Castlemaine
SECONDARY COLLEGE

Course Selection

2019 Handbook

Castlemaine
SECONDARY COLLEGE

PRIDE + RESPECT + RESPONSIBILITY

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Principal
Paul Frye

Letter from Principal

Dear CSC Families,

At Castlemaine Secondary College, we provide a broad curriculum and rich learning opportunities to allow each student to achieve more than they thought possible. We are focussed on meeting the needs of our students and equipping them for their futures, evidenced with the introduction of three new Technology subjects for 2019.

To develop our students' understanding of career pathways and future options, we are currently expanding our partnerships with community organisations – locally, nationally and internationally. It is important that we, as a community, support our young people to gain the skills, knowledge and expertise they will require to succeed in whatever directions they choose to follow.

This Course Selection Handbook outlines the broad range of learning options available to our students in a medium sized community school where students are known and cared for by their teachers throughout the entirety of their secondary education. We hope that this year's Course Selection Handbook provides a rich source of information regarding the learning opportunities available at CSC.

I encourage students, parents and carers to keep in close contact with us throughout the subject selection process so that we can answer any queries and provide further assistance with the subject selections for 2019.

Paul Frye
Principal

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College Vision

"Students, Staff and Parents of Castlemaine Secondary College are resilient, responsible, creative, and engaged in our local and global community. We are independent learners, striving to reach our potential."

College Values

Pride, Respect, Responsibility

We achieve this by:

- Catering for individual learning needs
- Providing rich and varied experiences
- Encouraging and valuing contributions
- Having high expectations
- Embracing a culture of entrepreneurship
- Linking learning to the real world
- Basing partnerships on respect
- Actively monitoring and responding to feedback
- Celebrating achievement

pride | respect | responsibility

Mentor Program Structure

Each student at Castlemaine Secondary College belongs to a Mentor Group consisting of 10–15 students. The Mentor Groups meet for 10 minutes at the start of each day, except for Wednesday when there is an extended (30 minute) Mentor Group session. The Mentor Groups have deliberately been kept to small numbers to help provide a more personalised approach to supporting students.

It is the Mentor's responsibility to 'connect' with the students in his or her Mentor Group. The Mentor should be the adult who knows the student best and is the prime caring adult for that student at school. Each Mentor aims to develop harmonious group dynamics, a good work ethic, and an atmosphere of concern and care amongst the students in the Mentor Group. The Mentor also encourages interest and discussion about upcoming events, and participation in sports, the Student Representative Council (SRC), and special projects.

The Mentor should be the primary link between home and school. Parents and guardians are urged to contact their child's Mentor in the first instance when they have any concerns.

Who to Contact

The following lists show the personnel allocated to roles in 2018 and may change in 2019

Learning Area Leaders

For subject or course specific enquiries please contact:

Arts	Phillipa De Bondt
English	Paula Jenkins
Health/Physical Education	Shanee Squire
Humanities (including Business Studies)	Robyn Schneider
Languages	Jane Macdonald
Mathematics	Sharon Rossiter
Science	Vanessa Robinson
Technology	Andrew Azzopardi

Programs

Vocational Education and Training (VET) in School	Cathy Naimo
Victorian Certificate of Applied Learning (VCAL)	Steve Carroll
Steiner Program (Year 9 and 10)	Ken Killeen

General Enquiries

Booklist and Financial Enquiries	Karen Burton
Bus Enquiries – Bus Coordinator	Ian White

Additional Pathways Support

Careers Coordinator	Ian Cook
Grade 6 into 7 Transition	Cole Waters

Leadership Team

Principals:

Principal	Paul Frye
Assistant Principal	Justin Hird

Leading Teachers:

Senior Years and Pathways Coordinator	Kate Young
Professional Development	Dino Cevolatti
Student Engagement and Wellbeing	Judith Mclean
Curriculum and Reporting	David Watson

Business Manager	Elissa O'Connor

Choosing a Program – Units, Semesters and Programs

What is a Semester?

The Castlemaine Secondary College year is divided up into two semesters:

- Semester 1 = Terms 1 and 2 (approximately)
- Semester 2 = Terms 3 and 4 (approximately)

The advantages of dividing the year into semesters are that:

- Students can choose from a wider variety of subjects over the course of the year
- Students have more opportunity to achieve success through studying subjects appropriate to their needs
- Students have greater opportunities to undertake extension work in areas of interest or aptitude

What is a Unit?

From Year 9 to Year 12, a subject is called a unit. Some of these units are only taken for one semester. Others are taken as two units across two semesters. Some units can be taken in either Semester One or Semester Two while others are only offered in Semester One or Two. In Year 9 and 10, students study core units and elective units. All Year 9 students, except for those undertaking a Steiner program, study eight units each semester, while all Year 10 students, except for those undertaking a Steiner program, study six units each semester. There is an expectation that students at Year 11 will study six units, while students at Year 12 will study five units.

What is a Program?

The combination of units you study is called your program. In selecting your program you should:

- Carefully consider your interests, abilities, past studies and future aspirations
- Carefully read the requirements of each unit
- Pay particular attention to keeping your options open for the future
- Consult with parents, Mentor Teacher, Subject Teachers, Careers Advisors and other relevant people
- Follow the rules on compulsory units

The Selection Process

The preliminary process

- Preliminary course selection and Managed Individual Pathways planning (MIPS) will take place in Mentor groups as part of the regular school program
- Year Level specific Parent and Student Information Evenings (dates listed below) will provide an overview of the available programs, pathways options and the subject selection process.
- Students will complete the Year-level specific Subject Selection Sheet in the course counselling interview.

In making their selections, all students should:

- Consider their interests, abilities and future aspirations;
- Keep options open for the future;
- Follow the rules;
- Discuss their course selections with their parents and teachers;
- Ensure the sheet is signed by a parent/guardian

Useful references include:

- WIRL Career Discovery Tool, www.wirl.com.au
  School Login: castlemainesc
  School password: future21
- The Good Careers Guide https://www.goodcareersguide.com.au/
- The 'VTAC Year 11 and 12 Guide 2018', available at http://www.vtac.edu.au/files/pdf/publications/2018_year_11_and_12_guide.pdf
- The Victorian Tertiary Entrance Requirements booklets; 'VICTER 2019' (for Year 11 students) or 'VICTER 2020' (for Year 10 students) at http://www.vtac.edu.au/publications.html
- The 'Australian Government Career Information' website https://www.australia.gov.au/information-and-services/jobs-and-workplace and workplace/career information
- The 'Where to now?' 2019 Guide to VCE, VCAL, apprenticeships and traineeships website https://www.vcaa.vic.edu.au/Pages/wtn/introduction.aspx?Redirect=1

Key Dates

Date	Time	Event	Location
Information Evenings			
Thursday 26th July 2018	6:00pm – 7:00pm	Year 10 into 11 Information Evening	Blakeley Road Campus, Wellbeing Centre
Thursday 26th July 2018	7:00pm – 8:00pm	Year 11 into 12 Information Evening	Blakeley Road Campus, Wellbeing Centre
Thursday 19th July 2018	6:00pm – 7:00pm	Year 8 into 9 Information Evening	Blakeley Road Campus, Wellbeing Centre
Thursday 19th July 2018	7:00pm – 8:00pm	Year 9 into 10 Information Evening	Blakeley Road Campus, Wellbeing Centre
Tuesday 31st July 2018	12:00pm – 7:00pm	Pathways Interview Day	Blakeley Road Campus, Wellbeing Centre
Subject Selection Sheets due			
Friday 3rd August 2018	4:00pm	Year 8 into 9 Subject Selection Sheets due	Blakeley Road Campus, Office
Friday 3rd August 2018	4:00pm	Year 9 into 10 Subject Selection Sheets due	Blakeley Road Campus, Office
Friday 3rd August 2018	4:00pm	Year 10/11 into 11/12 (VCE/VET/VCAL) Subject Selection Sheets due	Etty Street Campus, Office

NOTE: Some adjustments to students' programs may be necessary after the teaching blocks have been set in the College timetable for 2019.

Using the Pathways Diagrams

To assist in pathways planning, each learning area section (from page 36) begins with a pathways diagram for that learning area showing the units available and the recommended and prerequisite pathways between them.

Year 9 – (Units shaded dark grey)

- Single Semester Subjects {1}: Regardless of which semester they occur in single semester units in Year 9 with no Year 9 prerequisite subjects are shown as a box in the first row of the diagrams.
- Year Long Subjects {YL}): All year-long Year 9 units are shown as elongated rectangles spanning the first two rows of the diagrams.
- Single Semester in Semester Two with Semester One prerequisites {2}: All single semester Year 9 units with Year 9 prerequisites are shown on the second row of the diagrams.

