficult study than English.
- Each study is timetabled for 5 periods per week. This gives Year 12 students 5 periods of study time in which they work in the library, workshops, computer labs, studios or senior study room.
- **Do not select fewer than five subjects.** It is college VCE policy that Year 12 students enrol in – and manage – 5 subjects. Experience shows that students with more than five study periods can lose momentum with their studies. They may not attend as regularly, seldom make the best use of available time and do not perform as well as they should.
Final Course Selection and Counselling

After studies have been scheduled – based on students’ initial selections – the course counsellors will assist students to make their final course selections from the available groups of studies. Final course counselling is scheduled to commence on Mon 23\textsuperscript{rd} August for 2011 Year 11 and Year 12 courses and Mon 30\textsuperscript{th} August for Year 10 courses.

Some subjects will attract little student interest and, hence, may not run. Within the available resources, the college strives to offer the widest possible choice to students, taking into account the need to

- maintain a coherent range of courses for different groups and abilities;
- provide opportunities for students to complete studies that are prerequisites for university studies; and
- create a workable set of subject groupings for the timetable.

“When will I be given my subjects for 2011?”

The course selection process is planned to finish approximately 4 – 5 weeks into Term 4, with the intention of students being advised officially of their courses as follows:

- Year 11 and 12 courses distributed Fri 29\textsuperscript{th} October.
- Year 10 courses distributed Fri 12\textsuperscript{th} November.

“May I change my mind?”

Late changes to courses are sometimes requested. In general – provided the request is in the student’s interest and causes no clashes – late changes are possible, subject to space being available in the wanted class. Nevertheless, it is important that for your preferences to be fully considered, you must submit your Preliminary Course Selection form at the proper time.

Once classes commence in the new school year, requests for subject changes may only be requested using the change of subject form available from the VCE office (see your year level coordinator). You may not change units without going through the proper process with the coordinator. To do so risks not being enrolled on VASS (the Victorian Assessment Software System), being marked repeatedly absent and not receiving credit for the units you complete.

Minimise potential course problems by choosing wisely from the start. It is very important for students to make good initial choices, as once the subject blocks are set up, it becomes impossible for students to take certain subject combinations.
Year 10 Units Offered for 2011

**XAR1 Art 1**
Year 10  
Semester I  
In this course, students will extend previously learned skills, which apply to the areas of drawing, painting, sculpture and printmaking, using a broad range of materials and methods. Students will be required to participate in an introductory component for each of the above areas and encouraged to develop a folio of work based upon areas of particular interest and competency.  
*Unit Advisor: Mr Cimera*

**XAR2 Art 2**
Year 10  
Semester II  
Students will elect and negotiate the art works they will undertake from within a broad framework of art processes used by practising artists to develop a body of work that demonstrates original responses and an understanding of art in its historical context. Students electing art for the first time in year 10 will be required to complete an introductory component of drawing, painting, printmaking and sculpture.  
*Unit Advisor: Mr Cimera*

**XCER1 Art: Ceramics 1**
Year 10  
Semester I  
In this course, students will acquire new skills or extend previously learned techniques and approaches in both art and ceramics. This unit will consist of a core component that involves drawing, design and preparatory work and relevant technical processes, and an elective area where students are given some scope to extend areas of personal interest.  
*Unit Advisor: Mr Rodgers*

**XCER2 Art: Ceramics 2**
Year 10  
Semester II  
Students will elect and negotiate the projects they will undertake from within a broad framework of ceramic processes used by practising artists. Students electing year 10 ceramics for the first time are required to complete elements of the core component from Ceramics 1.  
*Unit Advisor: Mr Rodgers*

**XMED1 Media**
Year 10  
Semester I or II  
Students explore the design and production of photography, video and sound used in various media formats including advertising, magazines, film and radio. Analysing a range of examples used in the media students may produce photographs, story boards, advertisement video clips that relate to themes and images studied. This unit includes theory and production work and is intended as an introduction to Media Studies at (VCE) in Years 11 & 12.  
*Unit Advisor: Mr Murray*
Year 10 Units Offered for 2011

XCAR1 Careers & Personal Development
Year 10
Semester I or II
This unit XCAR is a compulsory unit taken either in semester 1 or 2. It is delivered as two periods per week of Careers Education and three periods of Personal Development.

Careers Mrs Barlow
This unit is designed to support the development of each student’s individual managed pathway (MIPs) and their journey towards active participation in society, ongoing learning, training and employment. The course includes the development of an understanding of work in Australian society, an investigation of the individual’s interests, skills and aspirations and educational options at school and beyond. Specific job seeking skills are also covered.
Unit Advisor: Mrs Barlow

Personal Development Mr Bones
This unit is divided into two main topics – personal development and pre-driver education. Personal development focuses on developing student personal qualities such as motivation, values, responsibilities as well as having an understanding of disabilities and mental illness in our society. Pre-driver education concentrates on enhancing student’s decision making on the road. It covers road rules, fatigue and risk taking.
Unit Advisor: Mr Bones

XMUL1 Computer Studies: Multimedia
Year 10
Semester I or II
Multimedia is the combination of graphics, animation and sound to produce an interactive experience. The course will focus on Macromedia Flash, an industry standard application for producing graphics and animation for web sites. Units covered are: Introduction to Flash, where students will be shown how to produce basic drawings and simple animations; Draw Tools, involving a more in-depth play with the draw tools to produce intricate backgrounds and shapes; Animation; and Further Tools, where students learn to create a major Flash movie. The course also looks at related programs such as Fireworks.
Unit Advisor: Mr Dunn

XCON1 Design and Construction
Year 10
Semester I or II
Students will produce full size or scale models using an original design and different types of materials and procedures in construction. The model can be static, fully functional and/or powered. Basic electronic circuits can be incorporated in the design. Students are given the opportunity to use recycled materials or off-cuts, as an introduction to protecting an existing resource and maximizing the cost effectiveness of a project. Students observe safe working conditions and use tools, equipment and machines in a safe and correct manner. The knowledge gained from this subject prepares students for materials based VCE units.
Unit Advisor: Mr Burness
**XDRA1 Drama 1**  
**Year 10**  
Semester I  
Students further develop acting and other stagecraft skills and apply them to both improvised and scripted drama. Students explore ways of creating characters with depth and credibility and interact with other characters in scenes and plays. They consolidate their understanding of stagecraft through designing sets, costumes, props, lighting grids and make-up. Students critically analyse and evaluate performances using drama terminology, reflect on the strengths and limitations of dramatic works and identify ways in which they can be developed. They identify the role of performance in particular traditions and times in history in a range of cultures. Assessment includes performance and written work throughout the semester.  
*Unit Advisor: Mr Pickering*

**XDRA2 Drama 2**  
**Year 10**  
Semester II  
By exploring a range of themes and issues, students further develop acting and stagecraft skills and apply them to both improvised and scripted drama. They are introduced to the dramatic and theatrical styles and conventions of selected cultures and historical periods while exploring the development of modern drama. Students critically analyse and evaluate performances using drama terminology and reflect on the strengths and limitations of dramatic works and identify ways in which they can be refined. They identify the role of performance in particular traditions and times in history across a range of cultures. Assessment includes performance and written work throughout the semester.  
*Unit Advisor: Mr Pickering*

**XDRP1 Drama: Putting on a Play**  
**Year 10**  
Semester I or II  
This unit requires students to work as a group to select a play and then, using acting and other stagecraft, develop the play script to performance standard. Students take on character roles and/or areas of responsibility such as set design, costumes, make-up, lighting, properties, direction, sound & stage management. They research the social context of the play, theatrical conventions associated with the performance style and record the process of realisation through the development of a folio. Students will also attend a performance of a professional play and write an analysis. The play will be performed to an audience approximately three weeks before the end of the semester.  
*Unit Advisor: Mr Pickering*

**XENF1 English: Foundation English 10**  
**Year 10**  
Full Year Course  
This subject focuses on strengthening literacy skills to support later VCE studies. Students will undertake two areas of study per semester. The core Essentials of English includes reading, writing and speaking and listening. Students will learn to read and critically appreciate texts, examine how purpose, audience and context influence the structure and language of text and consider different speaking and listening strategies in a range of contexts. Options for study include The Study of Texts, The Analysis and Construction of Argument, Communication, Technology and the Workplace and Effective Research.  
*Unit Advisor: Ms Hill*
Year 10 Units Offered for 2011

XLIT1  English: Foundation Literacy
Year 10
Full Year Course
This course is designed for students who are interested in developing an applied learning focus in their senior years (i.e. through VCAL studies). The students will undertake negotiated projects with a literacy focus. The main focus of the course is on improving a student's skill in reading, writing and oral communication, together with a strong emphasis on improving self-confidence, interaction with the community, organisation and time management skills.
Unit Advisor: Ms Hill

XTEX1 Textiles
Year 10
Semester I
Students select an area of textiles they wish to study, e.g. fashion and garment construction or textile craft. The theory side of this unit requires students to investigate textile processes; examine the design process; conduct material testing; and develop a design folio.
The practical side of this unit requires students to produce one or more textile articles covering a range of textile processes and to evaluate the finished product. This unit is assessed on theory work and practical work. There is a cost for this unit and students are required to supply their own materials.
Unit Advisor: Ms Gleeson

XTEX2 Textiles
Year 10
Semester II
Students select an area of textiles they wish to study, e.g. fashion and garment construction or textile craft. There are two parts to this unit, i.e. practical and theory work. The theory side of this unit requires students to investigate textile processes; examine marketing strategies; research safe work practices; and develop a design folio. The practical side of this unit requires students to produce one or more textile articles covering a range of textile processes and to evaluate the finished product. This unit is assessed on theory work and practical work. There is a cost for this unit and students are required to supply their own materials.
Unit Advisor: Ms Gleeson

XFOD1 Food 1
Year 10
Semester I
This unit focuses on properties of food, safe food handling and nutrition. Students learn how to apply safe and hygienic work practices in food preparation. Practical sessions will be carried out on a weekly basis, with related theory work being conducted in alternate theory sessions. Assessment is ongoing throughout the semester in both theory and practical areas. There is a materials cost for this unit. Students are required to purchase a textbook for this unit.
Unit Advisor: Ms Gleeson or Ms Wood

XFOD2 Food 2
Year 10
Semester II
This unit focuses on chemical and physical properties of food, food selection models and cake decorating. Students learn how to apply safe and hygienic work practices in food preparation. Practical sessions will be carried out on a weekly basis, with related theory work being conducted in alternate theory sessions. Assessment is ongoing throughout the semester in both theory and practical areas. There is a materials cost for this unit. Students are required to purchase a textbook for this unit.
Unit Advisor: Ms Gleeson or Ms Wood
XVIS1 Visual Communication 1
Year 10
Semester I
This unit involves learning both computer-based and traditional graphic design and illustration techniques. An overview of all the main technical and perspective drawing systems is completed. The graphical skills taught are applied to projects such as magazine, video, DVD or CD cover designs. Students also work on product and package designs and logos. The design process is considered, including the preparation of a design brief. Students learn to integrate digital camera images into their design work. The study of graphic design at this level introduces students to professional and industry contexts for a wide range of design careers. There is no prescribed textbook, however, students need to purchase a range of pencils and fine-liner pens.

*Unit Advisor: Ms Rowbotham*

XVIS2 Visual Communication 2
Year 10
Semester II
In this unit, students develop their graphics skills, completing a symbol or logo task. An architectural module is also completed, covering a range of technical drawing and design skills and with the option to produce a scale model. Computer graphics skills are taught and practised and students complete related design projects. The design process used within the graphics arts industry is considered, including learning to prepare a project design brief. The study of graphic design at this level introduces students to professional and industry contexts for a wide range of design careers. There is no prescribed textbook, however, students need to purchase a range of pencils and fine-liner pens.

