Senior School
Course Selection Guide
- 2015 -

Mordialloc College staff and students share and proudly demonstrate our agreed values, Personal Best, Integrity, Respect and Responsibility
# Senior Course Selection Guide 2015

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  - History (HIST)
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INTRODUCTION

Mordialloc College Senior School offers a suite of VCE subjects to cater to a diverse range of student interests and to provide clear pathways for students from school to further study or employment. All subjects offer a challenge. All units are assessed by a mixture of examinations and school assessments. These are done under teacher supervision. The subjects are designed to cater for a broad range of abilities. Success depends on an understanding of learning and good organisational skills and personal commitment.

Senior school coordinators will support the move into a more adult learning environment. Being a senior student has some privileges but with these privileges comes increased responsibility. The development of organisational and independent learning skills has been an integral part of Middle school learning programs since 2006. Students commencing VCE studies in 2014 are well placed to continue to apply these skills in order to achieve senior school academic success. Study at the senior level requires a serious effort and strong commitment to studies and to the achievement of a balanced life so that the educational opportunities are maximised.

The first step is to select a course that best serves the student’s talents, aspirations and interests. Students should not choose subjects based upon friendships, comfort zones or whether a subject is scaled up or down.

Students should investigate post-school options either at tertiary institutions or in the work force by talking to teachers, the Careers Coordinator, universities and TAFEs.

A copy of this guide will be accessible on the College intranet. The Victorian Curriculum Assessment Authority (VCAA) gives up-to-date details about courses and subjects. These can be found on the website (www.vcaa.vic.edu.au). Further details and rules will be provided, in written form, at the beginning of 2014.

You are required to design a preferred course of study including 12 semester units in Year 11 and 10 semester units during Year 12. The page ‘Selecting Your Units of Study’ and the subject descriptions will assist in course planning. Course counsellors will meet with students and their parents or guardians to assist in the identification of a preferred course of study.

Mordialloc College highly values student learning and aims to achieve an effective learning environment through working together with mutual respect, honesty, trust and open communication.

Ms Shelley Muir
Director of Senior School

Mr Justin Wischusen
Year 12 Coordinator

Mrs Robyn Wilson
Year 11 Coordinator

Ms Amelia Hargreaves
Year 10 Coordinator
SENIOR SCHOOL PROGRAMS
In the senior years at Mordialloc College, the following programs are offered under the auspices of the Victorian Curriculum Assessment Authority (VCAA).

VICTORIAN CERTIFICATE OF EDUCATION (VCE)
Usually offered over a two year period (Years 11 and 12), this program consists of 22 semester-based units of study. A successful completion with an appropriate score is the normal entry requirement into a tertiary institution.

Year 11
All VCE students at Mordialloc College (except SEAL) will be required to select 12 semester-length units of study—6 per semester. Of these 6 Units of study a maximum of one sequence may be chosen from Units 3 and 4 (only after approval from teaching staff).

Year 12
All VCE students will be required to choose 10 units of study (5 Unit 3 & 4 sequences) which will complete the second year of their two year program.

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)
Like the VCE, VCAL is a nationally recognised senior school qualification. VCAL is a “hands-on” option for students in Year 11 (Intermediate VCAL) and Year 12 (Senior VCAL). It offers practical, work-related experience, as well as literacy and numeracy skills. It gives young people the opportunity to build personal skills that are important for life and work. Students who 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 Year 12. The completion of a VETiS course (see below) is a requirement of the VCAL program. VCAL students do not receive an ATAR, which means they are not eligible to apply for university courses at the end of Year 12.

VOCATIONAL EDUCATION AND TRAINING IN SCHOOLS (VETiS)
The VET in Schools program combines general VCE studies with vocational workplace training. Units completed under VETiS may contribute to the VCE. Successful completion of a VETiS program within the VCE provides students with:

- A VCE certificate
- A nationally recognised VET certificate issued by a Registered Training Organisation
- Two statements of results issued by the VCAA detailing VCE units and VET units
- Students may be required to complete between 40 and 80 hours of work placement out of school hours, usually during their holidays.

VETiS programs may involve extra costs. Anyone interested should meet with the Careers Coordinator immediately and fill out a VETiS Expression of Interest form. As entrance into a VETiS program is not guaranteed, it is essential that prospective Year 11 students plan a full 22 unit package prior to commencing their year 11 studies.

SPECIAL PROVISIONS
All Year 10 students are enrolled in VCE Industry and Enterprise Unit 1.
Where appropriate, students undertaking Year 10 at Mordialloc College are encouraged to incorporate other VCE Units 1 and 2 into their program. This has the advantage of allowing them to gain familiarity with the requirements of the VCE at an early age. Some students may find it necessary to complete their Senior program over three years. This may include a middle ‘linking year’ during which a combination of Unit 1/2 and Unit 3/4 subjects are attempted.
ENTRY TO YEAR 11 AND 12
Entry to Year 11 & 12 is not automatic. During Year 10, students must demonstrate that they have developed a range of skills necessary to enable them to confidently and successfully take on a Senior School program. The three key areas that will be considered are:

- Academic ability
- Work ethic
- Attendance

Specific judgements about the suitability of a student to enter a senior course, and take up particular subjects, will be based on -

- Satisfactory results in English
- A 90% satisfactory completion across all other outcomes (note: under the regulations for successful completion of a VCE unit, all outcomes within that unit must be deemed ‘S’ - satisfactory).

See the Student Promotion Policy on the College website for more details about students moving from Year 10 into 11 and the specific requirements.

STUDENT DECLARATION
Before participating in any of the Senior Programs, students must sign a student declaration. This is an agreement between the student and the VCAA to abide by the regulations. It is therefore important to recognise that by undertaking these studies it is the individual student who is responsible for supplying complete and accurate information to the Authority with regard to personal details, and that it is the student who agrees to abide by the rules and instructions relating to the VCE, VET and VCAL assessment programs and matters of discipline.

ATTENDANCE
To allow teachers to legally authenticate submitted work, students must attend sufficient classes to undertake the coursework and associated assessment tasks [VCAA and VET Administrative Handbook]. The College has fixed an attendance level at 90%. Where attendance does not meet the required level the student may be awarded an ‘N’ (Not Satisfactory) for the relevant outcome and as such the Unit will be awarded an overall ‘N’ rating. The Administrative Handbook is accessible via the College Intranet. The Handbook will contain detailed information about the rules and regulations that the VCAA and the College follow in implementing the Senior School programs.

SELECTING SUBJECTS AT YEARS 11 & 12
Before you select a course of study for 2014 it is most important that you consider the following -

- What do I want to do in the future? Do my goals include:
  - University or TAFE,
  - Apprenticeship/Traineeship
  - Employment
- Whatever your ambitions, be sure you know what is required to be studied at Year 11 and 12 to assist you in achieving your goals. Check VTAC Guides as some institutes set out particular subjects that are prerequisites to qualify for entry; others have strong recommendations of subjects that should be studied. The Pathways Coordinator is available to answer all questions regarding subject choice and pre-requisite studies for tertiary study.
- Do I have the ability to handle the subjects or course I wish to take? Generally a positive performance (‘above level’ on AUSVELS or better) is a good indicator of likely achievement at Year 11. If you struggled in Maths in previous years, it would be difficult to cope with the highest level maths at Years 11 & 12.
- Does the subject interest me? This is very important. If you have a definite interest in a subject or a related area you are more likely to be willing to do the work and succeed.
Senior Course Selection Guide

- Does the subject choice provide me with a balanced course? Leave your options open. A broad course provides flexibility to cope with changed circumstance.
- Do I understand the nature of the subject(s) that I am selecting? Work carefully through the descriptors of the subjects. It is essential that you have a good understanding of what the subject involves before you make your choices.
- DO NOT choose subjects based on what your friends may choose or who the teacher may be. Course specialisation is greater in Year 11 than in any previous year, therefore, poor or inappropriate selections can be difficult to reverse at a later date.
- Consult with Mentors, Year Level Coordinators, Pathways Coordinators, subject teachers, parents and others.

VCE STUDIES
Areas of study: There are over 40 individual studies in VCE arranged into different fields of study; we offer a majority of these based on student interest. If a study does not have sufficient numbers we are unable to run it.

Unit Outcomes and School Assessed Coursework (SAC): Outcomes refer to key knowledge and key skills. Each study has between two and four outcomes, which must be satisfactorily completed. Achievement of the outcomes is based on teachers’ assessment of students’ performance on assessment tasks completed in class time within a specified time under teacher supervision.

Marks for Units 1 & 2 are used for internal reporting and do not contribute to the ATAR (Australian Tertiary Admission Rank). Units 3 & 4 marks are allocated for SACs and contribute to the final study score; these are reported to the VCAA. Final Study Scores issued for Units 3 and 4 are a combination of marks allocated for SAC’s and Examinations.

VCAA REQUIREMENTS TO ACHIEVE THE VCE CERTIFICATE
You MUST satisfactorily complete a minimum of 16 units including:
- three units from the English group including one 3 & 4 sequence
- three other Unit 3 & 4 sequences (which could include VET sequences)

SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS (SBAT)
These are recognised within the VCE and VCAL. In order to participate, students need to find an employer. The College will assist the student and the employer to make arrangements with a registered training organisation (RTO).
ACCELERATION & ENHANCEMENT STUDIES

VCE
Academically able students in Year 9 can request permission to make an early start on the VCE by starting a Year 11 VCE subject (Units 1 & 2) in Year 10. Interested students should attend the Senior School Information Night in Term 3 and fill out an Expression of Interest form. All forms will be submitted to the Year 9 Coordinator, who will consider each request in the light of individual student performance, academic ability and teacher feedback. All Expressions of Interest will then be forwarded to the Director of Senior School, who will consult with the VCE subject teachers to reach a decision. Year 9 students who successfully apply to begin a VCE subject in Year 10 must attend the Head Start program for that subject at the end of Year 9. The Head Start program provides a 2 week introduction to a VCE subject and is compulsory for all students enrolled in that subject.