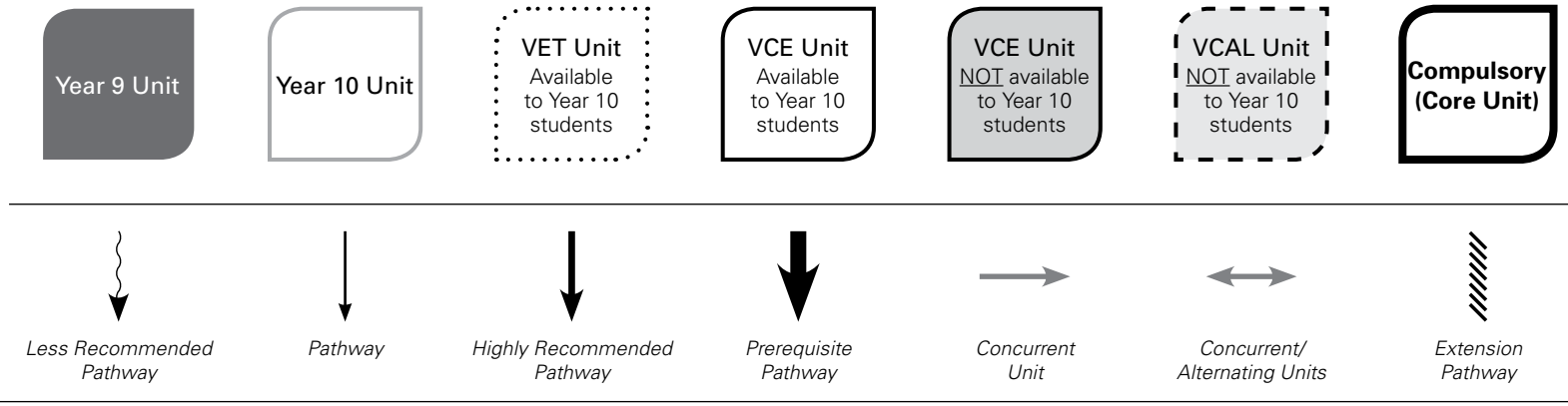
Year 10 – (Units are unshaded if they are available to Year 10 students)

- Single Semester Subjects: most units at Year 10 are single semester units that can be taken in either Semester One or Two. If they must be taken in a specific semester this is stated in the box on the diagram
- Year-long Subjects: most units at Year 10 are single semester units that can be taken in either Semester One or Two. If they are year-long subjects this is stated in the box on the diagram

VCE/VET/ VCAL – (Units are unshaded if they are available to Year 10 students)

- Unit 1 and/or 2: May be taken separately but for simplicity are shown by a single box in the second-last row of the diagrams.
- Unit 3 and 4: Unit 3 and 4 subjects are generally required to be taken as a year-long sequence and are shown in the last row of the diagrams.
- VCE (Victorian Certificate of Education): All VCE units are shown with a thin black border.
- VET (All Vocational Education and Training courses are shown with a dotted border): VET subjects require a two-year minimum commitment and are shown spanning the bottom two rows of the diagram.
- VCAL (Victorian Certificate of Applied Learning units are shown with a dashed border): Many VCAL subjects are not part of a specific learning area so are not diagrammed except for Numeracy, Literacy and Work-skills VET Units)

Pathways Diagram Symbol Key



NOTE: the colours used in the diagram generally match the colours used in the headings of the subject descriptions that follow.

Choosing a Program for Year 9

Compulsory Units

In Year 9, you study core units from Mathematics, English, Science, Languages and Humanities. All core units are studied for four periods each week and are compulsory in both semesters.

All Year 9 students will study one unit of Health and Physical Education. The compulsory Health and Physical Education unit is studied for four periods each week.

Elective Units

In Year 9, you can choose the other units in your program. These are called elective units. All elective units are studied for four periods each week.

There are two types of electives units you study: Project-based Learning electives and Discipline-based electives. You can only study ONE Project-based Learning elective unit each semester and will study at least one Discipline-based elective from the Arts and from the Technology domains.

Program Selection

Year 9's will study eight units each semester (sixteen units over the course of the year). To ensure that Year 9 students study a broad curriculum, meeting the requirements of the Victorian Curriculum, the following subjects are compulsory:

Mathematics – students must study **two** units of Mathematics for the whole year (one unit per semester)

English – students must study **two** units of English for the whole year (one unit per semester)

Science – students must study **two** units of Science for the whole year (one unit per semester)

Humanities – students must study **two** units of Humanities for the whole year

Languages – Students must study two units of Languages for the whole year (one unit per semester)

Health and Physical Education – students must study at least **one** unit of Health and PE

To ensure that Year 9 students have access to a broad range of pathways options in Year 10 and beyond, students must select one Project-based Learning elective each semester AND Learning Area based electives from:

The Arts – students must study at least one unit of the Arts

Technology – students must study at least one unit of Technology

In addition to these, students may choose 1 other elective unit from any of the learning areas.

It is to be understood that the units offered as electives depend on viability related to student choice. If insufficient numbers of students select a unit, it may not run.

Guidelines for choosing Year 9 Programs

	Number of Semesters	Units
Students MUST undertake (Core)		
English	2	11
Mathematics (Mathematical Methods OR General Mathematics)	2	
Humanities	2	
Science	2	
Languages	2	
Health and Physical Education	1	
Students MUST choose (Electives)		
The Arts Learning Area elective	1	3
Technology Learning Area elective	1	
ANY OTHER Discipline-based electives of interest 1 or 2	1	
Plus (Projects)		
Project-based Learning electives	2	2
TOTAL NUMBER OF YEAR 9 UNITS		16

Subjects offered to Year 9 students at Castlemaine Secondary College

The Arts (Choose at least one)	Technology (Choose at least one)	Projects-based Learning Electives (Choose one per semester – two per year)
Art (2D Works) {1/YL} Art (3D Works) {1} Ceramics {1} Drama {1} Media {1} Music {YL} Visual Communication & Design {1/YL}	Basic Electronics {1} Computer Studies {1} Creating Designed Solutions {1} Digital Technologies {1} Edible Art {1} Foods Technology {1} Materials – Skills Extension {2} Materials – Woods {1} Metals/Plastics {1} Textiles {1}	3D Model Making {1} Android App Inventor {1} Art vs Street {1} CFA Youth Crew {YL} Circus Skills {1} Outdoor Education {1} Photography {1} RoboLab {1} Screen Printing {1} Sports & Fitness {1} Sweet Treats {1} Theatre Production {1} Writer's Workshop {1}
English	**Humanities**	**Science**
English {YL}	**Humanities {YL}**	**Science {YL}** Life Sciences {1} Science & Technology {1}
PE and Health	**Languages**	**Mathematics**
Health & Physical Education {1} Health & Physical Education {2}	**Languages French (YL)** OR **Languages Indonesian (YL)**	**General Mathematics {YL}** **OR** **Mathematical Methods {YL}**

Note: {YL} = Year Long subjects which must be undertaken in both semesters if selected
{1} = Single Semester Subjects which may be undertaken in Semester One or Two
{2} = Single Semester Subjects offered in Semester Two with a prerequisite Semester One Subject
{1 / YL} = Some subjects are can be selected as either Year Long or Semester Long"
Compulsory subjects are in **bold.** The College reserves the right to withdraw any unit if insufficient students select it.

Choosing a Program for Year 10

A Broad Curriculum with Plenty of Choice

To ensure that Year 10 students receive the advantages of studying a broad range of units, the following guidelines apply to unit selection. However, individual pathway-specific options can be negotiated (for example, students may choose to do 2 units from the Arts Learning Area rather than 1 from the Arts Learning Area and 1 from Technology Learning Area). Any alternative program must be negotiated through a Managed Individual. Pathways interview during the course counselling sessions. It is to be understood that the units offered depend on viability related to student choice. If insufficient numbers of students select a unit, it may not run.

Program Selection

Year 10's will study six units each semester. This is twelve units over the course of the year. To ensure that Year 10 students study a broad curriculum, meeting the requirements of the Victorian Curriculum, the following subjects are compulsory (core studies):

Mathematics students must study **two** units of Mathematics for the whole year (one unit per semester)

English students must study **two** units of English for the whole year (one unit per semester)

Science students must study **one** unit of Core Science (at least one semester)

Humanities students must study **one** unit of Core Humanities (at least one semester)

To ensure that Year 10 students have access to a broad range of pathways options in Year 11 and beyond, students must select Domain-based electives from:

Health and Physical Education students must study at least **one** unit of Health and PE

The Arts students must study at least **one** unit of the Arts

Technology students must study at least **one** unit of Technology

Students must also select **three** other electives. These may be selected from any of the learning areas and may include one VCE and/or VET Study (Units 1 and 2).

Languages Students are strongly urged to consider continuing with their Languages, either French or Indonesian into Year 10 and are encouraged to discuss this with their current Languages Teacher.
To support students to continue with their Languages studies, they may have free choice of their electives.

Rules For Choosing a Year 10 Program

	Units
Students MUST undertake (Core)	
TWO units of English	6
TWO units of Mathematics (either General Mathematics OR Mathematical Methods)	
ONE unit of Core Science	
ONE unit of Core Humanities	
Students MUST also choose (Electives)	
at least ONE unit of Health & Physical Education (Languages students exempt)	3
at least ONE unit of Arts (Languages students exempt)	
at least ONE unit of Technology (Languages students exempt)	
Plus	
Students may choose THREE other units from any Learning Area	3
TOTAL NUMBER OF UNITS	12

Remember: Students may also choose one VCE (Units 1 and 2) from those available to Year 10s. Students wishing to do so must complete the VCE Endorsement section of their Subject Selection Sheet. Students may also choose from the available VET studies.