*Unit Advisor: Ms Rowbotham*

XHIM2 History: Modern History
Year 10
Semester I or II
Those that lived in the 20th century witnessed a number of crucial historical events that had a major social and political impact on the societies in which they occurred and sometimes across the globe. Other events, of less significance, simply captured the public’s imagination. In this unit students will study the sinking of the Titanic, the nationalist and communist revolutions in China, the Great Depression, the Hindenburg disaster, Gandhi and the Indian independence movement, the space race and the assassination of John Fitzgerald Kennedy.

*Unit Advisor: Ms Williams*

XPON1 National and International Studies
Year 10
Semester I or II
The study of National and International studies aims to develop students understanding of events shaping the future Australia and the world. Students will be required to actively seek information provided by different media: in newspapers, on the internet, radio and television. They will evaluate the reliability and possible bias of the presentation of information from these different sources. Students will study the causes of international conflict as their major focus. Working individually or in small groups, students will develop a presentation on an issue of international significance, such as the war in Iraq, the threat of global warming or the spread of weapons of mass destruction. This presentation may take the form of a short lecture, a discussion group, a short documentary, a PowerPoint presentation or some other negotiated form.

*Unit Advisor: Mr King*
XITA1  Italian
Year 10
Full Year Course
Italian provides a full-year course, which prepares students for VCE studies. The course focuses on the students understanding and using Italian within the world of their own experience and the imagination. Using a variety of grammatical forms, students learn to exchange information and opinions, make requests and arrangements. They learn to read, write, listen and speak in Italian. Students are assessed, both formally and informally, through testing and the completion of a variety of language tasks including textbook exercises. Students need to purchase the prescribed text and an Italian/English dictionary is recommended.
Unit Advisor: Ms Felicetti

XLEA1  Leadlight
Year 10
Semester I or II
In this unit, students will work with glass as the basic material to produce a decorative panel or other project. A number of procedures such as glass painting, mosaic, copper foil and glass etching can also be used in conjunction with the lead-lighting process. Students will be shown how to restore and fit a leadlight into a window or door. Students develop skills and safe working practice in handling glass, glass cutting, polishing of a leadlight panel, soldering techniques with lead and copper as well as etching on mirror glass.
Unit Advisor: Mr Burness

XPED1  Lifestyle Physical Education 1
Year 10
Semester I
This course is designed to prepare students for VCE Physical Education but is also suitable for students who do not intend to undertake VCE PE as it provides basic knowledge applicable to everyday situations. Two periods per week will involve practical activities and three will be theory classes.
Theory: Introduction to the body system, elements of training and sporting injuries.
Practical: Circuit/weight training, bike riding, biathlon, touch football, speedball, fitness, aquatic games.
Unit Advisor: Mr Bones

XPED2  Lifestyle Physical Education 2
Year 10
Semester II
This course is designed to prepare students for VCE Physical Education but is also suitable for students who do not intend to undertake VCE PE as it provides basic knowledge applicable to everyday situations. Two periods per week will involve practical activities and three will be theory classes.
Theory: Elements of coaching, biomechanics of sport, issues in sport – drugs, food for sport.
Practical: Badminton, netball, sof-lacrosse, tchoukball, circuit/weight training, soccer, aussie rules.
Unit Advisor: Mr Bones

1MAF1  Mathematics: Foundation Mathematics
Year 10
Full Year Course
This subject is suitable for basic maths students in years 10 or 11. In Foundation Mathematics there is a strong emphasis on using mathematics in practical situations relating to everyday life, personal work and study. Students who take Foundation Mathematics do not proceed to a Units 3 and 4 mathematics study. Topics focus on: space and shape; patterns in number; handling data; measurement and design. Assessment tasks involve: major projects; completion of set tasks; tests. If – in mathematics – you have ever asked “When will I use this?” this may well be the study for you!
Unit Advisor: Ms Arndt
XMAT1 Mathematics: 10
Year 10
Full Year Course
General Mathematics 10 is a full year course in mainstream year 10 mathematics. It involves the study of Linear Algebra and Equations, Surds and Exponentials, Measurement, Geometry, Statistics and future Algebra, including parabolas. Mathematics 10 prepares students for later VCE studies in General Mathematics Units 1&2 and Mathematical Methods Units 1&2. Assessment includes tests, projects, semester examinations and homework. At booklist time, students need to purchase the prescribed text, Maths Mate homework. Students will need to purchase the prescribed textbook, Maths Mate booklet and scientific calculator. Unit Advisor: Mrs Belcher or Ms Arndt

XBUS1 Money and Business
Year 10
Semester I
The ability to manage one’s finances and an understanding of small business are important personal skills in an age dominated by consumerism and commercial activity. Topics to be covered include personal finance and investment, consumer awareness, international trade and foreign currency, setting up a small business. Students will learn about the share market and play the schools’ share market game. This unit would be useful as an introduction to VCE accounting. Unit Advisor: Ms Harris

XRWS2 Real World of Small Business
Year 10
Semester II
Students start their own class business and the face the reality of small business ownership. In small groups, students create business plans before selecting one to start as an actual business. Over the course of the semester students learn how to deal with the pros and cons of business ownership, as well as look at other new and/or successful small businesses. Students also have the opportunity to take on several roles within the business. This unit would be a useful introduction to VCE Business Management and Accounting. Unit Advisor: Ms Harris

XPHI1 Philosophy 10
Year 10
Full Year Course
Philosophy in year 10 is designed to develop clear and critical thinking skills that students will be able to apply in life generally, but also to their other studies at school and beyond. It can lead on to VCE philosophy. The thinking skills developed will be applied by students in areas that they consider to be interesting or relevant. Some of the possible areas might be: the philosophy of religion (eg-does god exist?), political philosophy (eg-what’s the best way for a government to be run?), the philosophy of education (eg- why do we send kids to school?), the philosophy of environmental responsibility (eg- how much coal is it okay for our generation to burn), or the philosophy of war (eg- when is it okay to go to war?) and ethics generally (eg- what is good and ban?). Assessment in this subject will include using ICT to visualise arguments, a short essay, a presentation, and most importantly participation in class philosophical discussions. There will be an exam in semester two to begin preparing students for VCE philosophy. Unit Advisor Mr Dunn
XSCI1 Science 10
Year 10
Full Year Course
This course is primarily designed to prepare students for VCE science studies but it will also provide students who do not intend to study science at VCE level with a solid foundation of knowledge applicable to everyday life. A variety of topics from the biology, chemistry, psychology and physics disciplines will be studied. Students will perform structured experiments and those of their own design. Students will be encouraged to use a variety of information and communication technologies throughout the course in order to record, analyse and present experimental findings. They will also learn to use a more sophisticated ‘scientific report’ format. Students are expected to keep a neat written record of all class activities and to complete all homework. Students need to purchase VELS edition Heinemann Science Links 4 with CD (approx $55) and they will require a calculator. Assessment will be based on performance in tests, semester examinations, assignments and participation in practical activities.

Unit Advisor: Ms Woodroofe

XSME2 Science and Maths by Experiment
Year 10
Semester II ONLY
This one semester practical course is designed to combine experimental science and basic mathematical skills. It will analyse data collected during science experiments and help students make sense of the scientific concepts that are important in everyday life. This course would suit students who are not contemplating undertaking a VCE science but would like to do some science studies. It may also be attractive to students who may not be studying any other maths at year 10 but intend to study Foundation maths in year 11. Students are expected to keep a neat written record of all class activities. They are also expected to complete all necessary homework. Assessment will be based on assignments and participation in class. Students will need to demonstrate an understanding of science and mathematical processes and an ability to manage their personal learning. No textbook is required.

Ms Woodroofe or Mr Dunn

XSYS1 Systems 10
Year 10
Semester I or II
Year 10 Systems will give students the opportunity to build on the skills established in earlier years, as well as to study the theory and practical applications of MIG, arc and gas welding. Tasks offered will provide valuable experience to students wishing to enter VCE Systems and Technology or to pursue a career in automotive or related areas.

Unit Advisor: Mr Jones

XWWK1 Woodwork Design and Construction 10
Year 10
Semester I or II
This course aims to develop design skills and to give students the knowledge and necessary experience with tools to complete their own projects. Construction techniques taught at Year 9 will be further developed and extended to include an introduction to woodturning, clock making, veneering, etc. The skills offered in this unit will be useful to students who have an interest in pursuing VCE Materials and Technology, or to those entering a pre-apprenticeship course in a wood related area.

Unit Advisor: Mr Campbell
XVEM1 VCE VET: Certificate II in Music 10
Year 10
Full Year Course
This course aims to provide students with broad based knowledge and skills required to be able to work in the music industry in a variety of sectors, including performance/composition, business and technology.

Unit Advisor: Ms Verbyla
VCAL Units Offered for 2011

VCAL units offered

1VLT1 VCAL Literacy Intermediate
Full Year Course
The purpose of this unit is to enable learners to develop the skills and knowledge to read and write texts on everyday subject matter – including work with unfamiliar material. At the end of the unit, learners will be able to read, comprehend and write a range of texts within a variety of contexts, for a variety of audiences and purposes. Learners will also develop their oral skills to use and respond to spoken language – including listening and speaking on some unfamiliar material and within a variety of contexts.
Unit Advisor: Ms Anderson

3VLT1 VCAL Literacy Senior
Full Year Course
The purpose of this unit is to enable learners to develop the skills and knowledge to read and write a range of complex texts. There is an emphasis on everyday texts such as newspapers, magazines and pamphlets. Students also study documentaries, film and other short texts. There is an emphasis on enhancing student writing skills. Students will also study oral communication skills.
Unit Advisor: Ms Anderson

1VNU1 VCAL Numeracy Intermediate
Full Year Course
This unit is to enable students to develop the confidence and skills to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives. The mathematics involved includes measurements, shape, numbers and graphs that are part of the students’ normal routines to do with shopping, travelling, cooking, interpreting public information, telling the time etc.
Unit Advisor: Mr Pethica or Ms Arndt

1VSK1 VCAL Skill Up (VET)
Full Year Course
Aims to provide opportunities to develop and broaden employability skills across the hospitality and retail sectors. Units will be selected from those such as: food handling, hygiene in the workplace, working in a team, communicating on the telephone, responsible serving of alcohol, handling of cash, occupational health and safety and first aid. Designed as a general VET unit to suit VCAL students who must take a VET subject but who lack a focussed VET interest. The course will be delivered at Certificate II level but not be a certificated course. Students who pursue Skill Up will be able to claim credit for completed units of completion. The course will constitute 100 hours.
Unit Advisor: Mrs Barlow or Mr White

1VCAL1 VCAL Project 1
Year 11 Full Year Course
Work Related Skills units aim at developing skills, knowledge and attitudes necessary for employment. The units involved developing a career plan, occupational health and safety, a weekly work placement and problem solving.
Personal Development units aim at developing skills, knowledge and attitudes that lead towards social responsibility, building community and improving self confidence. The unit involves voluntary work in both school and community settings, maintaining a journal, working on a community-based project, using effective communication skills and making a presentation about their community work. This is compulsory unit for VCAL students and may be taken at the Foundation or Intermediate level.
Unit Advisor: Mr White or Ms Matthews
VCAL Units Offered for 2011

3VCAL VCAL Project 3
Year 12 Full Year Course

Work Related Skills units aim at developing skills, knowledge and attitudes necessary for employment. The units involved developing a career plan, occupational health and safety, a weekly work placement and problem solving.

Personal Development units aim at developing skills, knowledge and attitudes that lead towards social responsibility, building community and improving self confidence. The unit involves voluntary work in both school and community settings, maintaining a journal, working on a community-based project, using effective communication skills and making a presentation about their community work. This is compulsory unit for VCAL students and may be taken at the Intermediate or Senior level.