SELECT ENTRY ACCELERATED LEARNING (SEAL) PROGRAM

By the end of Year 9, SEAL students should have completed coursework for English, Mathematics, Science and Humanities to a Year 10 level. SEAL students who have shown that they are at or above Year 10 level by the end of Year 9 will complete three Year 11 VCE subjects when they are in Year 10. A program for SEAL students to complete their VCE is as follows (with the remainder of the program made up of Year 10 electives):

<table>
<thead>
<tr>
<th>Year 10</th>
<th>English Stream</th>
<th>Mathematics Stream</th>
<th>Elective Stream</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Unit 1&amp;2 Literature</td>
<td>Unit 1&amp;2 Advanced General Maths (prep for Methods)</td>
<td>Example: Unit 1&amp;2 Biology</td>
</tr>
<tr>
<td></td>
<td></td>
<td>or Unit 1&amp;2 General Maths</td>
<td></td>
</tr>
<tr>
<td>Year 11</td>
<td>Unit 1&amp;2 English (with a possibility of also completing Unit 3&amp;4 Literature)</td>
<td>Unit 1&amp;2 Math Methods And/Or Unit 3 &amp; 4 Further Maths</td>
<td>Example: Unit 3&amp;4 Biology</td>
</tr>
<tr>
<td>Year 12</td>
<td>Unit 3&amp;4 English and/or Unit 3&amp;4 Literature</td>
<td>Unit 3&amp;4 Methods And/Or Unit 3 &amp; 4 Further Maths (with a possibility of also completing Unit 3&amp;4 Specialist Maths)</td>
<td>Example: University Extension program (Biology)</td>
</tr>
</tbody>
</table>

IMPORTANT NOTE:
- The above is a recommended program for Year 10 students who are at or above Year 10 AUSVELs levels. If students are struggling in a particular area, individual assessments will need to be made as per the suitability of further acceleration as the student progresses into VCE.
- At Year 11, SEAL students should only focus on two Unit 3&4 sequences and in Year 12 they complete five Unit 3&4 sequences, which may include a university extension program. This ensures that student’s ATARs are calculated on their best subject scores, giving them greater opportunity to maximise their results.
- At Year 12, students are ONLY eligible to restrict their program to four Unit 3&4 sequences if they receive a study of score 35 or higher for both of the subjects they have already completed. Otherwise it will be required that they repeat those subjects in order to obtain a higher score.
Since English (or Literature) is counted as one of the primary four subjects that make up the bulk of the ATAR calculation, students need to obtain the best possible score they can for this subject. As such, SEAL students are asked to complete Year 11 Literature when they are in Year 10 and Year 11 English when they are in Year 11, so that they are afforded the time needed to develop the level of cognition and maturity required to succeed in Units 3 and 4.

Vocational Education and Training in Schools (VETiS)
All Year 9 students are eligible to apply to start a VETiS subject in Year 10. Most VETiS subjects provide credit towards the VCE, with the first year usually providing credit at Unit 1 & 2 level. Interested students should attend the Senior School Information evening and complete a VETiS Expression of Interest form. For more information regarding VETiS, please refer to page 24 of this Guide.

University Enhancement/Extension studies
Students who have already attempted a number of Unit 3 & 4 sequences may have aspirations to attempt enhancement studies through a university. Information on any Enhancement Studies is released by the universities in Term 4. Interested students should check University websites and ensure that prerequisite studies are included in their course of study.
# SUBJECT CODES FOR 2015
The following is a list of the codes used on the VCE subject selection sheet.

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>CODE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>ACC</td>
</tr>
<tr>
<td>Biology</td>
<td>BIOL</td>
</tr>
<tr>
<td>Business Management</td>
<td>BMA</td>
</tr>
<tr>
<td>Chemistry</td>
<td>CHE</td>
</tr>
<tr>
<td>Drama</td>
<td>DRA</td>
</tr>
<tr>
<td>English</td>
<td>ENG</td>
</tr>
<tr>
<td>English as an Additional Language</td>
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<td>Geography</td>
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<td>Health &amp; Human Development</td>
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<tr>
<td>History</td>
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</tr>
<tr>
<td>Industry and Enterprise</td>
<td>IND</td>
</tr>
<tr>
<td>Legal Studies</td>
<td>LEGAL</td>
</tr>
<tr>
<td>Literature</td>
<td>LIT</td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Advanced General Mathematics</td>
<td>AGM</td>
</tr>
<tr>
<td>Foundation Mathematics</td>
<td>FOU</td>
</tr>
<tr>
<td>Further Mathematics</td>
<td>FMA</td>
</tr>
<tr>
<td>General Mathematics</td>
<td>GMA</td>
</tr>
<tr>
<td>Mathematical Methods—CAS</td>
<td>MME</td>
</tr>
<tr>
<td>Specialist Mathematics</td>
<td>SPEC</td>
</tr>
<tr>
<td>Media</td>
<td>MED</td>
</tr>
<tr>
<td>Physical Education</td>
<td>PED</td>
</tr>
<tr>
<td>Physics</td>
<td>PHY</td>
</tr>
<tr>
<td>Product Design &amp; Technology</td>
<td>PDT</td>
</tr>
<tr>
<td>Psychology</td>
<td>PSY</td>
</tr>
<tr>
<td>Studio Arts</td>
<td>STUD</td>
</tr>
</tbody>
</table>
AREAS OF LEARNING

Accounting (ACC)

Business may make the world go round, but Accountants make businesses go round. Accountants are the people who work in the background in order for business to run smoothly and efficiently. They don’t just play around with the financial figures, they also give advice to business managers. They are the behind the scenes people who make sure that businesses not only stay afloat but flourish. Take the accounting course to learn about the financial side of business, in particular how to collect the financial data and then turn it into something useful.

Structure

This study is made up of four units.

Unit 1

This unit focuses in on the financial management of a small service business. Students will begin to look at the processes of collecting and recording financial data as well as the process of turning that data into useable financial information. Students will also focus on interpreting the information and providing financial advice to its users.

Unit 2

Students will shift their attention to a sole trading business in this unit. They will continue to develop their skills and understanding of the accounting process. As the unit shifts its focus away from service businesses and towards trading businesses there are new items that need to be recorded and reported. Students will then use these new reports to evaluate and provide strategies to enhance the business operations.

Unit 3

Students continue to focus on trading businesses and move away from single entry accounting to a double entry system. They will continue to develop their understanding of the accounting principles and processes.

Unit 4

Builds upon student’s knowledge from the previous units and returns students focus back to the uses of the financial information. Students look at the accounting information from the perspective of management and then learn about the importance of processes like budgeting. They also look at evaluating and analysing the information so that they can provide strategies that could be used by the managers of a business.

Entry

There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to Unit 4. Students who enter the study at Unit 3 may need to undertake preparatory work related to Unit 2.
Biology (BIOL)

Biology is the study of living things, of life processes, and of the different levels of organisation from the cell to the biosphere. It includes the study of interactions between organisms and between organisms and their environments. It considers the unity and continuity of life as well as diversity and change.

Structure
The study is made up of four units:

Unit 1
Unity and Diversity
This unit has two areas of study (Cells in Action and Functioning Organisms) that examine cells, what they look like and how they work on their own or collectively in functioning organisms. Students will go on a number of excursions (e.g. Zoo, GTAC) and will have the opportunity to do hands-on laboratory work such as dissections.

Unit 2
Organisms and their Environment
This unit has two areas of study (Adaptations of Organisms and Dynamic Ecosystems) that investigate ecosystems and how living things and the environment interact. Students will have the chance to undertake practical and field work, such as investigating animal behaviour and studying rocky platforms.

Unit 3
Signatures of Life
The two areas of study in this unit (Molecules of Life and Detecting and Responding) look at new and emerging areas of Biology while remaining focused on molecular biology.

Unit 4
Continuity and Change
This unit explores two areas of study: Heredity which focuses on molecular genetics and the investigation of individual units of inheritance and the genomes of inheritance and species. Area Study 2, Change over Time focuses on change to genetic material over time. A second focus is the changing nature and reliability of evidence that supports the concept of evolution.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. However, students who enter the study at Unit 3 may need to do preparatory work based on Unit 1 and Unit 2, as specified by the teacher. Students must undertake Unit 3 prior to undertaking Unit 4.
Business Management (BMA)

Business makes the world go round or so the saying goes. You possibly work for one now or definitely will in the future and without fail you will have bought things from them. Have you ever wondered how they really work? Take the step to Business Management and find out. The course looks at both small and large businesses and how they go about getting you through their doors. Marketing, advertising, decision making, dealing with staff and being able to communicate effectively are all part of the wondrous business world.

Structure
The study is made up of four units:

Unit 1
The first unit focuses on small business. Students look at the types of businesses around Mordialloc and what decisions they have to make. Your assessment includes thinking of a simulated innovative business of your own and applying your skills to plan how this business would become profitable in the real world.

Unit 2
Students study how small businesses communicate to their customers and staff. Students will learn about marketing techniques and how make an advertisement work. You will make a product then plan how to sell it to its target market. What is your logo going to look like? Students can make a TV ad, a billboard or a radio jingle.

Unit 3
Students move on to large businesses like Woolworths, Boost Juice and RipCurl. The focus is on what happens inside the business and what pressure comes from outside factors like customers and the environment. If you had to set up a RipCurl factory, what would it look like? A trip to Southland allows students to study different layouts and structures of business.

Unit 4
How would you treat staff if you were in charge of a business with a thousand workers? What changes would you make. In Unit 4, students simulate being in charge of a large scale organisation and discover the skills and risks of making decisions that affect thousands of people. Students also contemplate the ethics involved in running a business and how they should treat workers, the community and the environment.

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

Have you ever asked yourself the question why? Why does steam burn? Why does water freeze? Why is diamond different to coal? Or have you ever asked yourself how? How do chemists make medicines that work? How am I contributing to the Greenhouse effect? Chemistry can explain so many of the questions you might have about how our world works. In Chemistry we look at all these questions right down to the molecular and atomic levels.

The study of Chemistry involves a number of mathematical concepts. It is strongly advised that students study Chemistry concurrently with Mathematical Methods.

Structure
The study is made up of four units.

Unit 1: The Big Ideas of Chemistry.
Unit 1 looks into the Periodic Table of the Elements. Who invented the table and why is it so important for science? We study why the elements all behave slightly differently, giving us such a diverse range of substances. We look at examples such as why Sodium metal explodes in water and Neon gas does not react with anything at all. You will discover how atoms can arrange and rearrange to produce a varied and diverse range of substances. In practical lessons you will investigate how different elements behave, and create new compounds.

Unit 2: Environmental Chemistry
In Unit 2 we focus on Environmental Chemistry. We investigate why water is such an essential compound for life on Earth, and the roles of carbon dioxide, oxygen and nitrogen gases. We investigate how Chemistry can be used to address global issues such as the depletion of the ozone layer and global warming. What does it mean to go ‘green’? In practical classes you will investigate chemical reactions involving acids and bases amongst a range of other chemicals.

Unit 3: Chemical Pathways
Unit 3 focuses on Chemical Pathways. Have you ever given any thought to how a forensic scientist can solve a mystery at a crime scene? Or who controls the quality at a food manufacturing plant? What about how our water supplies are monitored? It’s all Chemistry! In Unit 3 we look at the techniques chemists use to do this. We also look at the development of new medicines and the production of aspirin. We find out how different processes in the human body work, including an excursion to GTAC to investigate the role of proteins. We complete many practical activities, including reactions of acids and bases, and creating artificial flavours and fragrances.

Unit 4: Chemistry at Work
During Unit 4 we study Chemistry at Work. Have you ever used and instant ice pack, or an instant hand warmer? We investigate how chemical reactions take place and how we can produce energy from them. We create our own batteries and fuel cells to create electricity, demonstrating how chemicals can be used to power hydrogen cars and look towards a greener future.

Entry
In view of the sequenced nature of the study it is advisable that students undertake Units 1 to 4.
Drama (DRA)

This study provides students with the opportunity to examine and explore the ways in which drama gives form to, and makes meaning of, a range of social, political, cultural and historical contexts. It focuses on the development of expressive skills within dramatic structures and the development and performance of imagined characters, achieved through the refinement of skills, techniques and processes in the creation and presentation of dramatic works.

Structure
The study is made up of four units.

Unit 1
Dramatic Storytelling
This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories. There is also an analysis of the student’s own performance work as well as that by professional and other drama practitioners. Students examine storytelling through the creation of ensemble performance/s and gain an awareness of how performance is shaped and given meaning.