Subjects offered to Year 10 students at Castlemaine Secondary College

Arts		Technology	
Art {1/YL} 3D Art/Ceramics {1} Drama {1/YL} Media Studies {1} Music {YL} Photography {1} Visual Communication & Design {1/YL}	*VCE/VET Units Available in Yr 10* VCE Drama VCE Media Studies VCE / VET Music Industry VCE Studio Art Photography VCE Theatre Studies	Basic Electronics {1} Digital Technologies {1} Food-Core {1} Food-Extension {2} Game Studio {1} Metals/Plastics {1} Science & Technology {1}	*VCE/VET Units Available in Yr 10* VCE Computing VCE Food Studies VCE / VET Building & Construction VCE / VET Automotive Vocational Preparation VCE / VET Engineering Studies VCE / VET Applied Fashion Design & Technology VCE / VET Kitchen Operations
Health & Physical Education		**Humanities**	
Health & Human Development {1} Physical Education – Individual Sports {1} Physical Education – Team Sports {1}	*VCE/VET Units Available in Yr 10* VCE Health & Human Development VCE Outdoor Environmental Studies VCE Physical Education VCE / VET Outdoor Recreation	**Core Humanities** Humanities Investigation {2}	*VCE Units Available in Yr 10* VCE Accounting VCE Business Management VCE History VCE Legal Studies
Mathematics		**Science**	
General Mathematics {YL} OR **Mathematical Methods {YL}**	*VCE/VET Units Available in Yr 10* VCE Foundation Maths	**Core Science** Extension Science {2}	*VCE Units Available in Yr 10* VCE Biology VCE Psychology
English		**Languages**	
English {YL}	*VCE Units Available in Yr 10* VCE Literature	French {YL} Indonesian {YL}	*VCE Units Available in Yr 10* None

Note: {YL} = Year Long subjects which must be undertaken in both semesters if selected
{1} = Single Semester Subjects which may be undertaken in Semester One or Two
{2} = Single Semester Subjects offered in Semester Two with a prerequisite Semester One Subject
{1 / YL} = Some subjects are can be selected as either Year Long or Semester Long"
Compulsory subjects are in **bold.** The College reserves the right to withdraw any unit if insufficient students select it.

Choosing a VCE and/or VCAL Program

What is a VCE Program?

A Victorian Certificate of Education (VCE) program is usually a 2 year course that typically includes 22 units to be studied over 4 semesters. However, the VCE may be completed over a longer time frame and for some students, 3 years may be more appropriate. Not all students will have a clear idea of what their career direction is, and some who do may change their directions. For this reason, the programs that are selected may be changed at the end of the first semester (Year 11) and at the end of the second semester (Year 11) subject to availability of suitable options and any prerequisite requirements. Changes are limited in the second year of the VCE because Units 3 and 4 are sequential and must be studied within the same year.

Requirements of the VCE

To obtain a VCE you must satisfactorily complete a minimum of 16 units. Of these:

- at least three units from the English group (English, Foundation English, Literature) with at least 1 unit at Unit 3 or 4 level;
- at least three sequences of Units 3 and 4 studies, other than English. These may be VCE and/or VET sequences;

VCE students study 6 units per semester in Year 11 and in Year 12 they study a unit from the English group plus four other sequences for the whole year.

Reminder about VCE

- A VCE Program is usually a two year course that includes 22 units studied over 4 semesters;
- Students may attempt either or both Units 1 and 2 for many VCE studies (eg: Psychology, Art) but must attempt both Units 1 and 2 for other studies (eg: Chemistry, Accounting);
- Units 3 and 4 (Year 12) must be done as a sequence for all studies.
- In order to satisfactorily meet VCE requirements of a minimum of 50 hours of class time per unit, students must attend a MINIMUM of 80% of classes in a semester. However, in order to support students in meeting subjects requirements the College has a policy that 90% attendance is essential.

VCE (Baccalaureate)

The VCE (Baccalaureate) provides an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program. To be eligible to receive the VCE (Baccalaureate) the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

Eligibility for the VCE (Baccalaureate) requires:

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

Extension Studies – VCE

No tertiary course has prerequisites that cannot be obtained with a 2 year VCE. However, some students may wish to study a Unit 3/4 sequence in Year 11, or a University subject in Year 12. Studying a Unit 3/4 sequence in Year 11 is excellent preparation for Year 12.

Other benefits include:

- the challenge to work at a higher level and extend particular skills or interests;
- the opportunity to complete VCE Units 3 and 4 in Year 11 and university extension studies in Year 12;
- for students seeking entry to tertiary courses with very high 'clearly in' scores, the opportunity to enhance their ATAR by studying a 6th Unit 3/4 sequence or a first year university subject.

Students wishing to study a Unit 3/4 sequence in Year 11 or a University subject in Year 12 should seek advice from the Careers Coordinator; Mentor Teacher or Student Learning Leader.

What is a VCAL Program?

A Victorian Certificate of Applied Learning (VCAL) program is a set of at least 10 credits taken over 1 year or longer. One VCAL credit at Intermediate or Senior level is equivalent to one VCE unit, a VCE VET unit or 100 hours of Vocational Education and Training (VET) or Further Education (FE) modules. A VCAL program is individual; it will depend on what the student wants to study, what has already been completed and what must be completed to gain the award. The certificate can be undertaken at the Foundation, Intermediate or Senior award level and this allows students to come into the VCAL at Year 11 or 12. The units chosen in an individual program and the teacher's evaluation of a student's competency at various levels determines the award level of the VCAL program.

Requirements of the VCAL

To obtain a VCAL certificate you must satisfactorily complete a minimum of 10 credits. You must study:

- at least 1 credit in each of the 4 VCAL strands
  - Literacy and Numeracy Skills (English and Maths)
  - Industry Specific Skills (certified training / a VET subject)
  - Work Related Skills (VCAL subject)
  - Personal Development Skills (VCAL subject)
- 6 credits at the same award level (including satisfactory completion of a Literacy unit and a Personal Development Skills unit)
- at least 1 VET Certificate credit for the Intermediate and Senior awards levels.

Reminder about VCAL

- A VCAL certificate is usually a 1 year course that includes a minimum of at least 10 credits. Four credits can be from any strand or an award level other than the level in which the student is enrolled;
- Students may choose VCE studies (eg: Health and Human Development) or VET studies (eg: Cert II Music Industry Skills) within their VCAL Program;
- VCAL studies at the Intermediate level are equivalent to VCE Unit 1 or 2 studies;
- VCAL studies at the Senior level are equivalent to VCE Unit 3/4 sequences.

VCE and VCAL Credit Transfer

Students who start a VCE program may decide to move into a VCAL program at some stage. Similarly, students who start a VCAL program may elect to move into a VCE program. Credit transfers between VCE and VCAL units can be counted towards the award of either certificate as follows:

- VCE Units 1 and 2 = VCAL Intermediate unit credits
- VCE Units 3 and 4 = VCAL Senior unit credits*

Recognising Prior Studies in VCAL

Prior formal studies in the VCE, at a Further Education or Adult and Community Education provider are acknowledged and credit transfer is possible for the award of a VCAL certificate. This helps make up the 10 credits needed to satisfy the certificate.

Prior learning from activities undertaken (eg: Duke of Edinburgh Award, community volunteering, paid employment, extensive participation in a sport, hobby or interest group) may be acknowledged and credit transfer is possible (this helps make up the ten credits needed for the award of a certificate).

Decisions relating to the award of credit for recognised prior learning rest with the College and involves the collection of evidence to demonstrate competency of the outcomes.

VET Courses

Vocational Education and Training (VET) certificates can be taken by students as part of their VCE or VCAL studies. VET certificates generally take two years to complete and students can start a certificate in either Year 10 or Year 11. Students should be aware that only in exceptional circumstances is it possible to start a VET certificate mid-year. VCAL students enrolled in Intermediate or Senior Level must complete at least 100 hours of VET training.

VET Certificates are issued by a Registered Training Organisation (usually a TAFE college eg Kangan TAFE), thus all VET courses at Castlemaine Secondary College are taught in partnership with an RTO.

VET Certificate courses are made up of various modules or units of competence. Completion of all modules leads to the awarding of a nationally recognised VET Certificate eg:, Certificate II in Engineering Studies. Completion of some of the modules in a semester or year leads to the awarding of a Statement of Attainment, these are issued by the RTO.

Structured Workplace Learning: As vocational studies, all VET certificates require students to undertake a work placement in an industry setting or equivalent and relevant industry experience, of at least one week of study each year.

VET Certificates (Units of Competence) also contribute towards students' VCE or VCAL program:

- Year 1 of a VET certificate usually equals Units 1 and 2 of VCE
- Year 2 of a VET certificate usually equals Units 3 and 4 of VCE

A number of VET certificates offered at Castlemaine Secondary College are scored. This means they have an end of year exam and that they contribute to the students' ATAR score. These VET certificates include:

- Certificate II in Engineering Studies
- Certificate II in Kitchen Operations
- Certificate III in Music Industry
- Certificate II in Outdoor Recreation

The other VET certificates offered at CSC are:

- Certificate II in Building and Construction
- Certificate II in Automotive Vocational Preparation
- Certificate II in Applied Fashion Design and Technology

These other certificates do not have an end of year exam, but they can give students up to a 10% bonus towards an ATAR score – **as long as the student has completed exams in at least four other Year 12 subjects.**

The costs vary from course to course, depending upon materials required. For specific course costs refer to the individual VET subject descriptions in this Handbook.

VCE/VET/VCAL Subjects offered at Castlemaine Secondary College

Arts	Technology	Health & Physical Education	Science
VCE Art	VCE Food Studies	VCE Health & Human Development	VCE Biology
VCE Drama/Theatre Studies (alternating)	VCE Computing (Unit 1 and 2)	VCE Outdoor & Environmental Studies	VCE Chemistry
VCE Media Studies	VCE Software Development (Unit 3 and 4)	VCE Physical Education	VCE Physics
VCE Music Performance – Solo & Group	VCE / VET Engineering Studies	VCE / VET Outdoor Recreation	VCE Psychology
VCE Studio Arts – Photography	VCE / VET Kitchen Operations		
VCE Visual Communication & Design	VCE / VET Building & Construction		
VCE / VET Music Industry	VCE / VET Applied Fashion Design & Technology		
VCE Music Investigation – Solo (Unit 3 and 4 Only)	VCE / VET Automotive Vocational Preparation		
Humanities	**Languages**	**Mathematics**	**English**
VCE Accounting	VCE French	Unit 1 and 2	VCE English
VCE Business Management	VCE Indonesian	VCE Foundation Mathematics	VCE Foundation English
VCE History		VCE General Mathematics	VCE Literature
VCE History – Revolutions		VCE Mathematical Methods	
VCE Legal Studies		VCE Specialist Mathematics	
		Unit 3 and 4	
		VCE Further Mathematics	
		VCE Mathematical Methods	
		VCE Specialist Mathematics	
VCAL only	**Other**		
VCAL Numeracy Skills (Year Long Study, Year 12 only)	VCE Extended Investigation (Unit 3 and 4 only)		
VCAL Personal Development Skills			
VCAL Work Related Skills			
VCAL Literacy Skills (Year Long Study, Year 12 only)			

NOTE: VCAL subjects are only offered to students enrolled in a VCAL program and VCAL Personal Development Skills/Work Related Skills are offered as a combined class.