Unit Advisor: Mr White or Mr Azzopardi
Year 11 Units Offered for 2011

1ACC1 Accounting
Units 1 and 2
Unit 1 focuses on accounting for and financial management of a small business. Students will be introduced to the processes of gathering, recording and reporting of financial information for service businesses. There will also be an introduction to the use of information and communications technologies in undertaking these activities.
Unit 2 introduces the accrual approach for recording and reporting and tools of analysis and interpretation of business performance. Assessment tasks include tests, a folio of exercises, with exercises using computer technology.
Unit Advisor: Ms Harris

1ART1 Art
Units 1 and 2
This course involves the exploration of ideas and media through experimentation and new approaches. The connections between art and society are made through a brief study of Australian art. Further to this is the development of works that have a distinctly personal interest or focus. Assessment includes art production, responding to art and an end-of-unit exam.
Unit Advisor: Mr Cimera

1SAR1 Studio Art
Units 1 and 2
Studio Art provides a framework for the establishment of effective art practices through an understanding and application of the process of design. Unit 1: The focus of this unit is the investigation of sources of inspiration, which generate creative activity and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations is also examined. Unit 2: The focus of this unit is to establish an effective design methodology for the production of art works and develop skills in the analysis of art works.
Unit Advisor: Mr Rodgers

1BIO1 Biology
Units 1 and 2
Biology is the study of living organisms. Units 1 and 2 investigate the complex biological interactions that sustain life on Earth. The nature and affect of environmental change is also considered. The particular requirements of organisms and the differences and similarities between plant and animal systems are studied.
Unit Advisor: Ms Woodroffe or Ms Matthews

1CHE1 Chemistry
Units 1 and 2
Unit 1 introduces the way that particles in materials – and the way in which they are arranged – are responsible for the very different properties that materials display. The different properties in turn influence the way in which we use these materials. Natural materials, alloys and polymers are investigated. Unit 2 investigates chemical reactions, in particular those associated with acid-base and oxidation-reduction reactions that affect our lives. The economic and environmental impact of these reactions provides contexts for studying related chemical concepts.
Unit Advisor: Ms Coburn
**1DTT1 Design & Technology – Textiles.**

**Unit 1: Design Modification & Production**

This unit focuses on the analysis, modification and improvement of a textile product. Students create a design folio which includes researching and solving a design problem. They produce their modified design and evaluate the modified product. This unit is assessed on investigative work (i.e. investigate the methods used by designers); design folio (i.e. design brief, research, design options and preferred option); product (i.e. production work, journal and evaluation); and exam (i.e. testing the understanding of unit 1). There is a cost for this unit and students are required to supply their own materials.

**Unit Advisor: Ms Gleeson**

**1DTW1 Design & Technology – Wood/Metal/Plastic**

**Units 1 and 2**

Students work from design briefs to complete a number of productions using one or more selected materials (e.g. wood, metal, plastic). Designs, drawings and reports related to the productions are required. Material tests are to be carried out and reported on. All supporting work for final presentations is to be submitted throughout the design and production process.

**Unit Advisor: Mr Campbell**

**1DRA1 Drama**

**Units 1 and 2**

Dramatic storytelling focuses on creating, presenting and analysing solo and ensemble performances that include real or imagined characters, based on personal, cultural and community experiences and stories. The unit also involves analysis of a student’s own performance work as well as performances by professional and other drama practitioners.

Creating Australian drama focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create their performance based on a person, event, issue, art work or icon from an Australian context. The unit also involves analysis of a student’s own work as well as the performance of an Australian work.

**Unit Advisor: Mr Pickering**

**1ENG1 English**

**Units 1 and 2**

There are three areas of study in each unit. Reading and responding covers close text study of fiction, non-fiction or film text. The second area is called creating and presenting and the focus here is on writing, though literary texts will also be studied. The third area concentrates on using language to persuade and includes analysis of persuasive writing and presentation of a point of view.

**Unit Advisor: Ms Hill**
1LIT1 English Literature
Units 1 and 2
Areas of study include: reading strategies and themes and ideas in texts. There are three outcomes for each unit, which relate directly to the texts selected. The first outcome in Unit 1 addresses the student’s personal response to text, the second asks for analysis in critical and creative form and the third is an analysis of the construction of a film, television or multi-media text. The outcomes for Unit 2 are similar but more complex.

Unit Advisor: Ms Hill

1FOT1 Food and Technology
Units 1 and 2
This course is designed to give a greater understanding of food and food production from a small scale perspective. Preparation of food, and planning and development of food, is the main focus areas. Practical sessions will be carried out on a weekly basis, with related theory work being conducted in alternate theory sessions. Assessment is conducted in each unit through two outcomes, being both practical and theoretical in nature.

Unit Advisor: Mrs Wood

1HHD1 Health and Human Development
Units 1 and 2
Unit 1: The Health & Development of Australia’s Youth
Students develop an understanding of the concepts of health and individual development. They look at the different methods for measuring health status as well as developing an understanding of the physical, social, emotional and intellectual changes associated with the developmental stage of youth. Students will look at different determinants of health and their influence on health and individual human development. They will explore the role of nutrition in the provision of energy and growth during adolescence and health issues faced by youth.

Unit 2: Individual human development and health issues
Students develop an understanding of the health and human development of Australia’s children and adults, including the elderly. They explore the physical, social, emotional and intellectual changes that occur in these stages of the lifespan. Students also investigate health issues that are impacting on Australia’s health system.

Unit Advisor: Ms Kirby

1HIS1 History: Twentieth Century History
Units 1 and 2
Students study the rise to power of the Nazi Party in Germany during the period of the Weimar Republic. Particular attention is given to the methods it used to gain power and the role of its leader, Adolf Hitler. An examination is made of how the Nazis changed German society and the policies that led Germany and Europe into the Second World War. During second semester, students study the Vietnam War as an outcome of the ideological conflict between the United States and the Soviet Union. A focus is placed on Australia’s role in this conflict. The course concludes with an assessment of the impact of globalization.

Unit Advisor: Mr King or Mr Hogan
1INT1 International Politics
Units 1 and 2
Unit 1 considers the key ideas which underpin political structures such as democracies and dictatorships. A comparison is made between the structure and characteristics of the American and Australian political systems. Some attention is given to whether Australia should have the Queen or a president as head of state. An examination is made of the dictatorships which exist in Burma and North Korea. The contribution to the post-war world of national and international figures such as Robert Menzies, Mahatma Gandhi, Mao Tse tung, John F. Kennedy, Nelson Mandela and Mikhail Gorbachev are evaluated.
Unit 2 examines the growth of the United States as the world superpower and the emergence of the ‘threat of terrorism’. A study is made of the possibilities of resolving international tension and conflict by the development of greater co-operation between nations.
Unit Advisor: Mr King

1ITA1 Italian
Units 1 and 2
This course focuses on the key knowledge and skills which enable students to: establish and maintain a spoken or written exchange related to personal experience; make arrangements and complete transactions; listen to, read and obtain information from written and spoken texts; and produce a piece of writing based on real or imaginary experience.
There are four assessment tasks and an end of semester examination within each unit.
Successful completion of Year 10 Italian is a pre-requisite for enrolment in Unit 1.
Unit Advisor: Ms Felicetti

1LEG1 Legal Studies
Units 1 and 2
Unit 1 involves a study of the individual and the law. An examination is made of the role of the legal system within communities and the manner in which it deals with various types of crime. The crime of homicide is considered in some detail.
In Unit 2 students study how the law operates and means of access to the judicial system. Two areas of the law are selected and examined in relation to the purposes of the laws and the community values which underlie them. Problems for the legal system and recent changes to it are also studied.
Unit Advisor: Ms Harris

1MAF1 Mathematics: Foundation Mathematics
Units 1 and 2
Full Year Course
This subject is suitable for basic maths students in years 10 or 11.
In Foundation Mathematics there is a strong emphasis on using mathematics in practical situations relating to everyday life, personal work and study. Students who take Foundation Mathematics do not proceed to Units 3 and 4 mathematics study.
Topics focus on: space and shape; patterns in number; handling data; measurement and design.
Assessment tasks involve: major projects; completion of set tasks; tests.
If – in mathematics – you have ever asked “When will I use this”, this may well be the study for you!
Unit Advisor: Ms Arndt
Year 11 Units Offered for 2011

**1MAG1 Mathematics: General Mathematics**
*Units 1 and 2*

General Mathematics includes the study of statistics and probability, arithmetic, functions and graphs, algebra, geometry and trigonometry. It provides students with general mathematical skills for life and further study in the VCE. Technology is used to support and develop the learning of mathematics throughout the course. Assessment includes topic tests, unit exams and assignments.

Taken alone, this course prepares students for Further Mathematics Units 3 and 4. When studied in conjunction with Mathematical Methods, students are prepared for any Unit 3 and 4 mathematics subject.

*Unit Advisor: Mr Geddes or Ms Olver*

**1MAM1 Mathematics: Mathematical Methods**
*Units 1 and 2*

Mathematical Methods Units 1 and 2 are a preparation for Mathematical Methods Units 3 and 4. The course involves the study of algebra, functions and graphs, probability, rates of change and calculus. Students develop analytical, numerical and graphical approaches to both routine and non-routine problems. They are expected to be able to demonstrate the skills learned and to solve problems by hand and by the use of technology such as graphing calculators, graphing programs and spreadsheets.

*Unit advisor: Ms Arndt*

**1MED1 Media**
*Units 1 and 2*

In Unit 1 Representation and Technology, students explore how familiar symbols and signs are used in media to send us messages about characters or situations, producing versions of their own. They also examine the impact and advances of new media technology and create and compare media products using different types of technology. Creating a media product involves co-operation between a range of people with quite different roles and skills. In Unit 2 Media Production, students undertake specialised roles and participate in a class production. They also examine the background and nature of the Australian media industry and the achievements and constraints that help to characterise it.

*Unit Advisor: Mr Murray*

**1MUS1 Music Performance**
*Units 1 and 2*

These units focus on developing skills in practical music and performance in solo and group contexts, studying performance and performing, and developing skills in aural comprehension and organisation of sound. Students will present a solo and a group performance, demonstrate prepared technical work and perform previously unseen music. Selected works will be analysed to enhance performance interpretation and to understand their context, influences, characteristics and styles. Music theory relevant to performance and used in the analysis of music will be studied.

*Unit Advisor: Ms Verbyla*

**1PED1 Physical Education**
*Units 1 and 2*

These units involve practical and theoretical work, which is interrelated and allocated similar class-time. Students develop an understanding of how skills are acquired, the relationship of the mechanics of human movement to performance, how body systems work to create movement and the impact of exercise on body system. A variety of sports and skills are used to develop these understandings.

Assessment: Laboratory reports, unit tests, exams (2), and teaching a variety of skills.