Unit 2
Non-naturalistic Australian drama
This unit focuses on the use and documentation of processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context. Students use a range of stimulus material in creating the performance and examine non-naturalistic performance styles from a range of contexts relevant to Australia and Australians.

Unit 3
Devised non-naturalistic ensemble performance
This unit focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. Students also document and evaluate stages involved in the creation, development and presentation of the ensemble performance. Students analyse a professional performance that incorporates non-naturalistic performance styles and production elements selected from the prescribed VCE Drama.

Unit 4
Non-naturalistic Solo Performance
This unit focuses on the development and presentation of non-naturalistic devised solo performances. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus materials and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure. Students also document and evaluate the stages involved in the creation, development and presentation of a solo performance.

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

English as an Additional Language (EAL)

English Requirement
To be awarded their Victorian Certificate of Education (VCE) a student MUST complete three (3) units of English or Literature, with at least one (1) unit at the Units 3 and 4 level (Year 12).

To achieve an Australian Tertiary Admission Rank (ATAR) a student MUST complete both Units 3 and 4 of an English or Literature sequence (a sequence is the study of both Units 3 and 4 in the one year). This means that a student’s results in Unit 3 and 4 of English or Literature MUST contribute to the calculation of their ATAR no matter their results in other subjects. That is, the student’s English or Literature MUST contribute to the calculation of their ATAR no matter their results in other subjects.

Effectively, this means that all students must study Units 1-4 of English or Literature and MUST pass at least one (1) unit at Year 11 and BOTH (2) units at Year 12 if they are to successfully complete VCE and gain an ATAR.

Applying for English as an Additional Language Status
Students who wish to apply for ESL status are only eligibly if they meet the following 2 conditions:

- Has been a resident of Australia or New Zealand or other predominantly English speaking country for no more than seven (7) years (calculated over the course of their whole life). Or the student is an Aboriginal whose first language is not English.
- English has been the student’s major language of instruction for a total period of not more than seven (7) years over the entire period of their education.
- If a student meets the above conditions and wishes to apply for ESL status, they must be able to provide supporting documentation.

This study aims to develop competence in the understanding and use of English for a variety of purposes to meet the demands of post-school employment, further education, and participation in a democratic society. It emphasises the integration of reading, writing, speaking, listening, and thinking. It values student diversity and encourages learning in which students take responsibility for their language development. The aim is for students to grow in confidence and in language skill and understanding.

Structure
The study is made up of 4 units.

Unit 1
The focus of this unit is the reading of a range of texts, particularly narrative and persuasive texts in order to understand and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating a variety of written and oral text types.

Unit 2
The focus of this unit is on reading and responding to an expanded range of text types and genres. Students will again develop a range of text types. Improving confidence and competence is a key aim of this unit.

Unit 3
The focus of this unit is the development of critical responses to both print and non-print texts, including media texts, and the use of written and oral language to interact with audiences in formal and informal settings.

Unit 4
The focus of this unit is the development of critical responses to written and film texts, and the achievement of competence and confidence in writing for different purposes and audiences.

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

This course promotes knowledge of the links between food, food processing, nutrition, health and wellbeing. Emphasis is placed on the design process in the development of food products, the development of safe hygienic work practices to maximise food quality and understanding the functional, sensory, physical and chemical properties of food.

Structure

The study is made up of four units.

Unit 1

Properties of Food

This unit examines two focus areas. First, keeping food safe, safe work practices, causes of food spoilage, principles of food hygiene and safe food handling and storage. It also looks at the safe use of tools and equipment. Second, students examine the links between classification and properties of foods, how enjoyment of food is associated with different cooking methods and physical, sensory and chemical properties of key foods. Why do we cook food? What are its characteristics?

Unit 2

Planning and Preparation of Food

This unit allows for integration of practical work and theoretical knowledge. Students look at which methods, tools and equipment are best in food preparation, and how is food best presented to optimise nutrient content, appearance, flavour, texture and aroma? They also look at the importance of planning and preparation of meals and consider the impact of social and cultural factors, resource availability and how modifications can be made to suit the nutritional needs of the consumers.

Unit 3

Food Preparation, Processing and Food Controls

In this unit, students look at the functions of the natural components of key foods and apply this information in the preparation of foods. Students will investigate cooking techniques and justify the use of the best techniques for key foods. They develop an understanding of food processing techniques to prevent spoilage. Excursions to restaurants and visits from professional chefs are included in this unit.

Unit 4

Food Product Development and Emerging Trends

In this unit, students complete their design plan established in Unit 3 for a set of 4-6 food items. Applying their knowledge of food safety and hygiene and evaluation of the product, students complete their planning and processes. Students investigate the impact of primary food production on the environment. They investigate issues in food manufacturing and packaging.

Entry

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

Language is a vital communication tool that supports us all. It is also a skill that can be easily acquired and learnt. Everyone is fluent in at least one language. Have you considered taking a second option? You might want to travel to Europe one day. Or else, you might want to increase your career opportunities or just learn a second language for fun! Even boost up your ATAR score. Have you considered that learning French at school could be beneficial in various ways? Communication, cross-cultural understanding, cognitive development, literacy and general knowledge are some of the many benefits!

Cultural Awareness Opportunities:
To enrich your learning skills, each term you can participate in fun activities and excursions to sustain the cultural experience: French Film Festival, Le Concours Berthe Mouchette, hilarious French plays to Melbourne French Theatre, visits to the Melbourne Museum and ACMI, VCE Exam strategies workshops, International Week, Bastille Day celebration and Crepe Day.

Structure: This study is made up of four units

Units 1 and 2
A focus on topics and sub-topics related to the themes of the Individual, the French Speaking Communities and the Changing World, different kinds of writing and text-types, expansion of grammar and vocabulary are the core of these units. To demonstrate your skills in these units, you need to satisfy 3 outcomes as part of the assessment process for each unit. Your assessment includes 4 tasks for the 3 outcomes in each unit: maintain a conversation, read and respond to spoken or written texts and produce a personal response on a real or imaginary experience.

Units 3 and 4
The areas of study in these 2 units explore, topics and sub-topics, related to the themes of The Individual, The French Speaking Communities and The Changing World, grammar, vocabulary and text-types investigating a range of writings. You also contemplate at studying a particular topic in depth in Unit 4 as part of the Detailed Study focus in preparation for the oral component of the final VCE exam. Your assessment includes 6 tasks in total to satisfy the overall 5 outcomes for both units: produce an original written piece, analyse information through reading or listening to texts and perform a role-play to resolve an issue. You should also be able to respond critically and reflect on your detailed study topic to form personal opinions.

Entry:
VCE French is designed for students who have studied the language for at least 400 hours at the completion of Year 12. However, it is possible for some students with less formal experience to meet the requirements successfully. Studies in this area are taken sequentially. Students must undertake Units 1 and 2 prior to Units 3 and 4.
Geography (GEO)

Geography is the study of where geographical features are located and why they are there, and what makes one place different from another, and how and why these differences matter. It looks at the interaction between human activities and natural processes; as such it enables students to develop an understanding of the interrelationships between people, places and the environment and how to interpret and predict spatial patterns on or near the surface of the Earth. By studying Geography, students learn to participate as global citizens in the sustainable use and management of the world’s resources.

Structure
This study is made up of four units

Unit 1
This unit investigates the geographic characteristics of natural environments and landforms (for example, coasts, rainforests and volcanoes) and the natural processes that shape and change the Earth’s surface. It investigates how the interactions between natural processes and human activities can also change natural environments.

Unit 2
This unit investigates the characteristics of rural and urban environments which are developed by human activities, such as farming, fishing and tourism, and their interactions with natural environments. Rural and urban environments vary significantly from place to place and across a variety of scales. Rural and urban environments are significant because they are the locations where people live. Their presence creates settlements which vary in size and complexity from individual farm houses to small villages, regional towns, large metropolitan cities and mega cities.

Unit 3
This unit investigates the characteristics of resources and the concept of region. A resource is anything which occurs naturally or is created by humans provided that people use it to satisfy a need or want. Resources found within regions mean different things to different people over place and time. Students must investigate a regional resource and a local resource in Australia. The regional resource will be water in the Murray-Darling Basin region. Students will use fieldwork to investigate a local resource.

Unit 4
This unit investigates the geographic characteristics of global phenomena and responses to them. Global phenomena are major natural or human events, processes or activities. Such phenomena are distributed globally and possess the capacity to affect the globe or significant parts of the globe and require more than a local or national response.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.
Health & Human Development (HHD)

The study of Health and Human Development provides an opportunity for students to investigate health and human development issues across the lifespan. Students will develop the knowledge, attitudes, values and skills to become actively involved in influencing their own health and development, and the health of their local and global communities.

Structure

This study is made up of four units:

Unit 1
In this unit students are introduced to the dimensions of health and individual human development and the interrelationships that exist between the two. Students focus on youth in Australia, especially health status, and explore a variety of health issues that affect youth health and development. Students outline one specific health issue and analyse strategies that have an impact on youth health.

Unit 2
Students develop an understanding of the health and individual human development of Australia’s unborn children, Australian children and Australian adults. Students investigate how determinants can influence these different age groups. They look at physical, social, emotional and intellectual changes that occur with each part of the lifespan.

Unit 3
Australia’s Health
Students develop an understanding of the health status of Australians and compare this with data from other developed countries. Students explore the variations in health status and look at the role of the National Health Priority Areas. Students look at different models of health promotion and describe Australia’s health system with government and non-government organisations.

Unit 4
Global Health and Human Development
Students will analyse the impact of a range of environmental factors that contribute to variations in health and developmental outcomes both between and within industrialised and developing countries. This global comparison will enable students to evaluate the primary determinants of optimal health and development and the range of sustainable health care initiatives developed by governments and international agencies, including the role of the United Nations and the Millennium Development Goals to optimise health and development globally.

Entry
There are no prerequisites for Units 1, 2 and 3. Students must undertake Unit 3 prior to Unit 4.
History (HIST)

How did you get to where you are today? What lies ahead in our future? History is simply the act of making meaning of the past, whether it be days ago, years ago or millennia. In History, we examine events, figures, artworks, ideas, movements, places and periods, not only to understand them, but to shed light on our own world, to understand issues within our time and to contribute to the fabric of the blanket that is humankind’s collective memory. As no topic is irrelevant to History, historians develop key skills in many and varied areas, such as visual and language analysis, critical reading and viewing, debating and powers of persuasion and writing.

Structure
The study is made up of four units.

Unit 1
Twentieth-Century History (1900-1945)
What role did Franz Ferdinand play in the outbreak of World War I? Who were the Bolsheviks? These are just some of the questions you will be asking (and answering) as you study the crises and conflicts that defined the first half of the twentieth century. From war to war, you will examine the leaders, ideals, bloodshed, battles and relations that defined this period of time. You will also explore what life was like under the Nazi regime by examining propaganda, films and by speaking with actual survivors on a visit to the Jewish Holocaust Museum. Finally, you get to research and experience the birth of modern artistic movements, from Dalí’s surrealist melting clocks and ground-breaking films such as Metropolis to Bauhaus design and modern architecture.