Transitions and Pathways

Students at Castlemaine Secondary College are provided with every opportunity to follow their dreams; whether these are into the fields of academia, apprenticeships and the trades, the performing or studio arts, business, enterprise, outdoor and sporting industries or retail services. We encourage all students to begin thinking about their pathways, but this is especially important from Year 9 onwards.

Year 10: Work Experience

During Term 3, Year 10 students continue their pathway planning and prepare to participate in work experience for one week. Students are strongly encouraged to arrange a placement with a business of their choice early in Term 2 to ensure a valuable and successful work experience.

Managed Individual Pathways (MIPs)

The College team of staff ensure that all students have an opportunity to develop their managed individual pathway plan. These plans will be utilised to assist students with their pathway planning for Years 11 and 12 at the scheduled course counselling session in Term 3. Ian Cook, is available for further appointments upon request. Managed Individual Pathway (MIP) plans are documents that require ongoing review and update as students interests mature and change. MIPS are complemented by the Student Careers Action Plans undertaken by all students at each year level with the assistance and guidance of their Mentors.

Year 10: Students in Year 10 continue their pathway planning and prepare to participate in work experience for a one week period. Subjects offered in Year 10 allow each student to enhance their individual strengths and talents. For example, students may choose a Year 11 subject and enrol in a Vocational Education and Training (VET) course or selecting Year 10 Applied Learning subjects which lead into the Victorian Certificate of Applied Learning (VCAL).

Part Time Study

A few students spread their VCE/VCAL studies over three or more years but it is not the norm. This option may suit a small number of students who wish to study more VCE/VCAL units than is required, or who have work or sporting commitments they want to balance with their studies.

VCAL students with significant extra-curricular commitments may wish to apply for Recognition of Prior Learning (RPL) in order to obtain credit toward their certificate for their out-of-school learning. The VCE can be obtained over any number of years without penalty.

You will not be able to enrol in a three year VCE/VCAL program without consulting carefully with the Pathways and VCE/VET/VCAL coordinator (Kate Young). Please see your Mentor teacher, the Careers Coordinator or a member of the Transitions and Pathways team for advice about individual pathway programs.

The Steps in choosing your program for 2019

When choosing your program for 2019 it is important to;

- Identify your interests and strengths;
- Identify what you are good at;
- Identify what will lead to a job you are interested in;
- Identify what will prepare you for further training or tertiary studies.

When making choices about subjects for 2019, you should seek advice from your Mentor, your classroom teachers and where appropriate the College Careers/MIPS Co-ordinator Mr Ian Cook. He can be contacted by phone: 5479 1163 or email: cook.ian.a@edumail.vic.gov.au to make an appointment.

To help students and their parents/guardians select what subjects may be appropriate for them in relation to future employment and tertiary studies the College has the following program available for their use. The Program is called WIRL Career.

WIRL Career is a career discovery tool which allows young people and their parents/guardians to explore and discover various careers. Career pathway information provided includes: recommended subjects, university courses, employment overview, future outlook, and useful other websites related to this career.

Examples of some career Pathway information provided by WIRL Career are attached.
Many more career pathways can be accessed by going to:
www.wirl.com.au

School Login: **castlemainesc**
School password: **future21**

WIRL also has a career quiz tool which is designed to give young people an idea of what careers might match with their interests and preferences. The test involves 20 questions and takes about 25 minutes to complete.

The following pages provide some examples of the information generated by the Wirl website. The samples are an indicator for students to examine, not an exhaustive list.

Pathway Information: ACCOUNTANT

Secondary School

Recommended Subjects:
English, Accounting, Maths Methods/ Further Maths, Economics, Business Management, Information Technology, Legal Studies.

Aim to Complete: Year 10 at least

Tips:
Accounting is a core subject in all Business/ Commerce and related courses. It often combines with double degrees eg Business (Accounting)/ Business (Management). VCE Accounting provides a good basis for further studies, but is not a Prerequisite. Most Business courses require a Further Maths prerequisite, while some Commerce courses need Maths Methods. Often large firms require graduate employees to take out additional industry qualifications. To become a Chartered Accountant (CA) or Certified Practising Accountant (CPA) employees undertake several months of work assisting a Chartered or Certified Practising Accountant and complete additional industry courses/exams before gaining accreditation.

TAFE / Training

Example Courses:
Diploma and Advanced Diploma of Accounting, Diploma of Business

Time Length: 1.5 years - 2 years **ATAR:** 35+

Major Study Areas:
Diploma
Accounting, Auditing, Small Business Accounting, Company Accounting, Computer Accounting, Financial Accounting, Taxation law, Financial management, Taxation and auditing

University

Example Courses:
Accounting, Accounting-Economics, Accounting and Finance, Business, Business (Accountancy or Accounting), Commerce, Commerce (Accounting and Finance), Commerce (Applied), Applied Finance, Management

Time Length: 3-4 years **ATAR:** 50 – 95+

Major Study Areas:
Accounting, Auditing, Auditing and taxation, Bookkeeping, Business, Business: accounting, economics, law, taxation, Financial Accounting, Management Accounting, Taxation and Auditing. (Bachelor of Business Accountancy – RMIT)

Employment

Overview:
Accountants work across a wide range of industries and companies – including government agencies, retail outlets, finance and insurance companies, banks and building societies, real estate firms, taxation agencies, accounting firms. Many are self-employed.

The Future:
Over the next five years the number of job openings for accountants is expected to be high, with employment levels likely to grow strongly.
Opportunities will generally be better for accountants with industry based qualifications (such as CPA) – especially for those interested in working overseas.

Outlook:
Skill shortage: No
Job prospects: Very good
Qualified salary (Year 1) $50,000
(Year 5) $70,000
Weekly earnings: $1350

Useful Websites:
www.joboutlook.gov.au,
www.charteredaccountants.com.au/students - Institute of Chartered Accountants in Australia – student information
www.cpaaustralia.com.au – CPA Australia

Pathway Information: BEAUTY THERAPIST

Secondary School

Recommended Subjects:
English, Health, Biology, Business Management, Studio Art or Art, Chemistry, VET Beauty studies or VET Hairdressing.

Aim to Complete: Year 10 , Year 11, Year 12 VCE (Recommended) VCAL

Tips:
Beauty Therapy courses cost thousands of dollars when run by independent colleges – so traineeships in beauty are good alternatives, combining certified training with on-the-job experience (See Beautician Pathways sheet). They can be incorporated into VCAL/VCE but are very competitive. Studying Certificate II courses in related areas demonstrates industry interest and fosters skill development – as does extensive work experience. Some TAFEs run Diplomas of Beauty Therapy that cost less than college courses. Applications are often through ATAR, a form and interview. Victoria University offers the only Degree course available, training students to perform dermal treatments (Laser hair removal, Microdermabrasion/ chemical peels).

TAFE / Training

Example Courses:
Health Sciences – Dermal Therapies # (Includes Diploma of Beauty Therapy in the first year)

Time Length: 2 years

ATAR: NA - may be required to submit Personal Statement; attendance at an interview/ information session and submit a folio OR complete Diploma of Beauty

Major Study Areas:
Dermal Science ; Health Research and Dermal Studies; Permanent Hair Removal; Industry Experience; Dermal Workplace Issues; Laser Fundamentals and Safety; Light Based Hair Reduction; Nutrition for Dermal Therapies; Wound Care for Dermal Practice; Lymph and Adipose Biology; Electrotherapy; Advanced Health Research; Dermal Professional Practice; Resurfacing Science; Advanced Laser and Light; Plastic and Reconstructive Procedures; Dermal Clinical Practicum; Independent Research, Electives: Post Operative Micropigmentation; Cosmetic Chemistry; Human Biology (Bachelor of Health Science – Dermal Therapies – Victoria University)

Employment

Overview:
Beauty salons, hairdressing salons, cosmetic companies, cosmetic counters of large retail stores, advertising and modelling agencies, film, theatre and television industry, with opportunities for self-employment. Some beauty therapists work from home. Those trained in dermal therapies work with reconstructive/aesthetic surgeons, dermatologists and GP's in clinics and medical centres.

The Future:
Although job openings for the beauty industry in the next 4 years are expected to be average, very strong growth in employment is also expected. Experienced beauty therapists are likely to find work easily – although those new to the industry may struggle to break in. Specialist training in dermal therapies may advantage therapists searching for employment due to increasing popularity of cosmetic treatments across an aging population.

Outlook:
Skill shortage: No
Job prospects: Good
Qualified salary: (Year 1) $37,550
(Year 5) $41,300
Weekly earnings : $850

Useful Websites:
www.myfuture.edu.au, www.joboutlook.gov.au;
www.aabth.com.au/ - Advanced Association of Beauty Therapists
www.facebook.com/pages/Australian-Society-of-Dermal-Clinicians-ASDC/230319747137382 - Australian Society of Dermal Clinicians

Pathway Information: CARPENTER

Secondary School

Recommended Subjects:
Product Design and Technology, VET Construction, Visual Communication and Design, Business Management, Information Technology.