*Prerequisites: Enthusiasm.*

*Unit Advisor: Ms Kirby*
Year 11 Units Offered for 2011

1 PHY1 PHYSICS
Units 1 and 2
Unit 1 focuses on Physics as a human endeavour, in which observations and ideas related to aspects of energy are organised and explained. In Unit 2, more complex phenomena are studied within contexts that are familiar to students and relevant to their experiences. Mathematical modelling and calculations, computer programs and data-loggers are among techniques used to analyse and solve problems.
Prescribed areas of study: Unit 1 – Nuclear Physics and Radioactivity: Electricity, Unit 2 – Motion; Light. In each unit, a detailed study is also carried out. In 2011 these will be Sustainable Energy Sources and Medical Physics.
Unit Advisor: Mr Grisdale or Mr Dunn

1PSY1 Psychology
Units 1 and 2
The year 11 Psychology course covers an introduction to psychology, followed by investigations into human behaviour in group situations and attitudes. Students also investigate the development of individual behaviour, together with its biological basis and differences among people, with an emphasis on research methods.
Throughout the unit, students are expected to write practical reports and complete tasks to demonstrate achievement of course outcomes.
Unit Advisor: Ms Matthews

1PHI1 PHILOSOPHY
Units 1 and 2
This subject is designed to enable students to • understand the nature of philosophy and the methods of argument and criticism developed in philosophical inquiry
• know the history and development of philosophical ideas
• understand the relationship between answers to philosophical questions and contemporary issues
• most importantly engage in philosophical argument covering central philosophical themes, so that students get practice at thinking and communicating critically, clearly and thoroughly.
Unit 1 will focus on the question of what exists (metaphysics), how we know it exists (epistemology), and how to think about it all logically, or at least reasonably. Unit 2 will focus on deciding what is good or bad, and if good and bad exist (ethics), some philosophy of religion, and understanding and analysing arguments.
Unit Advisor: Mr Dunn

1SYS1 Systems Engineering
Units 1 and 2
This course focuses on the principles and skills related to the understanding, repair, assembly, construction and measurement of mechanical or electronic technological systems, e.g. 4-stroke engine and electronic alarm. Assessment includes practical work, written reports and an examination. Note: Students have some flexibility in their selection of systems studied and need to consider the cost and degree of difficulty required to complete the project.
Unit Advisor: Mr Jones

1THS1 Theatre Studies
Units 1 and 2
Theatrical styles of the pre-modern era focuses on the application of acting and other stagecraft in relation to theatrical styles prior to the 1880s in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a professional play from the pre-modern era in performance.
Theatrical styles of the modern era focuses on the application of acting and other stagecraft in relation to theatrical styles from the 1880s to the present with an emphasis on the application of stagecraft. They also analyse a professional play from the modern era in performance.
Unit Advisor: Mr Pickering
1VCD1 Visual Communication and Design
Units 1 and 2

Students in this course develop a folio of work that shows the development of the student’s skills in applying freehand and instrumental drawing techniques, as well as electronic methods (computer graphic techniques). Students learn a range of skills, methods and principles that help them to make visual images for particular purposes (e.g. advertising a product in a magazine). Analysis of the visual communication work of others is also practised.

Assessment is based on the folio of work and written and/or oral reports.

Unit Advisor: Ms Rowbotham
Year 11 VET units offered

1VEA1 VET: Certificate II in Automotive Technology
Units 1 and 2 (Two Year Course)
This course aims to provide students with the skills and ability to enhance their employment and further training prospects within the automotive and allied industries. Units of competence are completed over two years.
Students will cover topics such as workplace health and safety, using and maintaining tools and equipment, workplace communication, customer relations, identifying automotive parts and accessories and maintaining and servicing engines and components. Preference is given to VCE students.
Unit Advisor: Mr Jones

1VEH1 VET: Certificate II in Hospitality (Kitchen Operations)
Units 1 and 2
Full Year Course
This course provides a general overview of the hospitality industry and the potential career paths within it. Students are also provided with the opportunity to become competent in areas such as commercial cookery, front office, house-keeping, and food and beverage service. Students will cover modules such as: work with colleagues and customers, work in a socially diverse environment, follow health, safety and security procedures, follow workplace hygiene procedures, use basic methods of cookery, organise and prepare food, present food, clean and maintain premises and provide responsible service of alcohol. Students must undertake a minimum of ten days work placement.
“Methods of cookery” is conducted at Ballarat. Students are expected to attend all ten sessions which may be conducted over a holiday period. A chef’s uniform and food for practical classes are also an additional cost.
Unit Advisor: Ms Wood

1VEM1 VET: Certificate III Music Industry
Units 1 and 2
Full Year Course
The aim of this course is to provide students with a wide range of knowledge and skills to be able to maximise their employment as a performer or composer in the music industry.
Unit Advisor: Ms Verbyla

1VMM1 VET: Multimedia Certificate II
Units 1 and 2
Full Year Course
Students complete this vocational qualification as part of their VCE or VCAL. The course aims to provide students with knowledge and skills in the production of multimedia and the use of technology, which will enhance employment prospects. It provides an understanding of multimedia design, software and hardware in work related tasks required in the industry. Students develop skills including: the creation and manipulation of 2D graphics; the incorporation of text and sound into multimedia presentations; the production and manipulation of digital images; updating web pages; and using software tools to create an interactive sequence. Satisfactory completion will contribute two units towards the VCE and credits towards the Certificate III in Multimedia.
Unit Advisor: Mr Dunn
1VEF1 VET: Certificate II in Furnishing (Cabinet Making)  
Units 1 and 2  
Full Year Course  
Students complete this vocational qualification as part of their VCE or VCAL. This program aims to provide young people with the opportunity to gain entry level training into the furnishing industry. The program offers broad based and core skills in furnishing, and specific skills in cabinet making. Units 1 and 2 focus on introducing the students to a range of tools and materials together with the construction techniques used in a variety of furniture styles.  
*Unit Advisor: Mr White or Mr Azzopardi*

1VBC1 VET: Certificate II in Building and Construction (Carpentry)  
Units 1 and 2  
Full Year Course  
Students complete this vocational qualification as part of their VCE or VCAL. This program aims to provide young people with the opportunity to gain entry level training into the building industry. The program offers broad based and core skills in building and construction, and specific skills in carpentry. Units 1 and 2 focus on introducing the students to a range of tools and materials together with the construction techniques required within the Building Industry.  
*Unit Advisor: Mr White or Mr Azzopardi*
Year 12 Units offered

3ACC1 Accounting
Units 3 and 4
Units 3 and 4 are designed to be taken as a sequence. In Unit 3, students are introduced to a double entry system of accounting for trading businesses, using the perpetual method of recording stock movements. Topics include journals and ledger accounts, accounting reports, the GST and computer-based recording. Unit 4 further develops the above topics, as well as covering budgeting and analysis and interpretation. Assessment: Coursework 34%; June exam 33%; November exam 33%.
Unit Advisor: Ms Harris

3ART1 Art
Units 3 and 4
In the practice of art, students communicate concepts and ideas by presenting a folio of work using a variety of media, with emphasis on experimentation and innovation in Unit 3. In Unit 4 they present a sustained body of work, which resolves their ideas. In art theory a range of approaches to interpreting art are studied and applied in the exploration of the meaning and messages of the art works of specific periods. Assessment: School Assessed Task 50%; Coursework 20%; November examination 30%.
Unit Advisor: Mr Cimera

3SAR1 Studio Art
Units 3 and 4
This course includes the development of art works from a design brief to the finished art work. Unit 3 focuses on the implementation of the design process leading to a range of potential solutions. Students use a work brief to define an area of exploration. Unit 4 involves the production of a cohesive folio of finished art works. This will include evidence of written and visual explorations based on the stated work brief. Students will investigate certain art industry issues, the role of galleries and the broader employment prospects and requirements specific to the art industry.
Unit Advisor: Mr Rogers

3BIO1 Biology
Units 3 and 4
Students investigate the challenge of survival by studying cells in their environment and the adaptation of plants and animals to their surroundings. The human immune system is covered in detail with practical investigations into disease and defence mechanisms. Unit 4 spans genetic inheritance and evolution. Students use experimental methods to investigate patterns of inheritance. Gene technology and manipulation is investigated, together with the process of evolution that has led to the diversity of living organisms. Assessment: Coursework: 34%; June exam 33%; November exam 33%.
Unit Advisor: Ms Woodrofe or Ms Matthews

3CHE1 Chemistry
Units 3 and 4
These units adopt a global perspective of the impact of chemistry on our lives. Rates of reaction, chemical equilibrium in industrial and biological situations, analytical methods and modern instrumental techniques are investigated. Energy is studied from a chemical perspective, with emphasis on the range of energy sources available to us. The chemistry of batteries and the production of chemicals such as aluminium by electrolysis form the basis of a study of redox reactions. The digestion and function of food in our body is also investigated.
Assessment: Coursework 34%; June exam 33%; November exam 33%.
Unit Advisor: Ms Coburn
3DTW1 Design and Technology – Wood/Metal/Plastic
Units 3 and 4
Marketing for a specific client is the theme of Units 3 and 4. A major production piece is to be made with
detailed designs and drawings – computer generated if possible. Students complete an investigation on
material processes from raw material to a product. Workplace health and safety issues are reported on.
Design and production processes used are evaluated and reported on. Assessment: Coursework 20%;
School Assessed Task 50%; November exam 30%.
Unit Advisor: Mr Campbell

3DTT1 Design & Technology – Textiles
Units 3 and 4
Unit 3 Design Technological Innovation and Manufacture: Students explore the role of the designer and
factors that influence design. They investigate a client's needs, prepare a design brief, devise evaluation
criteria, carry out research, propose a series of design options, justify the choice of a preferred option,
develop a work plan and commence their product. Achievement of the two outcomes for this unit is
determined by the satisfactory completion of investigative activities, folio and school assessed course work.
Unit 4: Production Development, Evaluation and Promotion: Students explore the environmental, social
and economic impact of products. They continue to create their product started in unit 3. They record their
progress and modifications made; evaluate their product and techniques used; and create promotional
material for their product. Achievement of the two outcomes for this unit is determined by the satisfactory
completion of investigative activities, folio, product and school assessed course work. There is a cost for unit
3 & 4 and students are required to supply their own materials.
Final Assessment: Unit 3 SAC: 12%; Unit 4 SAC: 8%; SAT (Design folio and product) 50%; End of year
exam: 50%.
Unit Advisor: Ms Gleeson

3DRA1 Drama
Units 3 and 4
Ensemble performance focuses on non-naturalistic performance styles and theatrical conventions from a
range of cultural traditions. Collaboration to create, develop and present ensemble performance is central to
this unit. The process is analysed and evaluated. A professional non-naturalistic play is also analysed.
Solo performance focuses on the use of stimulus material to create and develop characters within a solo
performance. Students complete two solo performances. The processes involved in creation and
presentation of characters are analysed and evaluated.
Assessment: Coursework 40%, Performance exam 35%, Written exam 25%.
Unit Advisor: Mr Pickering

3ENG1 English
Units 3 and 4
There are three areas of study in Unit 3. Reading and responding covers close text study of fiction, non-
fiction or film texts. The second area is called creating and presenting and the focus here is on writing,
though literary texts will also be studied. The third area concentrates on using language to persuade and
include analysis of persuasive writing and presentation of a point of view.
Unit 4 repeats the first two areas of study in a variety of forms.
Assessment: Coursework 50%; November examination 50%.
Unit Advisor: Ms Hill
Year 12 Units Offered for 2011

3LIT1 English Literature
Units 3 and 4
The study draws from six core texts and each unit has three outcomes, which are internally assessed. Both units have two main focus points, which are literature in the making and views, values and contexts. Responses required are analytical, interpretive and creative and the course concentrates on developing these skills. Assessment is 50% by outcome (internal) and 50% by examination.
Unit Advisor: Ms Hill

3FOT1 Food and Technology
Units 3 and 4
This course is designed to give a greater understanding of food preparation on an industrial scale. It looks at the development, analysis and marketing of food products. Food product development, food production and food controls are the main focus areas of these units. Practical sessions are carried out on a weekly basis with related theory work being conducted in alternate sessions. Assessment: Unit 3 Coursework: 15%; Unit 4 Coursework: 15%; SAT: 40%, November exam: 30%.
Unit Advisor: Mrs Wood

3HHD1 Health and Human Development
Units 3 and 4
Unit 3: Australia’s Health
Students develop an understanding of the health status of Australians compared to other developed countries. They analyse how determinants of health contribute to variations in health status and look into the National Health Priority Areas in detail. Students look at different models of health and health promotion as well as the responsibilities of governments in addressing and promoting health.
Unit 4: Global health and human development
Students explore global health, human development and sustainability and compare the differences in health status between people living in developing countries and Australians. The role of the United Nations Millennium Development Goals are investigated. Students explore the role of international organisations in achieving sustainable improvements in health and human development and consider strategies designed to promote health and sustainable human development globally. Australia’s contributions to international health are also explored.
Assessment: Unit 3 SAC: 25%, Unit 4: 25%; End or year exam: 50%
Unit Advisor: Ms Kirby