Unit 2
Twentieth-Century History (1945 to 2000)
How close did we actually come to a nuclear holocaust? Why did man walk on the moon? How ‘cold’ was the war between the Soviet Union and United States?
In Unit 2 you will examine the ideas and leaders that led to infamous conflicts such as the Korean and Vietnamese Wars, the Cuban missile crisis and the modern Iraq war. Through film study and primary source documents you will find out how close we actually came to a nuclear crisis and how espionage was used to fight the Cold War. Finally, you will find out why the USA funded Osama bin Laden and make a judgement on which groups have been the worst terrorists of the twentieth century.

Unit 3
Australian History—Imagining Australia
When did Australia become a nation? If it federated in 1901, what was it before that? And is terra nullius some sort of frightening disease? In this unit you will examine how European culture shaped early Victoria. You will explore the lives and deeds of various people from convicts to those seeking their fortunes on the gold fields, from migrants seeking a new life to the indigenous Australians. You will also answer the key question of how we became one of the youngest nations on earth. You will explore how and why the Commonwealth of Australian came to be, both in legal terms and the forging of a national identity.

Unit 4
Australian History
In this unit you will explore the events that helped shape the early Australian identity. From Gallipoli to Tubruk and Federation to Black Tuesday, you will examine how the young nation defined itself through the perils and honour of war and the hardship of the Depression. You will also look at how modern Australia arose from these events; how we transformed from the White Australia Policy to the self-proclaimed and celebrated multicultural society of the 21st century. You will delve into the acts, wars, laws and movements that helped solidify the Australian ideals of land, mateship and diversity into the ‘lucky country’ we are today.
Units 3 & 4

Revolutions
You may have rights and freedoms now, but how did they come about? Choosing two revolutions from the American, French, Russian or Chinese, you will examine the heroes and villains of each, what they said, what they did, who they killed and how they expired. Through films, artwork and primary accounts you will find out why these turbulent, and often violent, milestones occurred. But were they feats of courage and honour or just selfish and brutal greed? You will also examine how successful these actions were in changing the world and judge whether they really built the world as we know it or whether they weren’t worth all the effort.

Each pair of Units 3 and 4 is designed to be taken as a sequence. Each History is treated as a separate study with its own structure, key knowledge and skills and assessment.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. There is no restriction on the number of histories a student may take. If numbers are not high enough students have attempted these units successfully via the Distance Education Centre of Victoria.

Industry and Enterprise (Ind)
(Compulsory for all Year 10 Students)

Unit 1 is taken across two Semesters. Unit 2 is completed by Intermediate VCAL students.
The central theme of Industry and Enterprise is work and its place in Australian industry and society. Students will investigate career goals and pathways and explore issues related to work, such as employability and enterprise skills. A key feature of the study is the requirement that students undertake work outside the classroom in order to develop a range of lifelong and work-related skills.

Structure
The study is made up of four units.

Unit 1
This unit introduces students to the range of settings in which work occurs in Australia. In order to prepare for effective participation in the workplace, emphasis is placed on the skills and competencies required for effective and rewarding participation in the workplace. This unit also examines the changing nature of work, the concept of career development and lifelong learning. Future career pathways and occupations are investigated. In particular, students do a work placement, and investigate work related issues in a selected workplace.

Unit 2
This unit focuses on work in an industry setting. Exploration of the changing nature of work at a broader industry level is encouraged. Students will use case studies to explore some of the challenges currently faced by workplaces in selected industries. These challenges include globalisation, technological change, restructuring and enterprise and innovation.

Entry
There are no prerequisites for entry in Units 1 and 2
Legal Studies (LEGAL)

Some VCE subjects can be difficult to apply to everyday life—not Legal Studies. Students will learn about the police, the courts, your rights and the punishments that fit particular crimes. Students will experience Parliament first-hand and see why our politicians argue so much. Excursions to view real court cases and a prison visit in Year 12 are often the talking point of the respective year levels.

Structure
The study is made up of four units.

Unit 1
This unit looks at criminal law in action. It starts by comparing the difference between rules and laws. The consequences of not wearing your tie is different from not wearing your seatbelt. Why? Who makes our laws? What rights do the police have in enforcing them and what happens if we get caught breaking the law? An excursion to the local Magistrates Court helps students understand the process and rights we all have when things go wrong.

Unit 2
What happens when two people get into a serious argument? If they haven't broken a criminal law, how they resolve their problem? When can someone sue someone else? Could you be sued and if so, what arguments would you have to defend yourself? Unit 2 is all about disputes and how to resolve them so the best outcome is reached for both parties.

Unit 3
Who makes the laws we have to follow? Why do they make laws we may not like? Do we have a say in the laws we are made to follow? These questions are all answered in Unit 3. Our politicians come under scrutiny as well as the processes under which they operate. Do you know what rights we have in our Constitution? How does it protect us and can we change our rights? Does our Constitution match up to the USA’s Bill of Rights?

Unit 4
What happens when someone breaks the law? We follow the process from the time of the offence, through the police investigation to the trial and sentencing of the offender. What punishments are available and do they always fit the crime? We also look at how different countries approach their court system and compare their advantages and disadvantages with Australia.

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

Literature aims to foster enjoyment in reading a range of literary styles and forms, including novels, poetry, plays, short stories and film study. Group discussion is a significant feature of the subject; through discussion, as well as through writing, we can delve deeply, question and explore the texts we study, continually developing our skills and shaping our responses to literature. Assessment tasks include formal essays, passage analysis, creative response, oral presentation, reading journal and exam. There are excursions to view films during the year as well as others as relevant to the course. **A desire to read, and a willingness to complete set reading, is essential for selection of this subject.**

**Structure**

The study is made up of four units.

**Unit 1**

1. **Readers and their Responses:**
   Students work on developing a more informed response to texts, by becoming more familiar with literary techniques used in writing and how language works to create an effect. They make connections between characters, settings and events.
2. **Ideas and concerns in texts:**
   Students look at the ways texts reflect and reveal elements of human experience and society. We continue to expand and develop our understanding of how language and literary techniques are used to create an experience for the reader.
3. **Interpreting non-print texts:**
   We examine a film as text, analysing how its construction and use of symbols, filmic devices and representations of characters and ideas all work together to engage and position the viewer.

**Unit 2**

1. **The text, the reader and their contexts:**
   This area of study closely examines the social and cultural context of literature, looking at a text from a past era. We continue to develop our specialist skills in analysis and exploration of characterisation, language and ideas.
2. **Comparing texts:**
   We focus on the ways two or more texts (or different parts of the same text) relate to each other. We look at how texts are constructed, and how the central concerns and ideas of texts are conveyed to the reader.

**Unit 3**

This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Outcomes include analysing an adaptation of a text, exploring views and values represented in a text, and considering alternate viewpoints.

**Unit 4**

This unit focuses on students’ creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. Outcomes include an imaginative response to a text, and close analysis.

**Entry**

There are no prerequisites for entry to Unit 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Literature 3 & 4 can be used as the English component towards the ATAR calculation.
Mathematics

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment.

Essential mathematical activities include learning skills, applying them, analysing, investigating, abstracting, modeling and problem solving. This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

All students in all the mathematical units offered will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

The study is made up of the following units:

- Advanced General Mathematics Unit 1 and 2
- Foundation Mathematics Unit 1 and 2
- General Mathematics Units 1 and 2
- Mathematical Methods (CAS) Units 1 and 2
- Further Mathematics Units 3 and 4
- Mathematical Methods (CAS) Units 3 and 4
- Specialist Methods Unit 3 and 4

Advanced General Mathematics (AGM) Unit 1 & 2

This is a special Year 11 maths unit that may be taken in addition to Year 11 Math Methods. It is not a prerequisite, but it is useful for students considering taking Year 12 Methods or Year 12 Specialist. It is designed for students who are good at mathematics who wish to pick up extra skills. In the past many of the students doing the subject have been Year 10 SEAL students. i.e. It may be done the year before students do Year 11 Methods.

Structure
The study is made up of two units:

Unit 1
In Unit 1 the topics covered are surds, coordinate geometry, financial maths, sequences and series and trigonometry of right and non-right angled triangles.

Unit 2
Straight line graphs, linear algebra, indices, univariate data, quadratic functions and matrices.

Foundation Mathematics (FOU) Unit 1 and 2

This is a basic maths course covering a series of real life and basic numeracy applications such as budgeting and planning a party. It is a Year 11 subject only, and is not a prerequisite for any Year 12 subject.

You cannot go on to study Mathematics in Unit 3&4 level if Foundation Maths is your only maths at Unit 1&2 level.

Structure
The study is made up of two units.

Unit 1
In Unit 1 the topics covered are Maths Skills, Finance, Sport and the “House and Land Package”.

Unit 2
In Unit 2 the topics covered are Travel, Car Safety, Water Wise and a Musical Production.
General Mathematics (GMA) Unit 1 & 2
The course is designed as a prerequisite for Year 12 Further Mathematics. In addition, with its emphasis on basic algebra, graphing and statistics, it is designed to be of use to students doing other VCE subjects that utilise these skills.

Structure
The study is made up of two units:

Unit 1
In Unit 1 the topics covered are univariate statistics, basic algebra & equation solving, straight line graphs, length and perimeter calculations and financial arithmetic.

Unit 2
In Unit 2 the topics covered are area calculations, trigonometry, bivariate statistics, volume calculations and matrices.

Further Mathematics (FMA) Unit 3 & 4
In order to study Further Mathematics, you are required to have a reasonable pass in General Maths Units 1 & 2 OR Advanced General Maths 1 & 2

Structure
The study is made up of two units:

Units 3
In Unit 3 the topics covered are Core and Geometry and Trigonometry

Unit 4
In Unit 4 the topics covered are Business related Mathematics and Matrices

Mathematical Methods—CAS (MME) Unit 1 & 2
This is a higher level maths unit than General Maths. i.e. the type of material covered is more abstract with less possible day to day use. It is designed as a prerequisite for either Year 12 Math Methods (unit 3 & 4) or Year 12 Math Methods combined with Year 12 Specialist Maths

Structure
The study is made up of two units:

Unit 1
The topics covered in this unit are straight line graphing & linear equation solving, quadratic equations & parabolas, polynomials & their graphs, and indices, logarithms & exponential graphs.

Unit 2
The topics covered in this unit are functions & relations, basic trigonometry, differential calculus, advanced trigonometry & trigonometric graphs, and matrices.

Units 3 & 4
This is a higher level maths unit than Further Maths. There are a larger number of topics with a higher level of abstraction. It is designed as a continuation of Mathematical Methods Units 1 and 2.

Structure
The study is made up of two units.
Unit 3 is mainly comprised of the topics functions and relations, algebra and calculus.
Unit 4 continues with some if the Unit 3 topics along with probability.
Specialist Mathematics (SPEC) Unit 3 & 4

Specialist Maths is designed for students who are good at and enjoy maths, and who learn new concepts reasonably well reasonably quickly. It overlaps with and complements the Math Methods course. These two subjects must be taken together.

Over the year Specialist Maths covers a wide variety of topics. Some of them, such as coordinate geometry, trigonometry and calculus, are continuations and extensions of topics covered in Methods. Others such as vectors, mechanics and complex numbers are different.

Entry

There are no prerequisites for entry to Foundation Mathematics Units 1 and 2, General Mathematics Units 1 and 2 or Mathematical Methods Units 1 & 2.