Aim to Complete: Year 10 at least

Tips:
Carpenters are required to complete an apprenticeship combining on the job training with Certificate III training. Chances of employment may be increased through studying a pre-apprenticeship course at TAFE. Employers often approach local TAFE colleges looking for good students to trial for apprenticeships. Many trades are currently on the National Skills Needs list. This includes carpenters – so a carpentry apprentice can currently receive up to $5500 worth of incentive payments (Tools for your Trade payments) over the life of their apprenticeship. Apprenticeship training is now competency based. After an apprentice has been signed off in all course areas they are considered fully trained. So apprenticeships no longer have a set 3 or 4 year time frame.

TAFE / Training

Example Courses:
General Construction, Joinery/ Shopfitting/Stairbuilding, Building and Construction.

Time Length: 6 months **ATAR:**

Major Study Areas:
Certificate II Courses: Levelling, Basic demolition, Concreting Measurements/ calculations, Drain and Dewater site, Erect/dismantle restricted height scaffolding.

Apprenticeship

On the job training and Certificate III through a Registered Training Organisation, often a TAFE.

Time Length: 4 years **ATAR:**

Major Study Areas:
All Certificate II subjects, Use explosive power tools, Carry out Excavation, General demolition to minor building structures, Construct a pitched roof, Install and replace windows and doors.

Employment

Overview:
Building and construction companies, government departments – on housing estates, civil engineering projects, commercial construction and maintenance of factories, retail outlets and offices, hospitals, institutions and homes. Opportunities for self-employment through developing own businesses and working as sub-contractors.

The Future:
Employment opportunities are expected to grow strongly over the next 5 years – although concerns over a possible recession may have an adverse impact on the building industry overall. There are currently average unemployment levels.

Outlook:
Skill shortage: Yes
Job prospects: Good
Average salary through apprenticeship: $18,000
Qualified salary (Year 1) $33,000
(Year 5) $44,000
Average Weekly salary: $900

Useful Websites:
www.myfuture.edu.au
http://jobsearch.gov.au/careers/joboutlook.aspx
www.australianapprenticeships.gov.au
www.aapathways.com.au

Pathway Information: CHILDCARE WORKER

Secondary School

Recommended Subjects:
Health and Human Development, VET Community Services – Childcare Stream, Art, Food Technology, Psychology, General Mathematics.

Aim to Complete: VCE / VCAL

Tips:
The basic qualification needed in Childcare is a Certificate III in Children's services. Salaries are fairly low even with this qualification, so childcare workers are recommended to study eventually at a Diploma level, to move into Room Co-ordination and Centre management. Diplomas can be used as a pathway into pre-school or primary teaching. Many creches and long day care centres run accredited 4 Year Pre-school programs, so people trained in both Childcare and a Bachelor of Early Childhood Education are very employable. Childcare workers are also advised to complete additional qualifications in 'Outside School Hours Care', so that they may work in after hours school programs. Traineeships are a popular pathway into Childcare and may be started while still at school in VCE/VCAL. Some Group Training Companies look for good candidates to fill part-time school based traineeships, which generally turn into full time traineeships if not completed before the end of VCE or VCAL. All workers now in the childcare industry must have a current Working with Children check.

TAFE / Training

Example Courses:
Certificate III in Children's Services, Diploma of Children's Services, Certificate IV/Diploma in Out of School Hours Care.

Time Length: 6 months- 1 year **ATAR:** 45+

Major Study Areas:
Certificate III– 6-9 months -Identify and respond to children and young people at risk, Ensure the health and safety of children, Provide Care for children, Support the development of children, Provide experiences to support children's play and learning, Develop understanding of children's interests and developmental needs, Apply first aid, Contribute to OH&S processes. Electives include: Provide care for babies, Use electronic learning materials, Undertake risk analysis of activities, Interact positively with infants, toddlers and parents in a recreation environment. Certificate IV - 1 year - Children's Services – Outside School Hours Care: Identify and respond to children and young people at risk, Ensure the health and safety of children, Contribute to provision of nutritionally balanced food in a safe and hygienic manner, Support the development of children, support children to participate in after school hours care, Develop and implement activities in outside school hours care, Work effectively with children in outside school hours care, Provide experiences to support children's play and learning, Apply first aid, Work effectively with culturally diverse clients and co-workers, contribute to OH and S procedures.

Employment

Overview:
Private, government and community based Childcare centres and creches,hospitals, women's shelters and neighbourhood houses. Self-employment is possible through becoming registered family day care providers.

The Future:
As more women return to the workplace opportunities for workers in the childcare industry grow. Recent legislation has mandated a higher ratio of qualified staff to children. Although unemployment is above average at present in this industry, this figure represents unqualified workers that are being gradually replaced in the industry by certified workers. Very strong growth in jobs is predicted across childcare areas.

Outlook:
Skill shortage: Yes
Job prospects: Good
Qualified salary (Year 1) $17,000
(Year 5) $26,000
Weekly earnings - $700 (Workers), $1000 (Management level)

Useful Websites:
www.myfuture.edu.au
http://jobsearch.gov.au/careers/joboutlook.aspx

Pathway Information: ELECTRICAL ENGINEER

Secondary School

Recommended Subjects:
English, Maths Methods (Prerequisite - most courses), Specialist Maths, Physics, Systems Engineering, VET Engineering or VET Electrotechnology.

Aim to Complete: VCE

Tips:
You can start in this profession as an apprentice, study a Diploma to become an Electrical Engineering Associate; then a degree for a Professionally Accredited engineer. Some study generic engineering degrees in first year – only specialising in branches of engineering once they are aware of the broad range of careers available. Entry to Degree courses is ATAR based – although Victoria University offers an Engineering Alternative entry pathway using ATAR and an interview to suit those without the required ranking or Maths prerequisite. Chances of employment may be broader if Electrical courses are combined with Electronics or Communications.

TAFE / Training

Example Courses:
Advanced Diploma of Electrical – Technology, Advanced Diploma of Electronics and Communications Engineering, Advanced Diploma of Engineering, Advanced Diploma of Electrical Design, Advanced Diploma of Engineering Technology - Electrical

Time Length: 2 months **ATAR:** 45+

Major Study Areas:
Advanced Diploma of Engineering Technology - Electrical
Core: Use software for engineering applications; Develop design briefs for electrotechnology projects; Apply material science to solving electrotechnology engineering problems; Establish and follow a competency development plan in an electrotechnology engineering discipline; Fabricate, assemble and dismantle utilities industry components; Use drawings, diagrams, schedules, standards, codes and specifications Electives: Build and sustain an innovative work environment; Ensure team effectiveness; Deliver a service to customers; Provide basic instruction in the use of electrotechnology apparatus.

University

Example Courses:
Engineering (Electrical) (Hons), Engineering (Electrical) (Hons) – Business Management or Commerce, Engineering
(Electrical and Electronic), Engineering (Electrical and Electronic) - Business, Engineering (Electrical and Electronic Engineering (Hons), Engineering
Combines well in double degrees with Business, Commerce, Management, Science, Computing, Entrepreneurship.

Time Length: 4 years **ATAR:** 60 – 83+ (Electrical Engineering)
60 – 92+ (General Engineering)

Major Study Areas:
Business, Communication systems, Communications, Control systems, Data networks, Digital and analogue electronics, Digital and microprocessor systems, Electrical engineering and management, Electronics, Embedded controllers, Engineering: electrical distribution, electrical generation, electrical, electronics, telecommunications, Finance, Microcomputers, Microelectronics, Microprocessor control systems, Microprocessors. (Bachelor of Engineering – Electrical and Electronic Engineering – Swinburne Uni)

Employment

Overview:
Electrical engineers often specialise in computer engineering, control systems, microelectronic systems, photonics, power systems engineering or telecommunications; employment in government agencies, power suppliers, or consulting for mining, defence, telecommunications, information technology and manufacturing industries.

The Future:
Employment is predicted to grow moderately over the next 5 years, but with a below average number of job openings in this large profession. It is not too hard for graduates to find work provided they have very good university results and practical experience during their course.

Outlook:
Skill shortage: YES
Job prospects: Average
Qualified Salary: (Year 1) $67,000
(Year 5) $83,500
Average weekly salary - $2000 weekly

Useful Websites:
wwww.myfuture.edu.au,
www.joboutlook.gov.au,
www.engineersaustralia.org.au/ - Engineers Australia,
www.eesa.asn.au/ - The Electric Energy Society of Australia

Pathway Information: FASHION DESIGNER

Secondary School

Recommended Subjects:
English, Art, Studio Arts, Visual Communication and Design, Applied Fashion Design and Technology (VCE VET), Business Management.

Aim to Complete: VCE or VCAL (Streamed)

Tips:
Entry to courses is very competitive – as is employment for new graduates. TAFE institutes/ Specialist colleges generally offer fee paying Fashion Design Diplomas and Degrees. RMIT offers a CSP degree, together with an Associate Degree program. Entrance is based on such things as Folios, Interviews, Personal Statements and Design Exercises – usually of greater significance than the ATAR ranking. Certificate II in Applied Fashion Design and Technology or Fashion Visualisation and Certificate III in Applied Fashion – Design and Technology offer pathways to employment and further qualifications.

TAFE / Training

Example Courses:
Certificate IV - Diploma in Applied Fashion – Design and Technology, Diploma of Fashion and Textiles Merchandising

Time Length: 1 - 2 years **ATAR:** NA – Folio or Design Exercise

Major Study Areas:
Diploma in Applied Fashion – Design and Technology Core: Follow defined OH&S policies and procedures; Identify fibres and fabrics; Modify patterns to create basic styles; Draw and interpret a basic sketch; Identify fabric performance and handling requirements; Identify design process for fashion designs; Apply design studio process; Interact and network with fashion industry participants; Develop product specifications for fashion design.