3HIS1 History: Revolutions
Units 3 and 4
Revolutions change the course of human history in a most dramatic way. They destroy the political structures from which they emerge and embark on a program of political, economic and social change. Students will study the Russian and Chinese Revolutions of the 20th century. The study of Russia will focus on the collapse of Tsarism, the role of Lenin, the Bolshevik seizure of power and the attempt to create a socialist society. The study of China involves the overthrow of the imperial regime, the civil war between the Nationalists and Communist, the role of Mao Tse-tung, and attempts to implement Mao’s ideas after the Communist victory. Particular attention will be given to the extent to which the ideals of the revolutionaries were realised in the societies they created.
Assessment: Coursework 50%, November exam 50%.
Course Advisor: Mr King or Mr Larkin
3ITA1 Italian
Units 3 and 4
This course focuses on the key knowledge and skills which enable students to: express ideas through the production of original texts; analyse and use information from spoken and written texts; exchange information, opinions and experience and respond critically to spoken and written texts which reflect aspects of the language and culture of Italian-speaking communities. Assessment: Coursework 50%; oral examination 12.5%; written examination in November 37.5%. Successful completion of Italian Units 1 & 2 is a prerequisite for this unit. Unit Advisor: Ms Felicetti

3LEG1 Legal Studies
Units 3 and 4
In Unit 3, students study the institutions which make laws, parliaments and the courts, and the way in which each of these bodies make law. Also explored are the ways in which an individual can influence change in the law. Unit 4 focuses on courts, tribunals and criminal and civil procedures. Students also compare our adversarial system to the inquisitorial system, investigate strengths and weaknesses of our legal system and look at possible means of reform. Assessment: Coursework 50%; November exam 50%. Unit Advisor: Ms Harris

3MFU1 Mathematics: Further Mathematics
Units 3 and 4
Students undertaking this unit will study a core unit, “Statistics” and undertake work from three modules, “Arithmetic and applications”, “Geometry and trigonometry” and “Graphs and relations”. This unit is recommended for students who have completed General Mathematics or Mathematical Methods Units 1 and 2 and seek to study some mathematics at year 12, but who do not need the harder Mathematical Methods Units 3 and 4. Assessment: Coursework 34%; two November exams, 33% each. Unit Advisor: Mrs Belcher

3MAM1 Mathematics: Mathematical Methods
Units 3 and 4
This course involves the study of co-ordinate geometry, trigonometric and exponential functions, differential and integral calculus, algebra and probability distributions. The course builds skills in analysis, applications and problem solving, and involves the use of spreadsheets, graphing programs and graphing calculators in an integrated way. Assessment: Coursework 34%; two November examinations 66%. Successful completion of Mathematical Methods Units 1 and 2 is a prerequisite for this unit, which may be taken alone or combined with Specialist Mathematics Units 3 and 4 or Further Mathematics Units 3 and 4. Unit Advisor: Mr Pethica

3MAS1 Mathematics: Specialist Mathematics
Units 3 and 4
Specialist Maths suits students who enjoy the challenge of maths at the senior level. It is frequently taken by students who wish to include a high-scaling subject for ENTER purposes and/or as a preparation for tertiary study in science, applied science, engineering or mathematics. The course content of Specialist Maths complements that of Mathematical Methods, which must be taken as a co-requisite. Some topics, such as coordinate geometry, trigonometry and calculus are found in both Specialist and Methods. However, they are taken further in Specialist Maths. Other topics, such as vectors, complex numbers, kinematics and dynamics are unique to Specialist Maths. Specialist Maths is a slightly more difficult subject than Maths Methods but is generally accessible to a motivated student who has successfully completed Mathematical Methods in year 11. Assessment: Coursework 34%; Examinations – 66%. Unit Advisor: Ms Arndt
**Year 12 Units Offered for 2011**

**3MED1 Media**  
**Units 3 and 4**

Unit 3 – Narrative and Media Production and Design: Unit 3 explores how a media product is designed and constructed so that it achieves its intended impact or effect. Students then thoroughly prepare a production of their own. Unit 4 – Media Process, Social Values and Media Influence: Students complete the media product that they developed in Unit 3. They then investigate the social values detectable in various media products. An analysis of the degree to which the media influences society completes the course. The course is assessed 50% at school and 50% by external exam.  
*Unit Advisor: Mr Murray*

**3MUS1 Music Performance: Group**  
**Units 3 and 4**

These units focus on developing performance skills in interpreting styles and applying a range of technical and artistic techniques to present a program of works in an ensemble context. It includes developing skills in either part-writing or improvising and knowledge of the processes involved as well as analysis of strategies and techniques for preparing and presenting ensemble performances. Aural comprehension and critical listening skills are also developed to prepare and present performances of music in a range of styles. Assessment: Coursework 25%; group performance exam 50%; November aural and written exam 25%.  
*Unit Advisor: Ms Verbyla*

**3MUS1 Music Performance: Solo**  
**Units 3 and 4**

These units focus on the preparation and presentation of solo works. Students use performance techniques to develop understanding of interpretation of a range of styles. Understanding of musical structure and characteristics of a group work are further developed. Ensemble performance, solo technical work and unprepared performance will be developed to further the understanding of music performance skills. Aural comprehension skills and understanding of the structure and characteristics of a group work are also developed. Assessment: Coursework 25%; solo performance exam 50%; November aural and written exam 25%.  
*Unit Advisor: Ms Verbyla*

**3PED1 Physical Education**  
**Units 3 and 4**

This course involves the study of body systems, fitness, training methods and participation and performance in physical activity and sport. This is a theory based course, which is highlighted by practical sessions, allowing students to make direct links and fully comprehend all concepts covered. Assessment: Coursework 50%; November examination 50%. There are no prerequisites for these units but it is highly recommended that students have completed Units 1 and 2 Physical Education.  
*Unit Advisor: Mr Bones*
3PHI1 Philosophy
Units 3 and 4
Unit 3 and 4 philosophy enables students to deepen and further their Philosophical studies. Unit 3 focuses on the topic of “The good life”. Writings by Aristotle (the Nicomachean Ethics), Plato (Gorgias), Nietzsche (On the genealogy of Morality) and Weil (The need for Roots: Prelude to a declaration of duties towards mankind) will be studied amongst others. Unit 4 focuses on the Mind and Knowledge. Writings by Descartes (First and second meditation), Armstrong (The nature of mind), Kuhn (The structure of the Scientific Revolution), Hume (An enquiry concerning Human Understanding), and Popper (Science: Conjectures and Refutations) will be studied. Any student interested in deepening there critical thinking skills and pondering the deeper questions in life should choose this course. Students will need to be able to read and engage with the writings mentioned above.

Unit Advisor: Mr Dunn

3PHY1 Physics
Units 3 and 4
Units 3 and 4 physics build off the concepts studied in Units 1 and 2. There is a emphasis on students being able to independently investigate significant and relevant physics phenomenon, as well as realise the limitations of scientific models. Unit 3 topics include Motion (including two dimensional), Electronics, Photonics, Material and Structures. Unit 4 topics include the interactions between Electric and Magnetic phenomena, Electric power generation and distribution, the fundamental interactions between light and matter, and a detail look at sound. Assessment: Coursework 34%; June exam 33%; November exam 33%.

Unit Advisor: Mr Grisdale or Mr Dunn

3PSY1 Psychology
Units 3 and 4
The study of the biological basis for behaviour is continued from year 11. The subject of visual perception focuses on the visual sensory system. Relationships between consciousness, thoughts and feelings are also investigated. Unit 4 develops understanding of the connections between memory and learning. Research methods in psychology are further developed. Assessment: Coursework 34%; June exam 33%; November exam 33%.

Unit Advisor: Ms Matthews

3SYS1 Systems and Technology
Units 3 and 4
This course focuses on the design, construction and evaluating of integrated mechanical – electrical – electronic technological systems, e.g. engine powered generator and electronic controlled robot. Assessment: Coursework 20%; School Assessed Task 50%; November exam 30%. Note: Students have some flexibility in their selection of systems studied and need to consider the cost and degree of difficulty required to complete the project.

Unit Advisor: Mr Jones
3THS1 Theatre Studies

Units 3 and 4

Production development focuses on the interpretation of a play script through four designated stages of production. Students specialise in two area of stagecraft, working collaboratively to put on the play. They analyse the influence of stagecraft on the shaping of the production. Students also attend a professional performance and analyse and evaluate the interpretation of the play script.

Performance interpretation focuses on the interpretation of a monologue from within a specified scene through acting and other appropriate areas of stagecraft. They develop a theatrical brief that includes the creation of character, stagecraft possibilities and research. Students attend a professional performance and evaluate acting in the production.

Assessment: Coursework 45%, Performance exam 25%, Written exam 30%.

Unit Advisor: Mr Pickering

3VCD1 Visual Communication and Design

Units 3 and 4

In Unit 3, students will: create a folio of work on the theme of a building or mass produced object (e.g. mobile phone, kettle, chair); and produce two pieces of written work, one an analysis of a piece of visual communication, the second an investigation of the practice of a professional designer (e.g. architect, fashion or graphic designer). In Unit 4, students select a visual communication project that enables them to display their strengths. They may work with a real client and will produce a folio of related work for the one client (e.g. a CD cover and poster for a music band or a dress design and swing tag for a fashion house).

Assessment: Coursework (Unit 3) 33%; SAT (folio) 33%; November exam 34%.

Unit Advisor: Ms Rowbotham
Year 12 VET Units Offered for 2011

Year 12 VET units offered

3VEA1 VET: Certificate II in Automotive Technology
Units 3 and 4
Full Year Course
This course aims to provide students with the skills and ability to enhance their employment and further training prospects within the automotive and allied industries. Units of competence are completed over two years.
Students will cover topics such as workplace health and safety, using and maintaining tools and equipment, workplace communication, customer relations, identifying automotive parts and accessories and maintaining and servicing engines and components. Preference is given to VCE students.
Unit Advisor: Mr Jones

3VMM1 VET: Multimedia Certificate III
Units 3 and 4
Full Year Course
Students gain this vocational qualification by completing Certificate II in year 11 and additional units of competence at Units 3 and 4 level, as part of their VCE or VCAL. This course aims to provide knowledge and skills in the production of multimedia and the use of technology that will enhance employment prospects. It provides an understanding of multimedia design, software and hardware in work related tasks required in the industry. Software used includes industry standard Macromedia tools: Dreamweaver, Fireworks and Flash, to develop web and CD based multimedia, along with other tools for 2D animation projects. The Certificate III in Multimedia contributes towards the ENTER where students undertake the VCAA assessment tasks and exam at the end of Unit 4.
Unit Advisor: Mr Dunn

3VEF1 VET: Certificate II in Furnishing (Cabinet Making)
Units 3 and 4
Full Year Course
Students gain this vocational qualification by completing Certificate II in year 11 and additional units of competence at Units 3 and 4 as part of their VCE or VCAL. This program aims to provide young people with the opportunity to gain entry-level training into the furnishing industry. The program offers broad based and core skills in furnishing, and specific skills in cabinet making. Units 3 and 4 expand on the practical nature of the course contained in Unit 1 and 2. In order to complete the full certificate over the full course. This certificate provides approximately one third of the off the job training required to become a qualified tradesperson in the furniture industry.
Unit Advisor: Mr White or Mr Azzopardi

3VEM1 VET: Certificate III Music
Units 3 and 4
Full Year Course
The aim of this course is to provide students with a wide range of knowledge and skills to be able to maximise their employment as a performer or composer in the music industry.
Unit Advisor: Ms Verbyla
3VBC1 VET: Certificate II in Building and Construction (Carpentry)

Units 3 and 4

Full Year Course

Students gain this vocational qualification by completing Certificate II in year 11 and additional units of competence at Units 3 and 4 as part of their VCE or VCAL. This program aims to provide young people with the opportunity to gain entry-level training into the building industry. The program offers broad based and core skills in building and construction, and specific skills in carpentry. Units 3 and 4 expand on the practical nature of the course contained in Unit 1 and 2. In order to complete the full certificate over the full course, this certificate provides approximately one third of the off the job training required to become a qualified tradesperson in the building industry.