However, students attempting General Mathematics (Unit 1 & 2) are expected to have a reasonable pass in Year 10 Maths. Students attempting Mathematical Methods (Unit 1 & 2) are expected to have a good pass in Year 10 Maths.

Students need to seek guidance from their Year 10 math teacher /Year Level Coordinator /Maths Coordinator before selecting their Year 11 Maths Units. Students must undertake Unit 3 of a study before entering Unit 4 of that study.

Enrolment in Further Maths Units 3 and 4 assumes a reasonable pass in either General Maths Units 1 and 2, Advanced General Maths Units 1 and 2 or Math Methods Units 1 and 2.

Enrolment in Maths Methods (CAS) Units 3 & 4 assumes a reasonable pass in Maths Methods (CAS) Units 1 & 2.

Enrolment in Specialist Mathematics Units 3 and 4 assumes a simultaneous enrolment in Mathematical Methods Unit 3 and 4.
Media (MED)
The media have a significant impact on people's lives. The media entertain, educate, inform and provide channels of communication. The media not only comment on culture, they reflect the society which creates them. The study of media includes media forms such as the press, radio, film, TV, various web based products, photography and media processes such as publishing, advertising, news production, and popular culture.

Structure
The study is made up of four units:

Unit 1
The main purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms. Students also develop practical and analytical skills in a study of the production of media products.

Unit 2
The main purpose of this unit is to enable students to develop an awareness of the specialist production stages and roles within the collaborative organisation of media production. Students develop practical skills and analyse issues concerning the media production process and the media industry.

Unit 3
The main purpose of this unit is to enable students to develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional media texts. Students also develop practical skills through designing media productions.

Unit 4
The main purpose of this unit is to enable students to further develop practical skills in the production of media products and to realise a production design. Students also develop an awareness of the role of social values in the construction of media texts and analyse issues raised about the role and influence of the media.

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

Physical Education focuses on the relationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performance and participation in physical activity. Theory and practice is approached through the study of, and participation in, physical activity. All units are covered with a practical component to their learning.

Structure
The study is made up of four units:

Unit 1
Bodies in Motion
This unit introduces students to an understanding of how the body systems work together to produce movement and analyses this motion using biomechanical principles. Students do practical tasks on human movement and undertake practical labs on biomechanical principles.

Unit 2
Sport Coaching and Physically Active Lifestyles
This unit concentrates on the roles and responsibilities of a coach as well as looking at coaching pathways and accreditation.

Unit 3
Physical Activity Participation and Physiological Performance
Students use subjective and objective methods for assessing the student’s own and another cohort’s physical activity and sedentary levels. They examine what is required to provide energy for activity, the body systems’ roles, as well as fatigue and recovery mechanisms and strategies. Aerobic and anaerobic activity is assessed, food conversion and the importance of oxygen is examined.

Unit 4
Enhancing Performance
Students focus on the components of fitness and assessment of fitness from a physiological perspective. Training principles are applied to enhance outcomes. They will explore nutritional, physiological and psychological strategies used to enhance performance. Students examine legal and illegal substances and methods of performance enhancement and develop an understanding of different anti-doping codes.

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

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe.

It is recommended that students undertake Mathematical Methods in conjunction with Physics to support the underlying mathematical concepts.

Structure
The study is made up of four units.

Unit 1
This unit focuses on the study of physics as a human endeavour in which observations and ideas about the physical world are organised and explained. Students learn about the use of conceptual models to describe and explain observed physical phenomena.

Unit 2
The students’ understanding of physics is further developed through the application of models to more complex phenomena. Newtonian ideas of motion, already studied as part of the General Science curriculum, are extended to a greater range of movements and more abstract ideas.

Unit 3
This unit focuses on ideas that underpin much of the technology found in areas such as communications, commerce and industry. Motion in two dimensions is introduced and applied to moving objects on Earth and in space. Another of Newton’s theories, that the gravitational effect of the Earth reaches out into space, is introduced and applied to analyse the motion of the Moon, the planets and satellites. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonics devices introduced.

Unit 4
In Unit 4, the development of models to explain the complex interactions of light and matter is considered. A field model of electromagnetism is applied to the generation, distribution and use of electric power. The detailed study on the Synchroton provides examples of innovative technologies used for research and communication.

Entry
There are no prerequisites for entry to Units 1, 2 and 3, although students are advised to take Unit 2 before Unit 3. Students who enter the study at Unit 3 should be willing to undertake some preparation as specified by their teacher. Students must undertake Unit 3 prior to undertaking Unit 4.
Product Design and Technology (PDT)

In VCE Product Design and Technology students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design and address these factors relevant to their design situation.

The knowledge and use of resources is essential to product design and students develop an understanding of a range of materials, and the equipment used to transform these materials in a safe manner into useful products. The importance of environmental sustainability and its impact on product design and development is also explored further.

VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, and interior design, engineering, and furniture, at both professional and vocational levels. Moreover, VCE Product Design and Technology can inform sustainable behaviours and develop technical skills to present multiple solutions to everyday life situations. It contributes to creating confident and unique problem solvers and project managers well equipped to deal with the multi-disciplinary nature of modern workplaces.

Structure

The study is made up of four units.

Unit 1: Product re-design and sustainability

This unit focuses on the analysis, modification and improvement of a product’s design with consideration of the materials used and issues of sustainability. Students are introduced to the Product design process and consider how the product could be improved. Students write a design brief for a product’s modification and then develop suitable options that meet specific criteria. The chosen option is then manufactured, with students further developing their practical skills with a range of equipment.

Unit 2: Collaborative design

In this unit students work in teams to design and develop products from a specific design brief. They focus on design factors and the impact they have on a design solution. Teamwork encourages communication and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students use evaluation criteria to assess their individual designs and reflect collaboratively on how they met the specifications of the design brief.

Unit 3: Applying the product design process

In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through the design process and influenced by a range of design factors. Students examine a client or end user’s needs, prepare a design brief, devise evaluation criteria, research and propose design options. Students also develop an understanding of product development in industry and how manufacturing companies operate.

Unit 4: Product development and evaluation

In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options, referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Students continue with the development and manufacture of the product designed, recording production processes and modifications required.

Entry

There are no prerequisites for entry to Unit 1, 2 and 3. Students must undertake Unit 3 prior to understanding Unit 4.
Psychology (PSY)

Psychology is the study of thoughts, feelings and behaviours. As a science, psychology aims to describe, explain and predict behaviour. It relies on empirical procedures such as experiments and observations to do this. Using different research methods allows students to develop valuable skills in analytical and critical thinking. VCE Psychology is a challenging and highly engaging introduction to the science of psychology, packed with fun class activities and experiments, intriguing discussions, fascinating documentaries and meaningful excursions. Students will increase their knowledge of human behaviour, including an understanding of themselves and their relationships with others and their society.

Structure
The study is made up of four units.

Unit 1: Introduction to Psychology
Psychology is a science! One question that is still hotly debated amongst theorists is, are our thoughts, personalities and behaviours influenced by our genes or our upbringing? Students will learn about several different theories that attempt to answer this question from different perspectives, including biological, behavioural, cognitive and socio-cultural. Students also explore these theories to explain development across the lifespan including the experience of mental illness. In Unit 1, students do practical activities in class, talk about their own experiences, undertake excursions to Melbourne Zoo and the Melbourne Museum and run an experiment conducted with prep children from a local primary school.

Unit 2: The Self and Others
You are one person in a world of people. Students explore differences between individuals, specifically the influence of biological, socio-cultural, cognitive and behavioural factors. How do we form attitudes? Where do stereotypes come from? Why do we perform differently in groups than when we are alone? What makes some people more aggressive than others? Students attempt to answer these questions through class discussions and focus groups, studying film and conducting surveys in the community. Mental Health Week is a highlight of Term 4 and students work together to organise lunchtime activities to raise money for a mental health charity and participate in a local community march to support mental health.

Unit 3: The Conscious Self
What is the relationship between the brain and behaviour? Students study the structure of the human brain and nervous systems through a range of practical activities. They will explore the nature of consciousness and altered states of consciousness, including sleep. Students may do some meditation to analyse the factors that indicate a change in their own levels of consciousness! Advances in brain research methods that have opened new ways of understanding the relationship between the mind, brain and behaviour are also analysed.

The function of the nervous system is extended to the study of memory and how information is processed, stored and retrieved. Ever wonder why there are some things you just don’t seem to be able to remember? Or it’s on the tip of your tongue but you can’t access it? Students will apply different theories to explain memory and forgetting in everyday life.

Unit 4: Brain, Behaviour and Experience
Learning is something we all do every day. This unit focuses on the interrelationship between learning, the brain and its responses to experiences and behaviour. Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. This includes an understanding of how people learn and how this informs both personal and social issues. Students then build upon their conceptual understanding of learning to assist in the analysis of mental health and illness. Students consider questions like, what is normal? What is the influence of external stimuli on our mental health? Why do people react differently? They use a biopsychosocial framework to explore the nature of stress, simple phobia and anxiety disorders. Students investigate the causes of mental illness, avenues of assistance and factors that promote mental wellbeing.
Entry
There are no prerequisites for entry in Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. However, students who enter the study at unit 3 may need to undertake preparatory work.

Assessment
Assessment includes posters, reports, empirical research activities based on class experiments, tests and multi-media presentations. There is one end of year examination worth 64%.

Studio Arts (STUD)
In Studio Arts students look at art issues, gallery spaces, gallery jobs, instalations, appropriated artworks etc. They look at how artworks are set up and put together. The theoretical component of the study informs students’ practice through an investigation of selected artworks, an examination of artists’ working methods and a study of professional practices and art industry issues.

Structure
The study is made up of four units:

Unit 1: Artistic Inspiration and Techniques
Students look at the use of sources of inspiration and ideas as the bases for artworks and explore a wide range of materials and techniques as tools for translating ideas, observations and experiences through animating.

Unit 2: Design Exploration and Concepts
Students will develop skills in the analysis of artworks to understand how aesthetic qualities are created, ideas communicated and identifiable styles developed.

Unit 3: Studio Production and Professional Art Practices
In unit 3 students are asked to write an exploration proposal about what theme they intend to research throughout the unit. They must come up with 6-8 directions they want to take this theme into. They must then explore and experiment with materials, techniques and ideas in their folios. Their folios are due at the end of Unit 3, and must contain all the ideas and directions outlined in their exploration proposal. They must trial as many different materials and techniques as possible, as once they submit their folio, they cannot add to it. When they begin making artworks in Unit 4 based on their directions in Unit 3, nothing can be added to the artworks that hasn’t already been explored and documented in their Unit 3 folios.

Unit 4: Studio Production and Art Industry Contexts
The focus of this unit is to produce a cohesive folio of finished art works developed from potential solutions generated in Unit 3. Visual and written documentation explaining how the potential solutions will be used to produce the folio of artworks is also prepared.

Assessment
- 33% folio (including exploration proposal—UNIT 3)
- 33% final artworks (UNIT 4)
- 33% exam

Entry
There are no prerequisites for entry to Units 1 and 2. Students undertake Unit 3 prior to Unit 4.
The VCAL is an alternative educational pathway to the VCE and is a recognised senior secondary qualification. It gives students a 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. Students who do the VCAL are likely to be interested in going on to further training at a TAFE institute, starting an apprenticeship or getting a job after completing school. Students who complete the VCAL are not eligible to receive an ATAR, however, VCAL students can still go on to University via a TAFE pathway as a mature age student. The VCAL’s flexibility ensures students undertake a study program that suits their interests and learning needs.