University

Example Courses:
Applied Design(Branded fashion), Design Arts, Fashion, Fashion(Apparel Engineering and Design), Fashion (Design Technology), Fashion and Business, Fashion Design (Honours)

Time Length: 3 - 4 years **ATAR:** 65+

Major Study Areas:
Fashion design; Fashion design professional practice (Fashion Design Projects, Fashion Design Studio); Fashion digital technologies (Fashion Computer Aided Design); Fashion theory, Fashion/Textile Technology (Bachelor of Fashion Design (Honours) – RMIT)

Employment

Overview:
Manufacturing houses, small businesses, Retailers, theatre and film (costume design) Opportunities for self-employment eg Designing and producing wedding and formal gowns.

The Future:
The fashion industry in Australia is small, with above average unemployment levels – so graduates improve chances of employment when they become multi- skilled; focusing on both design and creation of clothing. Employment levels are expected to grow very strongly over the next five years – but in a small occupation job openings may still be low.

Outlook:
Skill shortage: No
Job prospects: Average
Qualified salary (Year 1) $43,000
(Year 5) $55,400
Average weekly salary - $1216

Useful Websites:
www.myfuture.edu.au, www.joboutlook.gov.au
http://www.tfia.com.au/australianfashioncouncil - Australian Fashion Council
http://www.design.org.au/
Design Institute of Australia

Pathway Information: FITNESS INSTRUCTOR

Secondary School

Recommended Subjects:
Physical Education, Outdoor and Environmental Studies,
Biology, Health and Human Development and VET
Community Recreation.

Aim to Complete: YEAR 10-12/VCAL(F

Tips:
The minimum qualification for Fitness instructors is a Certificate III in Fitness. Experience is generally required before instructors gain permanent employment. Traineeships are available in this industry, while part-time school based traineeships are also popular. Diploma and degree levels can lead to management of fitness centres. Human movement type degrees can result in work at the Australian Institute of Sport and within the community, setting up fitness programs to meet diverse needs.

TAFE / Training

Example Courses:
Certificate II, III, IV in fitness, Diploma of Fitness, Diploma of Sport-athlete Support Services or Diploma of Sport - Development

Time Length: 6mths - 2yrs **ATAR: 40+**

Major Study Areas:
Certificate III: Organise personal work priorities and development, safety policies and procedures, undertake risk analysis of activities. develop basic fitness programs, apply basic exercise science to exercise instruction. Certificate IV: Address client needs, Analyse participation patterns in specific markets of the industry, conduct projects, undertake relevant exercise planning and programming.

University

Example Courses:
Health Sciences, Exercise and Sports Science, Exercise Science and Human Movement, Sport Development, Exercise and Health Science, Physical Education.

Time Length: 3 - 4 years **ATAR:** 56 - 94+

Major Study Areas:
Anatomy and physiology, Behavioural science, Biomechanics. Exercise: physiology, science, Health promotion, human biology and movement, Kinesiology, Motor development and Behaviour, Motor learning and performance, Nutrition and exercise, Physical education and Health, Physiology, practicum. Sports: psychology, coaching, management, science. (Bachelor of Exercise and Health Science - Deakin University)

Employment

Overview:
Fitness and health centres, Gymnasiums, sport and leisure centres, martial arts centres, local government community centres

The Future:
Very strong growth in jobs is predicted - with the below average unemployment, although instructors new to the industry often take time to break into to it.

Outlook:
Skill shortage: No
Job prospects Good
Qualified salary (Year 1) $19,000
(Year 5) $30,000
Weekly earnings $500

Useful Websites:
www.myfuture.edu.au
http://jobsearch.gov.au/careers/joboutlook.aspx

Pathway Information: GAMES DEVELOPER

Secondary School

Recommended Subjects:
English, Information Technology, IT Applications or Software Development VET Information Technology or VET Interactive Digital Media, Visual Communication and Design, Business Management, Further Maths (or Maths Methods), Art or Studio Arts

Aim to Complete: VCE

Tips:
Many IT courses offer major or minor sequences in Games Development. A broad creative IT course will produce games developers with a range of transferable skills in the IT industry. Research the content of courses carefully to ensure you select a course with the focus that suits your talents and interests. Compare the contrasting courses (design/ technology focus) in the University course section below.

TAFE / Training

Example Courses:
Certificate IV-Diploma of Digital and Interactive Games,Diploma of Creative Arts – Game Design, Advanced Diploma of Professional Game Development, Diploma of Information Technology

Time Length: 1-2 years

ATAR: 35+ - Folio and interview for some courses

Major Study Areas:
Diploma of Digital and Interactive Games
Core: Contribute to the implementation of the OH&S consultation process; Create design concepts for digital games and 3-D media; Create a complex 3-D interactive computer game; Collaborate in the design of 3-D game levels and environments; Work effectively in the digital media industry. Electives: Build a database to support a computer game; Create complex code for mobile game devices; Design interactive 3-D applications for scientific and mathematical modelling; Manage testing of games and interactive media; Review developed software; Animate a 3-D character for digital games; Design digital simulations

University

Example Courses:
Arts (Games and Interactivity), Arts (Games and Interactivity) – Computer Science, Computer Science (Games Development), Computer Science (Games Technology), Computer Science (Games, Graphics and Digital Media), Creative Arts (Game Design), Design (Games), Games Design and Development, Information Technology (Computer Games and Digital Media), Information Technology (Games and Graphics Programming), Information Technology (Hons)

Time Length: 4 years

ATAR: 58-88+

Major Study Areas:
Major Study areas: Representative course 1
Animation (3D); Animation (modelling); Arts (contemporary); Computer graphics; Computer programming; Design (3D); Digital animation (games); Digital art and design; Digital imaging; Games design; Games development; Games programming; Games technology; Graphic design; Image making; Internet and multimedia; Multimedia design; Networking and multimedia technology; New media development (Bachelor of Design (Games) - RMIT)
Major Study areas: Representative course 2
Algorithms and data structures; Artificial intelligence; Game design theory; Games development; Games programming in Java C/C++ and XNA; Graphics programming and rendering; Mathematics; Network engineering; Object-oriented programming; Operating systems; Physics; Professional practice; Systems and software engineering – (Bachelor of Computer Science (Games Technology) – La Trobe)

Employment

Overview:
IT consultancies, media and publishing agencies, web design practices, games development agencies, animation and design studios, educational institutes, advertising agencies, film and television industry.

The Future:
A very competitive area in which to gain graduate employment, with low numbers of job openings – but employment is expected to grow strongly during the next 4 years. As most games studios are small professionals need to constantly upgrade skills with new technologies as they will be required to work in a variety of roles. In larger teams they can specialise eg testing, programming, animation

Outlook:
Skill shortage: No
Job prospects: Good
Qualified salary (Year 1) $50,400
(Year 5) $65,000
Average weekly salary: $1270

Useful Websites:
www.myfuture.edu.au,
www.joboutlook.gov.au
www.gdaa.com.au/ - Game Developers Association of Australia
www.acs.org.au/ - Australian Computer Society

Pathway Information: GRAPHIC DESIGNER

Secondary School

Recommended Subjects:
English, Visual Communication and Design, Art/ Studio Art, Information Technology, VET Interactive Digital Media, Business Management.

Aim to Complete: VCE although Certificate III in Design Fundamentals provides a non VCE pathway.

Tips:
Development of a high quality folio is essential for TAFE/ independent college entry and some Degree Courses. Application kits and interviews are usually required. A few universities select on ATAR and study scores in related subjects eg Visual Communication. An excellent foundation course for skill development when aiming towards ongoing courses is a Certificate IV in Design, requiring an interview and folio presentation. RMIT offers an Associate Degree in Graphic Design for those interested in a pathway to Degree level studies.

TAFE / Training

Example Courses:
Diploma/ Advanced Diploma of Graphic Design, Diploma of Printing and Graphic Arts-Digital Production, Diploma of Visual Arts and Design

Time Length: 2 years **ATAR:** NA – Course entrance based on Folio and Interview

Major Study Areas:
Diploma of Graphic Design
Core: Develop and extend design skills and practice; Refine drawing and other visual representation tools; Research visual communication history and theory; Produce graphic designs for 2-D and 3-D applications; Produce typographic design solutions; Create and manipulate graphics; Design and manipulate complex layouts; Develop graphic design practice to meet industry needs; Present a body of own creative work. Electives: Refine 3-D design ideas and processes; Originate and develop concepts; Interpret and respond to a design brief; Design web environments; Analyse consumer behaviour for specific markets.

University

Example Courses:
Communication Design, Creative Arts (Visual Communication Design), Creative Media (Graphic Design), Design (Design Communication), Design (Digital Media), Design Arts, Graphic Design, Visual Arts (Graphic Design/Multimedia), Visual Arts and Design.

Time Length: 3 years **ATAR:** 70+folio (generally)

Major Study Areas:
Communications, Conceptual exploration, Corporate identity design, Design strategy and theory, Digital Media, Illustration, Media, Professional practice, Publication design (print and web)Typography, Visual Communication Bachelor of Design. (Communication Design) - RMIT)

Employment

Overview:
Advertising agencies, graphic design studios, commercial arts studios, games developers, printing firms and publishers, marketing and public relations firms as well as for book and newspaper/magazine publishers.

The Future:
Employment depends on quality of folio. Most will start as graphic artists and move into designer roles following industry experience.
Creativity, originality, computer and technical skills are fundamental to ongoing success in the industry. Employment is expected to grow very strongly in the next 5 years – while at present unemployment is at average levels.