*Unit Advisor: Mr White or Mr Azzopardi*
Course Selection Advice

Choosing subjects for VCE and beyond

Your choice of subjects should support your MIPs pathway plan although there may be opportunity to take a subject just because you like it.

If you are considering university entrance it is essential that you build a two year VCE backwards - that is consider university ‘pre-requisites’ in all areas that you may consider and at all universities that offer related courses.

Most ‘pre-requisites’ are year 12 (Unit 3&4) subjects but occasionally year 11 (Unit 1&2) subjects also count.

So you need to build a year 12 and work backwards. In general students will undertake 6 units / semester in year 11 and 5 in year 12. Many students will take a year 12 subject while in year 11 so they can build their ENTER score and also experience year 12 type assessment.

Pre-requisites and middle band

What is a pre-requisite subject?

A subject you must have included and passed in your VCE to be able to apply for a university course. Often it also states a minimum standard of achievement for these subjects. Many courses only list English - and you have to pass that anyway to pass your VCE.

In general terms - pre-requisites are required for scientific, engineering and health related courses but there are exceptions so you MUST check. Aspiring primary teachers are usually expected to have passed a year 11 mathematics (Foundation maths is usually not sufficient).

Other areas where VCE subjects are very important - while they might not be specified as pre-requisites - performing arts, music, fine arts and multimedia or graphics. Students are often expected to audition, show folios or otherwise demonstrate that they have skills in the area.

How do you find these pre-requisites? Each year Victorian Universities publish VICTER for year 10 students. This lists the pre-requisites for all courses two years ahead - so VICTER 2013 has information for students currently in year 10 (available from Mrs Barlow).

The confusing thing about pre-requisites is that they can be different from one university to another for the same course!

Middle-band subjects also come into the equation - universities quite often look at your performance in subjects other than pre-requisites if you are ‘on the edge’ of getting into their course. See below - Deakin do not list visual communication and design as a pre-requisite subject but clearly value it anyway.
Here are two examples:

**Architecture**

**Deakin University Geelong**
- **Pre-requisites:** Unit 3 and 4 a study score of at least 20 in English (any)
- **Middle-band:** Performance in English (any) science (any), and visual communication and design

**RMIT University**
- **Pre-requisites:** Unit 3 and 4 English (any)
- **Middle-band:** None
- **Selection mode:** design exercise, interview and ENTER

**Monash University**
- **Pre-requisites:** Unit 3 and 4 a study score of at least 25 in English (any) and mathematics (any)
- **Middle-band:** art, design & technology, studio arts and visual communication and design

**University of Melbourne**
Note that to complete Architecture at this university as of 2008 - it will first require entry into Batchelor of Environments and then into two-year professional degree -The Master of Architecture.
- **Pre-requisites:** Unit 3 and 4 a study score of at least 25 in English (any)
- **Middle-band:** no special subjects are considered although some pathways other than architecture within this degree assume year 12 Maths Methods.

So it's a real mixture - but if you are considering architecture and are not confident of your maths skills - you might find visual communication and design (graphics) to be the most important subject (you will be doing English anyway) because RMIT are going to expect you to complete a design exercise and Deakin will consider your visual communication and design results if your ENTER score is below 'clearly-in'. On the other hand if you are confident of maths - select it because it keeps all four universities open to you and allows lots of scope for changing your mind completely.

(Note these are the only universities offering Architecture in Victoria - most are 5 year courses - 3 year undergraduate degree followed by 2 year Masters degree).

**Nursing**

**ACU National nursing**
- **Pre-requisites:** a study score of at least 25 in English (any)
- **Middle-band:** A study score of at least 30 in English (any) =1 point higher. Completing one of biology, health & human development, psychology, physical education, chemistry or physics=1 point higher.

**ACU National midwifery**
- **Pre-requisites:** a study score of at least 25 in English (any)
- **Middle-band:** A study score of at least 30 in English (any)=1 point higher. Completing one of chemistry, physics or LOTE=1 point higher.

**Deakin University**
- **Pre-requisites:** Unit 3 and 4 mathematics and a study score of at least 25 in English (any)
- **Middle-band:** Performance in any two of biology, chemistry, health & human development, mathematics (any)

**RMIT University**
- **Pre-requisites:** Unit 3 and 4 English (any)
- **Middle-band:** No subjects considered

**La Trobe University**
- **Pre-requisites:** a study score of at least 25 in English (any) and a study score of at least 20 in one of biology, chemistry, mathematics (any), physical education or physics
- **Middle-band:** No subjects considered
Monash University Nursing (Psychological Studies)
Pre-requisites: Units 3 and 4 mathematics (any) and a study score of at least 25 in English (any). Middle-band: A study score of at least 25 in any two of mathematics (any), biology, chemistry, health & human development, physics=2 points higher

Monash University Nursing and Rural Health Practice
Pre-requisites: a study score of at least 25 in English (any) and either Units 1 and 2 - one of general maths or maths methods or Units 3 and 4 mathematics (any).
Middle-band: A study score of at least 20 in any two of biology, chemistry, health & human development, psychology, physics or a study score of at least 20 in mathematics (any)=2 points higher

University of Ballarat
Pre-requisites: Units 1 and 2 mathematics (any), Units 3 and 4 English (any) and any two of biology, chemistry, contemporary Australian society, health & human development, legal studies, physics, mathematics (any) or psychology.
Middle-band: A study score of at least 33 in two of biology, chemistry, health & human development, physics, psychology or mathematics (any)=2 points higher

Again the variation in university requirements can be daunting. You do need to consider taking at least a year 11 mathematics to broaden your options (note - Foundation maths is probably not sufficient) although there are mathematical free pathways into nursing. Both chemistry and biology are subjects that you will need to take during your degree so doing them at school might be worth consideration.

If after reading this - you don't feel confident, you need to know that you can enter nursing via a TAFE qualification (Division 2 Nursing) and later on complete a 2 year university degree without any pre-requisites.

Note this is not a complete list of universities, which offer nursing degrees.

What if you don’t know what you want to do at all?
Understand that you are not alone. Ensure that you have a careers interview to assist selecting subjects - the purpose is to devise a year 11 course that keeps as many likely options open to you.

What if you have two or more ambitions/choices?
If you are thinking about university - there is probably a double degree for you - ensure that you have a careers interview to assist in identifying courses and universities.
If you are undecided between a degree or an apprenticeship - again you need individual assistance to select the best subject combination for you.

Spend time selecting your subjects - talk to teachers and your family and make a careers appointment! Without advice you may inadvertently close a doorway to your desired options.
**Sample course selections**

**Units in the English KLA include:** English 1 - 4, Foundation English 1 - 2, and Literature 1 - 4.

**Sample Program: English**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>English 1</th>
<th>Literature 1</th>
<th>History 1</th>
<th>LOTE 1</th>
<th>VET IT 1</th>
<th>Theatre Studies 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>English 2</td>
<td>Literature 2</td>
<td>History 2</td>
<td>LOTE 2</td>
<td>VET IT 2</td>
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</tr>
<tr>
<td>Semester 3</td>
<td>English 3</td>
<td>Literature 3</td>
<td>History 3</td>
<td>LOTE 3</td>
<td>VET IT 3</td>
<td>Theatre Studies 2</td>
</tr>
<tr>
<td>Semester 4</td>
<td>English 4</td>
<td>Literature 4</td>
<td>History 4</td>
<td>LOTE 4</td>
<td>VET IT 4</td>
<td>Theatre Studies 1</td>
</tr>
</tbody>
</table>

Studies in this area may lead on to further educational opportunities in TAFE Humanities or Social Science programs or University Arts, Humanities Journalism, or Education degrees and is a prerequisite for various courses. All areas of further study and employment require appropriately developed communication skills.

**Units in the Arts KLA include:** Art 1 - 4, Drama 1-4, Media 1 – 4, Visual Communication 1 - 4, Music Performance 1 - 4, Studio Arts 1 - 4 and Theatre Studies 1 – 2.

**Sample Program: Art**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>English 1</th>
<th>Studio Arts or Art 1</th>
<th>Visual Communication 1</th>
<th>VET IT</th>
<th>Media 1</th>
<th>Theatre Studies 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>English 2</td>
<td>Studio Arts or Art 2</td>
<td>Visual Communication 2</td>
<td>VET IT</td>
<td>Media 2</td>
<td>Theatre Studies 2</td>
</tr>
<tr>
<td>Semester 3</td>
<td>English 3</td>
<td>Studio Arts or Art 3</td>
<td>Visual Communication 3</td>
<td>History 3</td>
<td>Media 3</td>
<td>Theatre Studies 3</td>
</tr>
<tr>
<td>Semester 4</td>
<td>English 4</td>
<td>Studio Arts or Art 4</td>
<td>Visual Communication 4</td>
<td>History 4</td>
<td>Media 4</td>
<td>Theatre Studies 4</td>
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</tbody>
</table>

**Sample Program: Performing Arts**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>English 1</th>
<th>Music Performance1</th>
<th>Drama 1</th>
<th>General Maths 1</th>
<th>Literature 1</th>
<th>Theatre Studies 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>English 2</td>
<td>Music Performance2</td>
<td>Drama 2</td>
<td>General Maths 2</td>
<td>Literature 2</td>
<td>Theatre Studies 2</td>
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<td>Semester 3</td>
<td>English 3</td>
<td>Music Performance3</td>
<td>Drama 3</td>
<td>Further Maths 3</td>
<td>Literature 3</td>
<td>Theatre Studies 3</td>
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<td>Semester 4</td>
<td>English 4</td>
<td>Music Performance4</td>
<td>Drama 4</td>
<td>Further Maths 4</td>
<td>Literature 4</td>
<td>Theatre Studies 4</td>
</tr>
</tbody>
</table>

Studies in this area may lead on to further educational opportunities in TAFE Art or Graphic design programs or University Visual Arts, Performing Arts, Design, Media, Drama or Education degrees. Many performing arts students have part time employment in the music industry. Theatre studies students are involved in the staging of the annual school production. Some students have undertaken VET programs in the performing and visual arts through outside providers in the past and this may be a further option for students.
Units in the Health and Physical Education KLA include: Health and Human Development 1 - 4, Physical Education 1 - 4 and VET Outdoor and Environmental Studies 1-4

**SAMPLE PROGRAM: RECREATION / OUTDOOR EDUCATION**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>English 1</th>
<th>VET Outdoor Recreation 1</th>
<th>Any VCE Unit 1</th>
<th>Physical Education 1</th>
<th>General Maths 1</th>
<th>Biology 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>English 2</td>
<td>VET Outdoor Recreation 2</td>
<td>Any VCE Unit 2</td>
<td>Physical Education 2</td>
<td>General Maths 2</td>
<td>Biology 2</td>
</tr>
<tr>
<td>Semester 3</td>
<td>English 3</td>
<td>VET Outdoor Recreation 3</td>
<td>Any VCE Unit 3</td>
<td>Physical Education 3</td>
<td>Further Maths 3</td>
<td></td>
</tr>
<tr>
<td>Semester 4</td>
<td>English 4</td>
<td>VET Outdoor Recreation 4</td>
<td>Any VCE Unit 4</td>
<td>Physical Education 4</td>
<td>Further Maths 4</td>
<td></td>
</tr>
</tbody>
</table>

**SAMPLE PROGRAM: HEALTH / PHYSICAL EDUCATION**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>English 1</th>
<th>Health and Human Development 1</th>
<th>Physical Education 1</th>
<th>Biology 1</th>
<th>Psychology 1</th>
<th>General Maths 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>English 2</td>
<td>Health and Human Development 2</td>
<td>Physical Education 2</td>
<td>Biology 2</td>
<td>Psychology 2</td>
<td>General Maths 2</td>
</tr>
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<td>Semester 3</td>
<td>English 3</td>
<td>Health and Human Development 3</td>
<td>Physical Education 3</td>
<td>Biology 3</td>
<td>Psychology 3</td>
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</tr>
<tr>
<td>Semester 4</td>
<td>English 4</td>
<td>Health and Human Development 4</td>
<td>Physical Education 4</td>
<td>Biology 4</td>
<td>Psychology 4</td>
<td></td>
</tr>
</tbody>
</table>

Studies in this area may lead on to further educational opportunities in TAFE Resource Management, recreation and health related programs or University Human Movement, Health, Urban Studies, Recreation or Education degrees.