Assessment in VCAL is competency-based, which means that students demonstrate achievement of learning outcomes through practical activities and a portfolio of evidence.

Fully accredited modules and units are selected for the four following compulsory strands:

**Literacy & Oracy Skills**
This unit enables students to develop the skills and knowledge to read and write a range of texts on everyday subject matters. The learning outcomes for reading, writing and oral communication are covered in context and through subject matter that is relevant to the student. An integrated approach is used so that many literacy outcomes are covered in conjunction with the projects that students are completing in Personal Development Skills and Work Related Skills, such as writing a script for a work safety advertisement or an instructional piece for a student-led activity.

**Numeracy Skills**
VCAL Numeracy covers four domains:
- **Numeracy for Practical Purposes** addresses aspects of the physical world to do with designing, making and measuring.
- **Numeracy for Interpreting Society** relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or community.
- **Numeracy for Personal Organisation** focuses on the numeracy requirements for personal organisational matters involving money, time and travel.
- **Numeracy for Knowledge** deals with mathematical skills needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions.

*Mordialloc College VCAL students will choose any available Year 11 Maths for Intermediate VCAL and will continue with VCAL Senior Numeracy or Further Maths in Year 12.*

**Work Related Skills**
This unit has been developed to recognise learning that may not normally be recognised within other qualifications (such as the VET course) that is valued within community and work environments as preparation for employment. There is a strong focus on the development of appropriate skills and knowledge in order to provide necessary Occupational Health and Safety preparation for the workplace. Students utilise the Safe @ Work website to learn about OH&S policies and procedures and apply these to their chosen industry. They also conduct a hazard analysis of the school environment and analyse work safety advertisements before scripting and filming their own. Students will research different occupations in response to an online career inventory tool and develop a professional resume. They may also undertake structured workplace learning as part of this course.

**Industry Specific skills**
The Intermediate/Senior VCAL learning program must include industry specific units from Vocational Education and Training (VET) programs or VCE VET.

**Personal Development Skills**
Students focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in practical activities. The program is very flexible,
covering topics related to personal development, health and physical wellbeing, the community and family. Students begin the course with teambuilding games and activities and work on both group and individual projects. Every student is involved in their own community projects, from the planning stage through to the delivery and evaluation of a major activity that engages them with external organisations.

**Skills for Further Study (Senior VCAL only)**

Skills for Further Study enables students to develop knowledge and skills for further study that will prepare and assist them to pursue diverse and higher level education and training pathways in a range of settings. The unit focuses on developing:
- time management skills
- strategies for learning
- research skills
- a pathway plan
- portfolios and applications.

Students are expected to prepare and conduct a student led conference as part of the mentor program, in order to meet the outcomes for this unit.

The structure of VCAL is project based (with the exception of Maths and VETIS) with an integrated curriculum, therefore students attend a generic class in which they cover Literacy, Numeracy, Work Related Skills (WRS), Personal Development Skills (PDS), Industry and Enterprise Unit 2 (Intermediate VCAL only) and Skills for Further Study (Senior VCAL only).

The table below outlines the structure of the VCAL program across Year 11 and Year 12.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Intermediate VCAL (Year 11)</th>
<th>Senior VCAL (Year 12)</th>
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</thead>
<tbody>
<tr>
<td>Literacy &amp; Oracy</td>
<td>Intermediate Literacy (1 unit)</td>
<td>Senior Literacy (1 unit)</td>
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<td></td>
<td>Intermediate Oracy (1 unit)</td>
<td>Senior Oracy (1 unit)</td>
</tr>
<tr>
<td>Numeracy</td>
<td>VCE Foundation Maths (2 units)</td>
<td>VCAL Senior Numeracy (1 unit)</td>
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<td>or</td>
<td>or</td>
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<tr>
<td></td>
<td>VCE General Maths (2 units)</td>
<td>VCE Further Maths (2 units)</td>
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<td>or</td>
<td>or</td>
</tr>
<tr>
<td></td>
<td>VCE 1&amp;2 Math Methods (2 units)</td>
<td>VCE 3&amp;4 Math Methods (2 units)</td>
</tr>
<tr>
<td>Personal Development Skills</td>
<td>Intermediate PDS (2 units)</td>
<td>Senior PDS (2 units)</td>
</tr>
<tr>
<td>Work Related Skills</td>
<td>Intermediate WRS (2 units)</td>
<td>Senior WRS Unit 2 (1 unit)</td>
</tr>
<tr>
<td></td>
<td>Includes structured workplace learning</td>
<td>Includes structured workplace learning</td>
</tr>
<tr>
<td>Industry Specific Skills</td>
<td>VETIS (TAFE) or SBAT program (2 units)</td>
<td>VETIS (TAFE) or SBAT program (2 units)</td>
</tr>
<tr>
<td>VCE Industry &amp; Enterprise</td>
<td>Unit 2 (1 unit)</td>
<td>N/A</td>
</tr>
<tr>
<td>VCAL Skills for Further Study</td>
<td>N/A</td>
<td>Senior SFS (1 unit)</td>
</tr>
<tr>
<td></td>
<td><strong>Total: 11 possible units (plus Industry &amp; Enterprise Unit 1 obtained in Year 10)</strong></td>
<td><strong>Total: 9 units, up to 10 if completing VCE Maths (plus Industry &amp; Enterprise Unit 2 obtained in Year 11) = 10 or 11 possible units</strong></td>
</tr>
</tbody>
</table>

- **NOTE:** VCAL students must obtain 10 units in their one year Intermediate or Senior program in order to be awarded their Intermediate or Senior VCAL Certificate.
- Units from previous year may carry over and contribute to the Senior VCAL Certificate the following year.
Below is an outline of sample projects that students may complete in VCAL:

**Seasoned travellers (combined Intermediate/Senior)**
Students will develop an understanding of the travel and tourism industry through interactive presentations with experts in the field. Students will investigate entry level requirements and working conditions in this industry, as well as experience a mock group training job interview. Students travel to Lorne and use the knowledge and skills gained throughout the project to develop a ‘weekend away’ holiday package. In addition they will work within a budget to plan and cost an international trip, including a research investigation on the top tourist attraction in that particular region.

**Moving Out (Intermediate)**
Ever wondered what it’s like to move out of home? Throughout this project students will learn all about the realities of “leaving home” and being self-sufficient. They will establish a budget based on their first-year apprentice or trainee wage including rent, food, utilities, car costs etc. Students will develop practical literacy skills in completing tenancy application forms and writing a weekly menu. They will compare shopping prices and experiences at supermarkets, online and fresh food markets.

**My Future (Senior)**
As students become “legal” Australian adults throughout the year when they turn 18, it is important for them to have a strong understanding of our political system and how it impacts upon their choices and their lives. Students will learn about the parliamentary system, visit Parliament House and the Old Treasury and participate in their own political campaigns, including a mock election. Students will have the opportunity to complete electoral enrolment forms so they are able to participate in upcoming elections. They will also develop a “five year plan” based on where they see themselves and major milestones and achievements they are aiming toward, including the development of a professional portfolio.

**Structured Workplace Learning (SWL) or School-Based Apprenticeships (SBATs)**
Completing one day of work placement per week is an essential component of any VCAL program. Students are supported to find suitable employment related to their VETiS program, but are also encouraged to gain experience in other interest areas. Students cannot begin their work placement until they have undergone appropriate Occupational Health and Safety assessments. For Intermediate students this is approximately halfway into Term 1 and for Senior VCAL students this is from the beginning of the year.
### MORDIALLOC COLLEGE VCAL PROGRAM SCHEDULE

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>School – VCAL program</td>
<td>School – VCAL program</td>
<td>TAFE or SWL or SBAT</td>
<td>School – VCAL Program</td>
<td>TAFE or SWL or SBAT</td>
</tr>
</tbody>
</table>

**VCAL and SBAT-SCHOOL BASED APPRENTICESHIPS & TRAINEESHIPS** or **SWL - STRUCTURED WORKPLACE LEARNING**

<table>
<thead>
<tr>
<th>VCAL and SBAT</th>
<th>VCAL and SWL</th>
<th>Days</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>TAFE</td>
<td>½ day or 1 day or evening or 1 week block school holidays – VET in Schools courses.</td>
<td>Wed or Friday</td>
<td></td>
</tr>
<tr>
<td>Structured Workplace Learning (SWL)</td>
<td>1 or 2 days The number of days depends on timing of TAFE, employer capacity and students ability to complete VCAL coursework.</td>
<td>Wed and/or Friday</td>
<td></td>
</tr>
<tr>
<td>School</td>
<td>3 days, and up to 5 as students must attend school on days not attending SWL or TAFE.</td>
<td>Mon, Tues, Thurs</td>
<td></td>
</tr>
</tbody>
</table>

**Course level**
- Certificate III – Apprenticeship OR Completing their Certificate II -Pre-apprenticeship
- Usually Certificate II, some Certificate III (non-trades) or partial completion of Certificate IV

**Process of Organising**
1. Find an employer willing to take you on.
2. Employer arranges Apprenticeship Centre to sign you up.
3. Employer and student nominate a TAFE provider.
4. Apprenticeship Centre approaches TAFE on their behalf.
5. Training plan is designed by TAFE in line with student and employer’s needs. Plan is agreed upon by Employer, TAFE and school.
6. Once training plan is agreed upon, student can start TAFE in next round of training.

**Advantages**
- Students in a SBAT reduce the amount of time required in the apprenticeship by ½ day for each day worked.
- Students are paid at the apprenticeship rates.
- Students may be eligible for Tools for Trades funding.

**Disadvantages**
- Training pauses if SBAT placement is lost.
- TAFE does not inform schools of students progress at TAFE.
- School relies on feedback from student, parents and employer if issues arise.

**Notes**
- Students must attend school each day and part-day when not at TAFE or work on SWL.
- If students lose their SBAT, they need to find another employer to continue training.
- Students need to attend school on the days they were attending work and TAFE until another employer is secured.
- Students must be doing a SBAT to train in Certificate III Apprenticeship course.
- Organising a SBAT can take several weeks for paperwork to come through from government agency.
- SBAT paperwork should ideally be completed by end of the previous year and must be completed by early February to commence training.
- If a student has not organised a SBAT by February they must enrol in a suitable VETiS course in order to successfully complete their VCAL.
- Students may be paid anywhere from $5 to apprenticeship rates or unpaid in not-for-profit sector.
VOCATIONAL EDUCATION and TRAINING IN SCHOOLS (VETiS)

Please note this booklet was printed before all VETiS 2015 courses were released by the Registered Training Organisations (RTOs). To confirm details and register expressions of interest, please see the Careers Coordinator.

What are VETiS Programs?

- VETiS stands for Vocational Education and Training in Schools
- VETiS programs are available to senior secondary students as part of their VCE and VCAL
- VCE VETiS programs provide VCE study scores which can contribute to an ATAR
- Other VETiS programs may contribute to the VCE ATAR as a 5th or 6th ATAR increment
- Upon completion of a VETiS program, students may receive a nationally recognised certificate (e.g. Certificate II in Engineering, Certificate II in Tourism) as well as VCE and VCAL credits.
- Students combine their school-based studies with a VET program which may mean attending a TAFE, Registered Training Organisation (RTO) or workplace for training
- VETiS programs are competency-based learning, which means that students have to perform tasks and duties to a standard expected in employment
- VETiS aims to better prepare young people for the world of work by giving them vocational skills and experience during their senior secondary schooling

What is Structured Work Placement (SWL)?