Outlook:
Skill shortage: No
Job prospects: GOOD
Qualified salary (Year 1) $45,800
(Year 5) $59,500
Average weekly salary: $1136

Useful Websites:
www.myfuture.edu.au,
www.joboutlook.gov.au,
www.agda.com.au/ - Australian Graphic design Association
www.design.org.au/ - Design Institute of Australia

Pathway Information: LAWYER

Secondary School

Recommended Subjects:
English, Legal Studies, LOTE, History, Literature, Political Studies, Philosophy, Mathematics (Methods).

Aim to Complete: VCE

Tips:
Due to high competition for metropolitan based Law Degrees, students can look to regional campuses to pursue studies. No Diploma courses pathway directly to LAW. Students missing out on entry may undertake a degree in ARTS or Commerce, majoring in Legal Studies, Criminology / Business Law. High results often pathway to Law in second year – or acceptance into a Post-graduate program. The University of Melbourne offers Masters Juris Doctor in Law. Completing a 4 year Law Degree does NOT qualify a student to practice as a solicitor. Additional professional practice must be undertaken as an Articled Clerk. (See The Future section)

University

Example Courses:
Law(s)
Double degrees combined with: Arts, Global Studies, Information Systems, Criminology, International Studies, Business, Psychological Science, Science, International Relations, Aerospace Engineering, Biomedical Science, Commerce, Engineering, Music

Time Length: 4-6 years + 6-12 months Professional Practice **ATAR:** 81 - 98

Major Study Areas:
Law: administrative, business, commercial, constitutional, consumer, contract, copyright, corporate, court processes, criminal, e-commerce, environmental, evidence, family, financial institutions and securities, health, industrial relations, international, legal theory, litigation, marketing, probate, property, taxation, torts. (Bachelor of Laws – Deakin University)

Employment

Overview:
Legal practices, government departments, community law centres, business enterprises.

The Future:
Most graduates practise as solicitors for a few years before further study to become barristers. Additional professional practice to qualify as a Solicitor is done in TWO ways. A) Practical Legal Training (PLT) is the most common, taking 6 months. It combines coursework and practical work in a legal environment. On completion students gain a Graduate Diploma of Legal Practice. B) Supervised Workplace Training (formerly known as ARTICLES) is a 12 month traineeship in a legal firm/ office, working under a legal practitioner. Both SWL and PLT places are highly competitive and difficult to obtain, so many people qualified in law turn to work in law related business fields. Strong growth in legal positions over the next five years is predicted – with an above average number of job openings.

Outlook:
Skill shortage: Yes
Job prospects: Very Good
Qualified salary (Year 1) $62,700
(Year 5) $86,000
Average weekly salary: Barrister: $1990
Solicitor: $1600

Useful Websites:
www.myfuture.edu.au,
www.joboutlook.gov.au,
www.legalaid.vic.gov.au/ - Victorian Legal Aid
www.liv.asn.au/ - Law Institute of Victoria

Pathway Information: PARK RANGER

Secondary School

Recommended Subjects:
English, Biology, Environmental Science, Geography, Chemistry, Maths (Methods or Further), Outdoor Recreation and Environmental Studies, VET Conservation and Land Management.

Aim to Complete: VCE
Tips:
New Apprenticeships exist in Conservation and Land Management. These are extremely difficult for young people to acquire as park rangers generally must be licensed to drive. Employment in Parks Victoria requires a relevant degree. Diploma courses may provide a pathway to such degrees. A Certificate IV in Science – or Victoria University's Science (Alternative Entry program) - can assist students to enter Science Degrees when they have not achieved the required ATAR ranking. In Science Degrees students would take relevant majors like: Animal Science management, Plant science, Animal & plant biology, Animal diversity & behaviour, Zoology, Park & Wilderness Management.

TAFE / Training

Example Courses:
Certificate IV - Diploma of Conservation and Land Management , Diploma of Conservation and Land Management/ Sustainability.

Time Length: 1 - 2 years **ATAR:** 40+
Major Study Areas:
Diploma of Conservation and Land Management
Conduct field research into natural and cultural resources; Develop conservation strategies for cultural resources; Manage restoration of cultural places; Develop strategies for Indigenous land or sea management; Map relationship of business enterprise to culture and country; Operate within community cultures and goals; Plan for successful cultural practice at work; Propose a negotiated outcome for a given area of country; Plan burning activities for natural and cultural resource management; Manage cultural processes in an Indigenous organisation; Interpret aspects of local Australian Indigenous culture

University

Example Courses:
Science, Environmental Science (Environmental Management and Sustainability), Environmental Management, Science (Wildlife and Conservation Biology), Environmental Science, Environments

Time Length: 3 years **ATAR:** 50 - 92+
Major Study Areas:
Ecology and the Environment; Techniques in Environmental Science; Laboratory and Fieldwork Safety Induction Program; Physical Geography; Environmental Sustainability; Introduction to Work Placements; Society and Environment; Environmental Planning and Impact Assessment; Hydrology and Water Resources Management ; Indigenous Engagement: Natural Resource Management; Environmental Team Based Research; Professional Practice; Managing Environmental Projects; Policy Instruments for Sustainability; Catchment and Coastal Management; Risks to Healthy Environments or Resource Efficiency and Waste Management (Bachelor of Environmental Science (Environmental Management and Sustainability) Deakin University(Bachelor of Environmental Science (Wildlife & Conservation Biology) – Deakin Uni)

Employment

Overview:
State and Federal Governments - in national and state parks. Councils employ graduates as conservation officers. Park Rangers work in a wide range of environments – from coastal areas, to snowfields and deserts.

The Future:
Competition is extremely strong for work as park rangers. However, employment opportunities are expected to grow very strongly over the next 5 years – so graduates willing to take on varied roles like conservation officers or environmental researchers are likely to find work and gain the experience they require to apply for park ranging vacancies. Students should take every opportunity for work. placement during their studies and carry out volunteer work in National Parks to develop network contacts.

Outlook:
Skill shortage: No
Job prospects: Good
Qualified salary (Year 1) $54,000
(Year 5) $65,500
Average weekly earnings - $1419

Useful Websites:
www.myfuture.edu.au, www.joboutlook.gov.au
www.victorianrangers.org.au/ - Victorian Rangers Association
www.parkweb.vic.gov.au/ - Parks Victoria

Pathway Information: PHOTOGRAPHY

Secondary School

Recommended Subjects:
Studio Arts – Photography, Art, Visual Communication Design, VET Interactive Digital Media, Business Management

Aim to Complete: VCE/VCAL
Tips:
Photographic skills can be gained through on-line courses and assisting established photographers. As photographers can specialise in many areas (photojournalism, fashion, commercial etc) a wide range of work experience is advisable. Formal training at TAFE and in specialist independent colleges helps to build skills and necessary industry contacts. Some institutions require Information forms and run entrance tests. Interview for folio presentations and selection occurs during November - December. Development of a high quality folio is crucial for both Diploma and degree courses.

TAFE / Training

Example Courses:
Photoimaging, Photography and Photoimaging, Photography – Digital, Analogue, Commercial, Art

Time Length: 1-2 years **ATAR:** ATAR + Folio presentation and interviews are the basis of selection.
Major Study Areas:
Design theory, Photography: black and white, colour, commercial, digital image acquisition, editing, image capture, manipulation, post production, printing, studio, visual and conceptual development.

University

Example Courses:
Creative Arts (Photography), Photography (Commercial,Art, Photojournalism), Photography (Arts)

Time Length: 3 years **ATAR:** 70-75+ (UNIVERSITY) + FOLIO
Major Study Areas:
Photography: Advertising, Architectural, Documentary, Editorial Fashion, Food, Portrait, Product, Scientific, Photography and Culture, Digital imaging and photography, Photojournalism.
(Bachelor of Arts (Photography) – RMIT)

Employment

Overview:
Most self-employed through commission work from advertising agencies, graphic design studios, printing houses and modelling agencies. Some are employed by the press and large retail stores offering portraiture. Photographers with own studios may specialise in portraits, weddings and other special occasions. Industry also uses photographers. For example, companies creating seatbelts and airbags employ photographers to film simulated car crashes.

The Future:
Success in this occupation depends upon skill, quality of work and individuality. Entry is very competitive – with the number of job openings expected to be below average over the next 5 years. As around 40% of photographers are employed on a part-time basis people establishing careers may have to combine photography with other part-time work.

Outlook:
Skill shortage: No
Job prospects: Below Average
Weekly earnings: $1250
Qualified salary (Year 1) $52,000
(Year 5) $60,000

Useful Websites:
www.myfuture.edu.au
www.jobsearch.gov.au
www.aipp.com.au/ - Australian Institute of Professional Photography
www.alliance.org.au/ - Media, Entertainment and Arts Alliance

Pathway Information: PRIMARY SCHOOL TEACHER

Secondary School

Recommended Subjects:
English, General Maths or Further Maths, Psychology, Biology, History, Art, Physical Education, Health and Human Development, Geography, Information Technology, LOTE.

Aim to Complete: VCE Required

Tips:
It is a good idea to do a broad course at VCE as primary teachers require a diverse educational background. VCE Maths is a prerequisite for all teaching courses; Units 1 and 2 General Maths the minimal level of study required. Education is a Degree level course, but a Diploma of Liberal Arts or Children's Services may lead into Primary Education - as well as Early Childhood Education courses, through which students are trained to teach at Primary level until Grade 2. For those that do not meet the ATAR requirements, Victoria University runs a Diploma of Education Studies - based on ATAR and interview - which pathways into the second year of an Education degree. Monash offers a similar pathway course through the Diploma of Tertiary Studies. All students in Education courses must satisfy a Working with Children check prior to placement.