Units in the Languages Other Than English (LOTE) KLA include: Italian

**Sample Programs: LOTE**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>English 1</th>
<th>LOTE 1</th>
<th>Literature 1</th>
<th>General Maths 1</th>
<th>History 1</th>
<th>Maths Methods 1</th>
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<tbody>
<tr>
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<td>English 2</td>
<td>LOTE 2</td>
<td>Literature 2</td>
<td>General Maths 2</td>
<td>History 2</td>
<td>Maths Methods 2</td>
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<td>Semester 3</td>
<td>English 3</td>
<td>LOTE 3</td>
<td>Literature 3</td>
<td>Maths Methods 3</td>
<td>History 3</td>
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</tr>
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<td>Maths Methods 4</td>
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<table>
<thead>
<tr>
<th>Semester 1</th>
<th>English 1</th>
<th>LOTE 1</th>
<th>Chemistry 1</th>
<th>Maths Methods 1</th>
<th>General Maths 1</th>
<th>Legal Studies 3</th>
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<td>English 2</td>
<td>LOTE 2</td>
<td>Chemistry 2</td>
<td>Maths Methods 2</td>
<td>General Maths 2</td>
<td>Legal Studies 4</td>
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<td>Semester 3</td>
<td>English 3</td>
<td>LOTE 3</td>
<td>Chemistry 3</td>
<td>Maths Methods 3</td>
<td>Specialist Maths 3</td>
<td></td>
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<tr>
<td>Semester 4</td>
<td>English 4</td>
<td>LOTE 4</td>
<td>Chemistry 4</td>
<td>Maths Methods 4</td>
<td>Specialist Maths 4</td>
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</table>

Studies in LOTE may lead on to further educational opportunities in a wide range of areas. Many students study Arts degrees at university majoring in languages. Students are able to combine studies in languages with other university programs including Business, the Arts, Law, Medicine and Humanities.
MATHS PROGRAMS IN THE VCE

Sample Program 1: Maths / Science => Engineering

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>English 1</th>
<th>General Maths 1</th>
<th>Maths Methods 1</th>
<th>Physics 1</th>
<th>Chemistry 1</th>
<th>Accounting 1</th>
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<td>Maths Methods 2</td>
<td>Physics 2</td>
<td>Chemistry 2</td>
<td>Accounting 2</td>
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<tr>
<td>Semester 3</td>
<td>English 3</td>
<td>Specialist Maths 3</td>
<td>Maths Methods 3</td>
<td>Physics 3</td>
<td>Chemistry 3</td>
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<tr>
<td>Semester 4</td>
<td>English 4</td>
<td>Specialist Maths 4</td>
<td>Maths Methods 4</td>
<td>Physics 4</td>
<td>Chemistry 4</td>
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</table>

Sample 2: Maths / Science => Physical Sciences

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>English 1</th>
<th>General Maths 1</th>
<th>Maths Methods 1</th>
<th>Biology 1</th>
<th>Chemistry 1</th>
<th>Geography 1</th>
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</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>English 2</td>
<td>General Maths 2</td>
<td>Maths Methods 2</td>
<td>Biology 2</td>
<td>Chemistry 2</td>
<td>Geography 2</td>
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<tr>
<td>Semester 3</td>
<td>English 3</td>
<td>Specialist Maths 3</td>
<td>Maths Methods 3</td>
<td>Biology 3</td>
<td>Chemistry 3</td>
<td></td>
</tr>
<tr>
<td>Semester 4</td>
<td>English 4</td>
<td>Specialist Maths 4</td>
<td>Maths Methods 4</td>
<td>Biology 4</td>
<td>Chemistry 4</td>
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</table>

Mathematics programs lead to a wide range of further studies both at the TAFE and University levels. Many degree courses require a mathematics subject as a pre-requisite for admission. Students wishing to undertake Maths / Science or Engineering courses would be well advised to undertake the highest level of maths available. Prior to selecting any maths program students should consult their maths teacher and the Careers teacher.
**Units in the Science KLA include:** Biology 1 - 4, Chemistry 1 - 4, Physics 1 – 4 and Psychology 1 – 4

**Sample Program 1: Maths / Science => Engineering**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>English 1</th>
<th>General Maths 1</th>
<th>Maths Methods 1</th>
<th>Physics 1</th>
<th>Chemistry 1</th>
<th>Accounting 1</th>
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<tbody>
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<td>English 2</td>
<td>General Maths 2</td>
<td>Maths Methods 2</td>
<td>Physics 2</td>
<td>Chemistry 2</td>
<td>Accounting 2</td>
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<td>Semester 3</td>
<td>English 3</td>
<td>Specialist Maths 3</td>
<td>Maths Methods 3</td>
<td>Physics 3</td>
<td>Chemistry 3</td>
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<td>Semester 4</td>
<td>English 4</td>
<td>Specialist Maths 4</td>
<td>Maths Methods 4</td>
<td>Physics 4</td>
<td>Chemistry 4</td>
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</table>

**Sample 2: Maths / Science => Life Sciences**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>English 1</th>
<th>Psychology 1</th>
<th>Maths Methods 1</th>
<th>Biology 1</th>
<th>Chemistry 1</th>
<th>Geography 1</th>
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</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>English 2</td>
<td>Psychology 2</td>
<td>Maths Methods 2</td>
<td>Biology 2</td>
<td>Chemistry 2</td>
<td>Geography 2</td>
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<td>Psychology 3</td>
<td>Maths Methods 3</td>
<td>Biology 3</td>
<td>Chemistry 3</td>
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<td>Semester 4</td>
<td>English 4</td>
<td>Psychology 4</td>
<td>Maths Methods 4</td>
<td>Biology 4</td>
<td>Chemistry 4</td>
<td></td>
</tr>
</tbody>
</table>

Studies in this area may lead on to further educational opportunities in TAFE Applied Science, Technology or Engineering programs or University Science, Medical, Engineering, Computing, Agriculture and Education degrees.

**Units in the Studies of Society and the Environment (SOSE) KLA include:** Accounting 1 - 4, Business Management 1 - 4, History 1 – 4 and Legal Studies 1 – 4.

**Sample Program: Humanities**

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>English 1</th>
<th>History 1</th>
<th>Any VCE or VET Unit 1</th>
<th>Literature 1</th>
<th>Legal Studies 1</th>
<th>General Maths 1</th>
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<td>English 2</td>
<td>History 2</td>
<td>Any VCE or VET Unit 2</td>
<td>Literature 2</td>
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<td>English 3</td>
<td>History 3</td>
<td>Any VCE or VET Unit 3</td>
<td>Literature 3</td>
<td>Legal Studies 3</td>
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</tr>
<tr>
<td>Semester 4</td>
<td>English 4</td>
<td>History 4</td>
<td>Any VCE or VET Unit 4</td>
<td>Literature 4</td>
<td>Legal Studies 4</td>
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</tbody>
</table>
Units in the Technology KLA include:

Design and Technology Food 1 – 4, Design and Technology Wood 1 – 4, Vocational Education and Training (VET) programs now cover the traditional technology areas of Information Technology, Automotive/Engineering and Wood. Full details of these programs are contained in the VET section of the handbook.

### Sample Program: Food Technology

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>English 1</th>
<th>Design and Technology Food 1</th>
<th>Art 1</th>
<th>General Maths 1</th>
<th>Legal Studies 1</th>
<th>VET Hospitality 1</th>
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<tbody>
<tr>
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<td>English 2</td>
<td>Design and Technology Food 2</td>
<td>Art 2</td>
<td>General Maths 2</td>
<td>Legal Studies 2</td>
<td>VET Hospitality 2</td>
</tr>
<tr>
<td>Semester 3</td>
<td>English 3</td>
<td>Design and Technology Food 3</td>
<td>Art 3</td>
<td>Further Maths 3</td>
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</tr>
<tr>
<td>Semester 4</td>
<td>English 4</td>
<td>Design and Technology Food 4</td>
<td>Art 4</td>
<td>Further Maths 4</td>
<td>Legal Studies 4</td>
<td></td>
</tr>
</tbody>
</table>

### Sample Program: Technology / Building

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>English 1</th>
<th>VET Furnishing 1</th>
<th>Visual Communication 1</th>
<th>General Maths 1</th>
<th>Design and Technology Wood 1</th>
<th>VET IT 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester 2</td>
<td>English 2</td>
<td>VET Furnishing 2</td>
<td>Visual Communication 2</td>
<td>General Maths 2</td>
<td>Design and Technology Wood 2</td>
<td>VET IT 2</td>
</tr>
<tr>
<td>Semester 3</td>
<td>English 3</td>
<td>VET Furnishing 3</td>
<td>Visual Communication 3</td>
<td>Further Maths 3</td>
<td>Design and Technology Wood 3</td>
<td></td>
</tr>
<tr>
<td>Semester 4</td>
<td>English 4</td>
<td>VET Furnishing 4</td>
<td>Visual Communication 4</td>
<td>Further Maths 4</td>
<td>Design and Technology Wood 4</td>
<td></td>
</tr>
</tbody>
</table>
Senior Science Subjects Flow Chart.

This Flow chart shows the normal subject progression. Strong science students may want to consider taking Year 11 Biology or Year 11 Psychology concurrently with Year 10 Science A. Talk to your current science teacher, or any of the science staff for further advice.

Year 10

Semester 1
- XSCIA Year 10 Science A

Semester 2
- XSCIB Year 10 Science B

Year 11

- 1PHY & 2PHY Y11 Physics
- 1CHE1 & 2CHE Y11 Chemistry
- 1BIO & 2BIO Year 11 Biology
- 1PSY & 2PSY Year 11 Psychology

Year 12

- 3PHY & 4PHY Y12 Physics
- 3 CHE & 4CHE Y12 Chemistry
- 3BIO & 2BIO Year 12 Biology
- 3PSY & 4PSY Year 12 Psychology

XMSCI subject by itself can lead to foundation maths, or VCAL numeracy
Senior Maths Subjects Flow Chart.

This Flow chart shows the normal subject progression. Please note that in order to do Specialist Maths at year 12, both General Maths and Maths Methods must be done at year 11, and Maths methods must be done concurrently with Specialist Maths at year 12. Also note that Foundation Maths may not meet some university course requirements for a unit one and two maths selections. Talk to your current Maths teacher or any of the maths staff for further advice.
Preliminary Course Selection Form for Year 10 in 2011

IMPORTANT: Please complete and return this form to the box at the GENERAL OFFICE counter no later than Thursday 19th August.

If necessary, you may ask your level coordinator for help to complete the form.

*Please print clearly.*

<table>
<thead>
<tr>
<th>First Name and FAMILY NAME (example Sam JONES)</th>
<th>Section</th>
</tr>
</thead>
</table>

**General Information**

Year 10 students study six units per semester, *including either* the mainstream English unit XENF1 Foundation English 10 *or* the basic English XLIT1 Foundation Literacy. You must also include the unit XCAR1 Careers and Personal Development in Semester I or Semester II.

Some Year 10 units are full-year courses, taken over both semesters (eg General Maths 10, English, Italian). Others will be single-semester units.

Look in the **Senior School Booklet 2011** for full descriptions of units and when they are offered.