- Structured work placement is a component of most VETiS programs
- Work placement must be completed with an employer in the industry area relevant to the VETiS program
- Work placement allows students to practice existing skills and acquire new skills and knowledge in a supervised workplace setting
- The amount of time required in the workplace varies between VETiS certificates
- Work placement may be undertaken in week-long blocks or one day per week over a period of time
- In some cases students will be assessed ‘On-the-job’ (i.e. in the workplace) by a trained workplace assessor

LEARNING PATHWAYS

VCE (Victorian Certificate of Education)

- Usually 20 - 24 Units
- (with 5 – 6 Unit 3-4 sequences)

VCAL (Victorian Certificate of Applied Learning)

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

VET

VCE VET Programs
School-based Apprenticeship and Traineeship (SBAT’s)
Other VET Certificates

Training
(TAFE or school, industry, RTO, ACE)

Structured Workplace Learning

COMPLETION OF VCE

COMPLETION OF VCAL

Employment/Apprenticeship/Traineeship

TAFE Certificate II/III/IV, Diploma, Advanced Diploma

UNIVERSITY
Listed below and on the following pages are some of the VETiS programs available. Please see the Careers Coordinator for more information.

<table>
<thead>
<tr>
<th>VETiS programs</th>
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<tbody>
<tr>
<td>Acting</td>
<td>Horticulture</td>
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<tr>
<td>Animal Studies</td>
<td>Hospitality</td>
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<tr>
<td>Applied Fashion Design and Technology</td>
<td>Information Technology (Software)</td>
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<tr>
<td>Automotive (Mechanical or Panel &amp; Paint)</td>
<td>Information Technology (Games Creation)</td>
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<tr>
<td>Building &amp; Construction</td>
<td>Interactive Digital Media</td>
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<tr>
<td>Bricklaying</td>
<td>Interior Design (Retail)</td>
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<tr>
<td>Business or Small Business</td>
<td>Justice</td>
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<tr>
<td>Catering Operations</td>
<td>Laboratory Skills</td>
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<tr>
<td>Children's Services</td>
<td>Logistics</td>
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<td>Cisco (Shared Technology)</td>
<td>Music and Music Performance</td>
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<tr>
<td>Community Services</td>
<td>Outdoor Sport and Recreation</td>
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<tr>
<td>Conservation &amp; Land Management</td>
<td>Plumbing</td>
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<tr>
<td>Dance</td>
<td>Retail Make-up</td>
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<tr>
<td>Electrical or Integrated Technologies</td>
<td>Screen and Media</td>
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<tr>
<td>Engineering Studies</td>
<td>Sport and Recreation</td>
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<tr>
<td>Events</td>
<td>Technical Production (Music)</td>
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<tr>
<td>Furnishing / Furniture</td>
<td>Tourism</td>
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<tr>
<td>Hairdressing</td>
<td>Visual Arts</td>
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<td>Horticulture</td>
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<tr>
<td>Visual Arts</td>
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</table>

**VCE VET Programs** - provide Study Scores for VCE students

Contributes a Study Score towards an ATAR based on Assessment tasks & Exam. 2 years to complete VCE Units 1-4 sequence. VCAL students may enrol in these courses. They are should sit the VCE exam.

<table>
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<td>Hospitality</td>
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<tr>
<td>Integrated Technologies</td>
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<tr>
<td>Information and Communications Technology (Games Creation or Software)</td>
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<td>Interactive Digital Media</td>
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<tr>
<td>Laboratory Skills</td>
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<tr>
<td>Music</td>
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<tr>
<td>Sport and Recreation</td>
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CERTIFICATE II in AUTOMOTIVE STUDIES (pre-vocational)

Qualification and Future Pathways
Students who satisfactorily complete the VCE VET Automotive program will receive the 22015VIC Certificate II in Automotive Studies (pre-vocational). The primary purpose of this qualification is to help participants gain employment in the automotive, mechanical repair industry.

Course content
The VET Unit 1-2 core units of competence include industry research and applying safe working practices. Elective units include using and maintaining measuring equipment, operating electrical testing equipment and communication. The VET Unit 3-4 sequence requires a specialist focus in either automotive mechanical, automotive electrical and electronics, vehicle body (panel beating, painting, trimming or body making), vehicle engine reconditioning and maintenance.

Contribution to the VCE or VCAL
VCE
Students who receive a Units 3 and 4 sequence for 22015VIC Certificate II in Automotive Studies (pre-vocational) or any of the approved school-based apprenticeship and traineeship qualifications from the Automotive industry area will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

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

Duration
Two years.

Cost
Please check with the Careers Coordinator for any costs associated with this course.

RTO and Location
Chisholm TAFE (Frankston)

CERTIFICATE II in BUILDING & CONSTRUCTION (pre-apprenticeship)

Qualification and Future Pathways
If you satisfactorily complete the VCE VET Building and Construction program, you will have partially completed the 22216VIC Certificate II in Building and Construction (Bricklaying, Carpentry, Painting and Decorating Pre-Apprenticeship). Upon completion of the program, students may complete the remaining third of the Certificate II in Building & Construction pre-apprenticeship before proceeding to the appropriate apprenticeship qualification. Career paths within the Construction Industry include tertiary pathways to areas such as Building, Drafting, Surveying, Carpentry, Architecture and Estimation.

Course content
The VET Unit 1–2 core units of competence include building and construction industry induction, first aid and safe handling of plant and power tools. Specialist stream units are introduced in bricklaying, carpentry or painting and decorating.

The VET Unit 3–4 sequence incorporate core units such as quality principles for the building industry, calculations & workplace documents and plans. Elective units are taken from the selected specialist stream.

Contribution to the VCE and VCAL
VCE
You will be eligible for credit of up to four VCE VET units towards their VCE: two units at Unit 1-2 level and a Unit 3-4 sequence. It provides an ATAR increment of 10% if the average of the primary four VCE studies.
VCAL
The VCE VET Building and Construction program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels.

Duration
Two years.

Cost
Please check with the Careers Coordinator for any costs associated with this course.

RTO and Location
Chisholm TAFE (Frankston)
Holmesglen TAFE (Chadstone)

CERTIFICATE II in BUSINESS

Qualification and Future Pathways
This provides a pathway into employment in business and related industries. Possible positions include administrative office assistant, receptionist, information officer and customer service officer.

Program 1: Students who complete BSB20112 Certificate II in Business will be eligible for up to four units of credit towards their VCE at Units 1 and 2 level.

Program 2: Students who complete BSB20112 Certificate II in Business with additional units of competency from BSB30112 Certificate III in Business will be eligible for five units of credit towards their VCE: three units at Units 1 and 2 level and a Units 3 and 4 sequence.

Course content
The Units 1 & 2 core units of competence include OH&S, communicating in the workplace and producing documents. Electives may include creating and using spreadsheets, environmentally sustainable work practices and handling mail.

The Units 3 & 4 sequence incorporates compulsory units such as maintaining financial records, promoting innovation and designing and producing business documents.

Contribution to the VCE or VCAL

VCE
You will eligible for credit of up to five VCE VET units towards your VCE: three units at 1 & 2 level and a Unit 3 & 4 sequence. A Study Score is available for Program 2 which can contribute directly to your ATAR.

VCAL
The VET Business program may contribute at the Foundation, Intermediate and Senior levels.

Duration
One year.

Cost
Please check with the Careers Coordinator for any costs associated with this course.

RTO and Location
Holmesglen TAFE (Moorabbin)
Chisholm TAFE (Frankston)
CERTIFICATE II in COMMUNITY SERVICES WORK

Qualification and Future Pathways
If you satisfactorily complete the VCE VET Community Services program, you will receive the CHC20112 Certificate II in Community Services as well as a statement of attainment of selected units of competence from CHC30112 Certificate III in Community Services Work and CHC30113 Certificate III in Children’s Services. Certificate II in Community Services can provide pathways into work or further study in community services, in areas such as child care, home and community care, drug and alcohol work, disability work, social housing or mental health work. With additional training and experience, future employment opportunities may include a community health worker, counsellor, out of hours carer, school support worker, case manager.

Course content
Students will learn about the community services sector and explore specific contexts of work. They will develop skills in communication, information provision and processing, administration support, networking and group support. The VET Units 1 and 2 core units of competence include first aid, occupational health and safety, communication and preparing for work in the community sector. Elective units include ensuring children’s health and safety, identifying and addressing specific client needs and working with people with a disability. The VET Units 3 and 4 sequence includes working effectively with young people and operating under a casework framework.

Contribution to the VCE or VCAL
VCE
You will be eligible for credit of up to five VCE VET units towards your VCE: three units at Unit 1-2 level and a Units3 and 4 sequence. A Study Score is available for this program, which can contribute directly to your ATAR - either as one of your best four studies ('the primary four') or as your fifth or sixth study.

VCAL
The VCE VET Community Services program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels.

Duration
Two years

Cost
Please check with the Careers Coordinator for any costs associated with this course.

RTO and Location
Holmesglen TAFE (Moorabbin)

CERTIFICATE II in ELECTROTECHNOLOGY (Integrated Technologies)

Qualification and Future Pathways
If you satisfactorily complete the VCE VET Electrotechnology (Integrated Technologies) program, you will receive the 21583VIC Certificate II in Electrotechnology (Integrated Technologies). Successful students may continue with the Advanced Diploma of Electronics Engineering at TAFE. Employment opportunities in electronic installation, testing, repair or sales, working on audio systems, video systems, mobile phone systems, electronic security systems, care electronic accessories and vehicle engine management systems.

Course content
The VET Unit 1-2 core unit of competence is carry out a shared technology project. A required specialist focus is available in computer systems, wireless communications, energy generation, robotics and embedded controllers and photonics. The VET Unit 3-4 sequence incorporates the core units of identifying and selecting components/accessories/ materials and applying technologies and concepts to electrotechnology work activities. Electives from the chosen specialist focus include programming a basic robotic system, using photonic equipment and provide system network administration.

Contribution to the VCE or VCAL
VCE
You will be eligible for credit of up to four VCE VET units towards your VCE: two units at Unit 1-2 level and a Unit 3-4 sequence. A Study Score is available for this program, which can contribute directly to your ATAR - either as one of your best four studies (‘the primary four’) or as your fifth or sixth study.

VCAL
The VET Electrotechnology program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior level.

Duration
Two years

Cost
Please check with the Careers Coordinator for any costs associated with this course.

RTO and Location
Chisholm TAFE (Frankston)
Holmesglen TAFE (Moorabbin)

CERTIFICATE II in ENGINEERING

Qualifications and Future Pathways
If you satisfactorily complete the VCE VET Engineering Studies program, you will receive either the 21566VIC Certificate II in Engineering Studies or the 21565VIC Certificate III in Engineering Studies. The VET in Schools Engineering program provides a Trade Pathway into pre-apprenticeships and apprenticeship programs. Certificate II in engineering can lead to an Engineering Apprenticeship in Mechanical, Fabrication, Automotive or Electrical.