**Section A: Career / Further Study Intentions**

It will help the course counsellors if you can list two career/study options or interests that you have at this stage.

*Examples*: optometrist, apprentice electrician, study science at uni, nurse, etc.

**My current career or study interests are:**

**Doing a Year 11 Subject in Year 10**

Taking a Year 11 subject in Year 10 can give more subject choices, provide a challenge, and help prepare students for how the VCE works. It can also prepare students for any Year 12 subject they may wish to take in Year 11.

Some Year 11 studies eg Physics, Italian or Mathematical Methods cannot be taken without the necessary preparatory studies in Year 10.

It is NOT a good idea to choose your strongest subject as a Year 11 subject. You need the most thorough preparation possible in your strong subjects if you are to do your best in Year 12. Instead, choose a Year 11 subject that you find interesting, but is of moderate difficulty for you.

It is important to seek advice from your class teacher, coordinator or the unit advisor before deciding on a Year 11 subject.
Section B: Selecting a Year 11 Subject (optional)
Complete the following preferences if you elect to study a Year 11 VCE or VET subject in Year 10 (give your first and second preferences).

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit / Subject Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First preference</td>
</tr>
<tr>
<td></td>
<td>Second preference</td>
</tr>
</tbody>
</table>

Section C: Selecting Year 10 Units (all students must complete)
Tick the English you will study. Enter 5 more units per semester. Select the other compulsory unit XCAR1 Careers and Personal Development in *either* semester I or II (but not both). Put your preferences in order, starting with your highest preference at the top.

Fill in all rows, including the two spare preferences.
*Note – You may leave one row blank if you completed Section B above.*

<table>
<thead>
<tr>
<th>Semester I</th>
<th>Semester II</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit Code</td>
<td>Unit Name</td>
</tr>
<tr>
<td>XENF1</td>
<td>English (mainstream English) or</td>
</tr>
<tr>
<td>XLIT1</td>
<td>Literacy (ONLY for students who will do VCAL in 2012)</td>
</tr>
</tbody>
</table>

Two spare unit preferences (in case any of the above selections do not run)

*Note: Some units that are initially offered may not run if demand is low. Other units may clash on the timetable. The college gives no guarantee that any particular unit will be available in 2011. Your final course will be selected from the scheduled and available subjects during course counselling in October.*

Section D: All students MUST complete this section.

Returning to School in 2011? Please answer by ticking one box only.

- [ ] I am definitely returning for year 10 at DSC in 2011.
- [ ] I am definitely NOT returning in 2011. *Reason* .................................................................
- [ ] I may be returning in 2011, depending on (*please explain*) .................................................................
Preliminary Course Selection Form for Year 11 in 2011

NAME ................................................................. VCE
If you are interested in:
  o VCE in 2011 – please complete this side of the form.
  o VCAL in 2011 – please complete the other side of the form.
If you are unsure see Mrs. Barlow or Ms Cattanach as soon as possible and bring this form.
This form must be completed & handed-in to General Office no later than 19th August.

VCE
List your major career or study interests:

Many students will want to incorporate a Yr 12 (Unit 3 / 4) subject while in Yr 11:
If you are interested please list your two top preferences:

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Subject name</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st preference</td>
<td></td>
</tr>
<tr>
<td>2nd preference</td>
<td></td>
</tr>
</tbody>
</table>

Selecting VCE involves establishing a two-year program. Your choices will need to be finalised once the school decides which subjects will run in 2011 and how the timetable is constructed.
The first column is for your current year 10 English, Maths & Science subjects. The next 2 are for your two – year VCE plan, including VCE & VET Units.

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2011 Year 11</th>
<th>2012 Year 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Maths</td>
<td>3</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spare pref:</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

As you fill in the table – use an asterisk * to show any prerequisite subjects for university courses you are interested in or appropriate subjects for apprenticeships.

YES / NO
ASBA - Occasionally a student will wish to incorporate an ASBA (Australian School-Based Apprenticeship) within their VCE.
Please indicate whether you have any intentions/interests in an ASBA or if you are currently completing any formal training through part-time employment.
I have intentions/interests in an ASBA

YES / NO
Some students wish to undertake a VET subject offered through the Ballarat VET Cluster.
I have intentions/interests a subject offered by Ballarat VET Cluster

Signatures
Student ....................... Parent/Guardian ..........................Date .................
If you are interested in VCE in 2011 – please complete the previous page.

NAME ………………………………………………….   VCAL

List your major career or study interests:

........................................................................................................................................

If you select VCAL – you must be aware that you:

- will be interviewed by the VCAL coordinator prior to being accepted into the course
- will have to participate in some experience of ‘the world of work’
- will have to complete some volunteer work in the community
- will have to undertake a VET course which have additional costs and at times additional work placements and sometimes additional hours (holidays?).

Student …………………………………………..

VCAL Selections – You have 4 subjects in total to select – 5th is already selected

<table>
<thead>
<tr>
<th>Subject 1</th>
<th>Subject 2</th>
<th>Subject 3</th>
<th>Subject 4</th>
<th>Subject 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compulsory</td>
<td>Literacy</td>
<td>Numeracy</td>
<td>VET choice</td>
<td>VCE subject</td>
</tr>
<tr>
<td></td>
<td><em>Tick 1 below</em></td>
<td><em>Tick 1 or more below</em></td>
<td>List 1 or more VET subjects from the handbook below</td>
<td>choice List 1 or more VCE subjects from the handbook below</td>
</tr>
<tr>
<td>VCAL Project</td>
<td>VCE English</td>
<td>VCAL Numeracy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>VCAL Literacy</td>
<td>Accounting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>VCE General Maths</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>VCE Foundation Maths in yr 10</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>2nd VET preference below</td>
<td>Additional VCE preference below</td>
</tr>
</tbody>
</table>

- Do you wish to undertake a VET subject offered through the Ballarat VET Cluster
- Are you on/considering an ASBA?

Student ……………………..Parent/Guardian ………………………..Date …………………
Preliminary Course Selection Form for Year 12 in 2011

IMPORTANT: Please complete and return this form to the box at the GENERAL OFFICE counter no later than Thursday 19th August.

If necessary, you may ask your level coordinator for help to complete this form.

Please print clearly.

<table>
<thead>
<tr>
<th>First Name and Family Name (example Sam JONES)</th>
<th>Section</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>11.</td>
</tr>
</tbody>
</table>

General Information
Students who are uncertain as to which subjects to choose should see the relevant coordinators, Mr. White & Mrs. Matthews (General Advice), Mr. King (Yr 12 studies), Mrs. Barlow (Careers and MIPs), Mr. White (VCAL), Mr. King (VET) or subject teachers before completing their form. All students will be counselled after the forms have been submitted and the subject groupings (blockings) have been determined.

Year 12 VCE students are expected to study five units per semester, including an English.

Look in the Senior School Booklet 2011 for full descriptions of units offered.

Section A: Career / Study Intentions (all students to complete)
It will help the course counsellors if you can list two career/further study options or directions that you have at this stage.
Examples: optometrist, apprentice electrician, study science at uni, nurse, motor mechanic etc.

My current career or further study interests are:

1

2

Section B: Certificate Selection (all students to complete)

Are you a VCAL student this year?  □ Yes  □ No

Select the certificate you wish to study in Year 12:

□ VCE  or  □ VCAL

If you ticked VCE, complete Section C1. If you ticked VCAL, complete Section C2.
Section C1: Selecting a Year 12 VCE Course

Please list the VCE subjects you have been studying this year (include any VET or Year 12 level units taken).

<table>
<thead>
<tr>
<th>Current Subjects</th>
<th>Current Subjects</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Your Year 12 Subject Selections

Select your VCE/VET subjects for Year 12. English has been partly done for you. Tick the English (English or Literature) you would prefer. DO NOT choose the more difficult Literature without first speaking to your English teacher about your suitability.

Note: The college cannot guarantee that there will be sufficient student demand for Literature Units 3 and 4 to be offered.

Then, select 4 more subjects.

Please indicate a spare subject preference in the last box.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>Unit / Subject Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>3ENG1</td>
<td>English Units 3 and 4 or</td>
</tr>
<tr>
<td>Or 3LIT1</td>
<td>Literature Units 3 and 4</td>
</tr>
</tbody>
</table>

Spare preference (in case one of your chosen selections does not run)

Note: Some units that are initially offered may not run if demand is low. Other units may clash on the timetable. The college gives no guarantee that any particular unit will be available, but every effort is made to accommodate the needs of final year students.

Do you have any concerns about your study facilities, past schooling, personal health or other circumstances that might affect your ability to successfully cope with VCE studies?

☐ Yes  ☐ No

If ‘Yes’, please briefly explain:

................................................................................................................................................
................................................................................................................................................

IMPORTANT! Now complete Section D over the page ➔
Section C2: Choosing a VCAL Course

If you ticked the VCAL box in Section B, complete this section. First, see the VCAL coordinator, Mr White for advice and more information to help you.

All VCAL students will be automatically put into the VCAL units:
- Personal Development Skills
- Work Related Skills

VCAL students must also gain credit points in the areas of Numeracy and Literacy.

**Literacy Strand Requirement**

Choose *one* literacy subject:
- [ ] VCAL Literacy (Senior)
- [ ] VCE English Units 3 and 4

**Numeracy Strand Requirement**

Will you have already completed Foundation Maths Units 1 and 2 or General Maths Units 1 and 2 by the start of 2011?
- [ ] Yes
- [ ] No

If you answered No, choose *one* numeracy subject:
- [ ] Foundation Maths
- [ ] Accounting
- [ ] General Maths
- [ ] VCAL Numeracy

**Industry Specific Skills Strand**

As well, VCAL (Intermediate or Senior level) students must all select a VET subject/certificate (to meet the Industry Specific Skills strand of VCAL). This may be the VET Unit 1VSK1 (VCAL ‘Skill-Up’).

**VET Unit Selection – Industry Specific Skills Strand**

Look in the Senior School Booklet in the Year 12 Subjects Section for available VET units. Give a second preference in case your first preference is not available.

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>VET Unit/Certificate Name</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First preference</td>
</tr>
<tr>
<td></td>
<td>Second preference</td>
</tr>
</tbody>
</table>

To build up the needed 10 credit points to obtain your VCAL, you may need to complete a VCE (Units 3 and 4) subject for the Personal Development Skills or Work Related Skills strands. Indicate the VCE subjects that interest you most.

**VCE Units Selection**

<table>
<thead>
<tr>
<th>Unit Code</th>
<th>VCE (Units 3 and 4) subjects that interest me</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>First preference</td>
</tr>
<tr>
<td></td>
<td>Second preference</td>
</tr>
</tbody>
</table>
Section C2 Choosing a VCAL Course continued...

Work Placement
A work placement is part of VCAL and may include an existing part time job. Do you have an existing part time job?

☐ Yes  ☐ No

If Yes, please give details:

<table>
<thead>
<tr>
<th>Type of Job (eg waitress, shelf-stacker)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Employer (eg Boathouse, Daylesford)</td>
<td></td>
</tr>
<tr>
<td>Current hours per week worked</td>
<td></td>
</tr>
</tbody>
</table>

Mr White will counsel you and determine your exact VCAL course, including level, work placement or other special arrangements if you are accepted into the VCAL program.

Do you have any concerns about your study facilities, past schooling, personal health, living arrangements or other circumstances that might affect your ability to successfully cope with VCAL studies?

☐ Yes  ☐ No

If ‘Yes’, please briefly explain:

................................................................................................................................................
................................................................................................................................................
................................................................................................................................................

Section D: All students MUST complete this section.
Returning to School in 2011? Please answer by ticking one box only.

☐ I am definitely returning for Year 12 at DSC in 2011.

☐ I am definitely NOT returning in 2011. Reason.................................................................

................................................................................................................................................
................................................................................................................................................

☐ I may be returning in 2011, depending on (please explain).................................................

................................................................................................................................................