Course content
The VET Unit 1-2 core units of competence include occupational health and safety, applying basic fabrication techniques and performing basic machining processes. The VET Unit 3-4 sequence incorporates core units such as producing basic engineering sketches and drawings and applying electrotechnology principles in an engineering work environment. Elective units include performing basic welding and thermal cutting processes to fabricate engineering structures, creating engineering drawings using computer aided systems and placing, assembling and/or fabricating engineering components by programming and operating robots.

Contribution to the VCE or VCAL

VCE
You will be eligible for credit of up to four VCE VET units towards your VCE: two units at Unit 1-2 level and a Unit 3-4 sequence. A Study Score is available for this program, which can contribute directly to your ATAR - either as one of your best four studies (‘the primary four’) or as your fifth or sixth study.

VCAL
The VET Engineering Studies program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels.

Duration
Two years

Cost
Please check with the Careers Coordinator for any costs associated with this course.

RTO and Location
Holmesglen TAFE (Moorabbin)
Cheltenham Secondary
CERTIFICATE II in HOSPITALITY and CERTIFICATE III in CATERING OPERATIONS

Qualification and Future Pathways
If you enrol in Hospitality you will be enrolled in SIT31013 Certificate III in Catering Operations, which incorporates 3 separate Hospitality certificates.

- SIT20213 Certificate II in Hospitality
- SIT30713 Certificate III in Hospitality
- SIT20312 Certificate II in Hospitality (Kitchen Operations).

Employment opportunities include food and beverage attendant, bar/bottle shop attendant, front office/receptionist, catering assistant, kitchen hand, cook’s assistant or short order cook. With additional training and experience, future employment opportunities may include restaurant manager, sommelier and maître d’. Work would be undertaken in various hospitality settings in a front of house role, including restaurants, hotels, motels, catering operations, clubs, pubs, cafes and coffee shops.

Course content
For Program 1 Certificate II in Hospitality: The VET Units 1 and 2 core units include health, safety and security procedures, workplace hygiene, serving food and beverage to customers and organising and preparing food. Elective units include providing visitor information, quality customer service, receiving and storing stock and point-of-sale handling procedures. The VET Units 3 and 4 sequence incorporates core units such preparing & serving non-alcoholic beverages, responsible service of alcohol and preparing and serving espresso coffee.

For Program 2 Certificate II in Hospitality (Kitchen Operations): VET Units 1 and 2 core units include health, safety and security procedures, workplace hygiene, basic methods of cookery, receiving and storing kitchen supplies, and presenting food. The VET Units 3 and 4 sequence incorporates preparing, cooking and serving food for service, and specific preparation of appetisers and salads, stocks, sauces and soups, and desserts.

Contribution to the VCE or VCAL
VCE
You will be eligible for credit of up to five VCE VET units towards your VCE: up to three units at Units 1 and 2 level and a Units 3 and 4 sequence for each qualification in this program. The Units 3 and 4 sequence of VCE VET Hospitality is not designed as a stand-alone study. Students cannot undertake the Units 3 and 4 sequence without first completing the five core units of competence which form Unit 1 in the program. A Study Score is available for each qualification in this program, each can contribute directly to your ATAR.

VCAL
The VET Hospitality program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels.

Duration
Two years

RTO and Location
Holmesglen TAFE (Moorabbin)
Chisholm TAFE (Frankston)
CERTIFICATE II and III in INFORMATION TECHNOLOGY (partial completion)

Qualification and Future Pathways
Students who complete ICA30111 Certificate III in Information, Digital Media and Technology (partial completion) will be eligible for up to two units of credit at Units 1 and 2 level, and a Units 3 and 4 sequence. Students who are able to undertake further training to complete the certificate III qualification may be eligible for further credit at Units 3 and 4 level.
The Certificate II in Information Technology is an entry level qualification for further studies in ICT. It provides a Foundation level, general computing and employment skills that enable participation in an information technology environment in any industry.

Course content - There are 3 streams or areas of focus available within this qualification

Option A – Information Technology Focus
The VET Unit 1-2 core units of competence include operating computer hardware and computing packages, designing organisational documents using computing packages and work effectively in an Information Technology environment. The VET Unit 3-4 sequence has core units such as running standard diagnostic tests and installing and optimising operating system software.

Option B – Games Creation Focus
Learn foundation principles of games design and game playing. Create design documents, visual design components, animations, audio and 3-D characters for interactive games. Learn about applications by customising packaged software applications.

Option C – Interactive Digital Media Focus
Apply 2D and 3D animation techniques to digital art. Storyboarding, writing content for a range of media. Develop interactive sequences and components for videos. Create visual design components. Design and apply simple textures to digital art.

Contribution to the VCE or VCAL
VCE
You will be eligible for credit of up to four VCE VET units towards your VCE: two units at Unit 1-2 level and a Unit 3-4 sequence. A Study Score is available for this program, which can contribute directly to your ATAR - either as one of your best four studies ('the primary four') or as your fifth or sixth study.

VCAL
The VET Information Technology program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels.

Duration
Two years

Cost
Please check with the Careers Coordinator for any costs associated with this course.

RTO and Location
Australian Institute of Education
Chisholm TAFE (Frankston)
Holmesglen TAFE (Moorabbin)
CERTIFICATE III in LABORATORY SKILLS

Qualification and Future Pathways
If you satisfactorily complete the VET Laboratory Skills program, you will receive the MSL30109 Certificate III in Laboratory Skills. The skills acquired in the Certificate III may translate to immediate employment in laboratory, technology, process manufacturing and other scientific occupations as well as provide an excellent base of applied scientific skills for further studies at TAFE or university.

Course content
The VET Unit 1-2 core units of competence include recording and presenting data, planning and conducting laboratory/field work and maintaining the laboratory fit for purpose. Elective units include performing basic tests and assisting with fieldwork.
The VET Unit 3-4 sequence incorporate core units such as performing aseptic techniques, contributing to the achievement of quality objectives and preparing working solutions. Elective units include performing microscopic examinations and preparing culture media.

Contribution to the VCE or VCAL
VCE
You will be eligible for credit of up to five VCE VET units towards their VCE: three units at Unit 1-2 level and a Unit 3-4 sequence. A Study Score is available for this program, which can contribute directly to your ATAR – either as one of your best four studies ('the primary four') or as your fifth or sixth study.

VCAL
The VCE VET Laboratory Skills program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels.

Duration
Two years

Cost
Please check with the Careers Coordinator for any costs associated with this course.

RTO and Location
Chisholm TAFE (Frankston)
CERTIFICATE III in TECHNICAL PRODUCTION (Music)

Qualification and Future Pathways
Completion of CUS30209 Certificate III in Technical Production will assist you in pursuing a career in the music industry through vocational or higher education pathways in areas such as sound track laying, digital editing and mixing, audio visual equipment operations and stage management. Work places in such an industry can include stage productions, radio and medium to large recording studios. With additional training and experience, potential employment opportunities may include sound technician, tour crew member, studio engineer, theatre/television audio technician.

Course Content
The Certificate III in Technical Production provides students with the practical skills and knowledge to record, mix and edit sound sources. Units 1 and 2 of the program include core units such as implementing copyright arrangements, performing basic sound editing and developing music industry knowledge. Elective units provide students with the opportunity to specialise in areas such as composing, event staging support and recording. Units 3 and 4 offer scored assessment and include units such as recording and mixing a basic music demo, providing sound reinforcement and setting up and disassembling audio equipment

Contribution to the VCE or VCAL
VCE
Students who complete CUS30209 Certificate III in Technical Production will be eligible for up to five units of credit towards their VCE: up to three at Units 1 and 2, and a Units 3 and 4 sequence is providing they are undertaking scored assessment, they will be eligible for a study score as one of the primary four or as a 5th or 6th subject.

VCAL
The VCE VET Technical Production (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels.

Duration
Two years

Cost
Please check with the Careers Coordinator for any costs associated with this course.

RTO and Location
Sandringham College
CERTIFICATE II and III in MULTIMEDIA

Qualification and Future Pathways
If you satisfactorily complete the VCE VET Interactive Digital Media program, you will receive the CUF20107 Certificate II in Creative Industries (Media) and/or CUF30107 Certificate III in Media. Participants use their folio which leads to more advance multimedia courses or allows entry level employment in the graphic design industry, working in such areas as desktop publishing, image manipulation and across media areas such as video, audio, performing arts in the production of interactive media.

Course content
For Program 1: Certificate II in Creative Industries (Media) Units 1 and 2 core units of competence include participating in health and safety processes, developing and applying create arts industry knowledge, working with others and applying critical thinking techniques. There are a broad range of electives available which relate to interactive content, presenting on radio, multimedia, basic vision and sound editing, props and set construction and scenic art.

For Program 2: Certificate III in Media Units 1 and 2 core units include participating in occupational health and safety processes, producing and preparing photo images, working effectively in the screen and media industries. Electives may include creating 3D digital models, preparing audio assets, following a design process and producing drawings to represent and communicate the concept. The VET Unit 3 and 4 sequence incorporates core units in preparing video assets, exploring and applying the creative design process to 2D forms, creating visual design component and authoring interactive sequences.

Contribution to the VCE or VCAL

VCE
For Program 1 you will be eligible for credit at Units 1 and 2 level only. For Program 2 you will be eligible for credit of up to four VCE VET Units toward your VCE: two units at Units 1 and 2 level and a Unit 3 and 4 sequence. A Study Score is available for Program 2, which can contribute directly to your ATAR - either as one of your best four studies (‘the primary four’) or as your fifth or sixth study.

VCAL
The VCE VET Interactive Digital Media program (either partial or full completion) may contribute at the Foundation, Intermediate or Senior levels.

Duration
Two years.

Cost
Please check with the Careers Coordinator for any costs associated with this course.

RTO and Location
Holmesglen TAFE (Moorabbin)
Chisholm TAFE (Dandenong)
**PLAN YOUR VCE PROGRAM**

*Student Name: .....................................*

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<tr>
<th>Year 10</th>
<th>Unit 1</th>
<th>Unit 2</th>
<th>Unit 3</th>
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<th>Year 11 (6 subjects in total)</th>
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<th>Year 12 (5 subjects)</th>
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PLAN YOUR VCAL PROGRAM

Student Name: ........................................................................................................

INTERMEDIATE VCAL (Year 11)

Numeracy—choose one option from below:

Foundation Maths ☐ General Maths ☐

VETiS Program
Choose one VETiS program: ........................................................

Structured Workplace Learning one day per week ☐

The following subjects are compulsory:
VCAL Literacy
VCAL Personal Development Skills
VCAL Work Related Skills
VCE Industry and Enterprise Unit 2

SENIOR VCAL (Year 12)

Numeracy—choose one option from below:

VCAL Numeracy Unit ☐ Further Maths ☐

VETiS Program: ........................................................
(Note: VETIS programs are usually 2 years, so if you are just starting VCAL and don’t have an existing VETIS program, you will only finish the first year of the course)

Structured Workplace Learning one day per week

The following subjects are compulsory:
VCAL Literacy
VCAL Personal Development Skills
VCAL Work Related Skills
Mordialloc College staff and students share and proudly demonstrate our agreed values of:

- Personal Best
- Integrity
- Respect
- Responsibility