TAFE / Training

Example Courses:
Diploma of Liberal Arts,
Diploma of Children's Services.

Time Length: 2 years **ATAR:** 58-88+

Major Study Areas:
Anthropology, Applied Writing, Asian Studies, Comparative literature and cultural studies, Cultural Studies, Economic History, Education, Film studies, History, Humanities, Journalism, Language and Culture studies, Literary studies, Media studies, Multimedia and Digital arts, Philosophy, Political economy, Politics, Psychological studies, Research methods, Social enquiry, Social sciences, Sociology. Childhood development, Early Childhood Education, Family and diversity, Health studies, Legislation, Play and curriculum studies, Professional Practice and reflection, Professional Theory, Program planning

University

Example Courses:
Primary Education, Education – Primary, Education, Teaching (Primary), Education (Early Childhood and Primary), Education (Prep-Year 12) Arts or Science (+ Diploma of Education)

Time Length: 4 years **ATAR:** 58-88+

Major Study Areas:
Arts education, Education, Language and literacy, Mathematics, Numeracy, Physical Education and Health, Professional Practice, Reflective Practice, Science, Teaching (early childhood), Teaching (primary) (Bachelor of Education – RMIT)

Employment

Overview:
Primary Schools.

The Future:
Current unemployment levels in primary teaching are below average and opportunities are expected to grow strongly over the next 5 years The significant skills shortage is, however, in the secondary sector so education degrees and post-graduate diplomas that qualify people to teach in both sectors are valuable.

Outlook:
Skill shortage: No
Job prospects: Good
Qualified salary: (Year 1) $42,000
(Year 5) $47,500
Weekly earnings : $1200

Useful Websites:
www.myfuture.edu.au
http://jobsearch.gov.au/careers/joboutlook.aspx

Pathway Information: PHYSIOTHERAPIST

Secondary School

Recommended Subjects:
Maths Methods, Chemistry, Specialist Maths, Physics, Physical Education, Biology.

Aim to Complete: VCE

Tips:
Only Monash and LaTrobe Universities offer undergraduate physiotherapy. As ATAR rankings are very high for physiotherapy and entry is very competitive, alternative pathways into the course may be through Occupational Therapy, Health Science and Science courses – but students would have to perform exceptionally well. Equal ranking is given to the ATAR (expected to be above 95), interview and UMAT. La Trobe also offers a 2 year Master of Physiotherapy Practice, for high achieving students that have completed an undergraduate degree with anatomy and physiology majors. Biomedicine (98.45) and Science (85.05) can also provide a pathway into a Masters course in Physiotherapy at the University of Melbourne.

University

Example Courses:
Physiotherapy, Health Sciences and Master of Physiotherapy.

Time Length: 4 years **ATAR:** 92 - 96+

Major Study Areas:
Foundations of physiotherapy practice and research + Biomedical and behavioural sciences: anatomy, biomechanics, kinesiology, pathology, pharmacology, physiology, psychology, radiology, sociology. (Bachelor of Physiotherapy – Monash University)

Employment

Overview:
Hospitals, Community Health centres, Rehabilitation centres, Sports Clinics and Fitness Centres, Government agencies, Aged Care Facilities. Some physiotherapists are self-employed, running their own practices.

The Future:
Very strong growth in jobs is predicted – especially as the population continues to age. Unemployment is low, with graduates finding work easily. Sports physiotherapy is a very popular, but highly competitive, area.

Outlook:
Skill shortage: YES
Job prospects: Good
Qualified salary (Year 1) $45,500
(Year 5) $56,000
Weekly earnings - $1300

Useful Websites:
www.myfuture.edu.au,
WWW.jobsearch.gov.au/careers/joboutlook.aspx

Pathway Information: REGISTERED NURSE

Secondary School

Recommended Subjects:
Further Maths (at least General Maths Units 1 and 2), Health and Human Development, Chemistry, Biology, Psychology, Physics, Physical education, VET Community Services.

Aim to Complete: VCE

Tips:
A Diploma of Nursing (Enrolled/Division 2 nursing) allows students to take a pathway into registered nursing – with the advantage that Enrolled nurses can work part-time in hospitals while studying to become Registered nurses. La Trobe, Victoria University and RMIT offer a two year full time Division 2 Nurses – Conversion course. Upon successful completion Enrolled nurses become Registered nurses. Places are competitive! All require forms, La Trobe an additional selection examination, and interview. Victoria University and La Trobe require applicants to complete additional bridging programs in anatomy and physiology. Monash University offers a Diploma of Tertiary Studies – Nursing stream. Successful completion allows entry into a Monash Nursing degree and is designed for students who do not achieve the ATAR ranking.

TAFE / Training

Example Courses:
Certificate IV in Nursing (minimum requirement for registration as an Enrolled Nurse) - Diploma of Nursing

Time Length: 1-2 years **ATAR:** 48.5 - 64.4

Major Study Areas:
Aged care, Anatomy and Physiology, Clinical assessment, Communications, Health Sciences, Infection control, Mental Health, Nursing: (acute care, primary care), Pharmacology, Primary Health care, Public Health, Research Methods, Wound management.

University

Example Courses:
Nursing/Emergency Health (Paramedic), Nursing(Mental Health), Nursing/Midwifery, Nursing/Business Administration, Nursing/Paramedicine, Nursing/Applied Science (Psychology), Nursing Practice/Midwifery, Nursing (Public Health and Promotion), Nursing, Midwifery, Nursing (Community Health), Nursing Practice.

Time Length: 3 - 4 Years **ATAR:** 65.6 - 92+

Major Study Areas:
Acute care, Aged care, Anatomy and physiology, Behavioural science, Child and adolescent health, Clinical Practice, Community Health, Mental Health, Professional Studies. (Bachelor of Nursing – Deakin University)

Employment

Overview:
Public and private hospitals, surgeries and health clinics, the Australian Defence Force.

The Future:
Nurses are required to register with the Nurses registration Board in the state or territory where they wish to work. Their qualifications are recognised throughout Australia and in most of the world, so opportunities to travel and work overseas in nursing are excellent. Unemployment is low and job opportunities are expected to grow very strongly in the next 5 years as the population continues to age. Graduates find work quickly.

Outlook:
Skill shortage: YES
Job prospects: Good
Qualified salary (Year 1) $41,000
(Year 5) $49,000
Average weekly salary: $1150

Useful Websites:
www.myfuture.edu.au
www.jobsearch.gov.au/careers/joboutlook.aspx

Extension Studies

The college ensures that curriculum offerings provide challenge for all students, including students who are highly able. Such students and their parents have the option of developing an Individual Education Plan, which can provide guidance and assist in developing long-term mentoring relationships. In addition to this, Castlemaine Secondary College offers activities and programs aimed at extending our highly-able students, some of these are:

Acquisitions Exhibition

The college exhibits student work from the studio arts and technology domains, these may be pieces that students began during classes or during lunch-time clubs. Students are encouraged to develop their work to high standards and awards are presented for exceptional pieces. The college acquires outstanding student work for permanent display within the college.

Instrumental Music

Students studying instrumental music have numerous opportunities to extend themselves through participation with the various college ensembles, the regional schools' orchestra or band and performances around the district. Students are also encouraged to undertake AMEB grade examinations.

Mathematics Challenge

The Australian Mathematics Trust "Mathematics Challenge for Young Australians" targets the top 20% of secondary students in Years 7–10 and provides activities which help talented students reach their potential. There are two stages, the Challenge stage and the Enrichment stage. Students are selected to enter the enrichment stage.

Science and Engineering Challenge

The Science and Engineering Challenge is open to students in Year 9 and 10. It promotes student insight and innovation by inviting them to solve a series of practical and conceptual problems over the course of a full day's program. The day, held at LaTrobe University, has an emphasis on exploration and a focus on engaging students in team based activities.

Writing Workshops

The college has strong associations with local authors and poets. We offer students opportunities to extend their writing skills through regular writing workshops organised in conjunction with the Library. Students regularly enter a variety of national writing competitions. Awards are conferred in assemblies.

Year 9 Project Based Learning Electives

The Year 9 Project Based Learning Electives operate under a project-based inquiry-model for teaching and learning. These electives develop the attributes of self-directed and independent learning consistent with the highest educational standards (according to OECD PISA scale rankings). Students develop an action-plan, undertake their project and showcase their learning. Students work with a community group, organisation or business as part of the project and regularly reflect upon the processes used, the skills required, the hurdles overcome and the progress toward their goals.

Distance Education Studies

If a unit is not available at school, it may be possible to study the unit through the Distance Education Centre. It is advisable that any student considering this mode of study be aware of the difficulties associated with it. Advice should be sought from a Student Support Leader before a decision is made. Currently, the cost per semester per subject is approximately $100 which is paid directly to Distance Education by parents. Enrolment dates are set by the Distance Education Centre and are not negotiable.

Continued…

Studying Victorian Certificate of Education (VCE) Units at Year 10

The opportunity exists for students to study a VCE unit as part of their Year 10 program. Benefits include:

- The challenge to work at a higher level;
- The extension of particular skills or interests;
- The opportunity to complete a VCE Unit 3–4 in Yr 11;
- The ability to complete an extra (6th) Year 12 sequence – 10% of any 6th subject is added to the calculation for a student's Australian Tertiary Admission Rank (ATAR)

The workload involved in VCE units is greater than expected for Year 10 units. Students who are considering taking 1 or 2 VCE units in Year 10 should seek advice from their Mentor teacher and other relevant teacher(s). If you are interested in undertaking VCE units in Year 10, you will need to complete the endorsement section of the selection sheet found in the back of this information booklet.

VCE Extended Investigations

The VCE Extended Investigation enables students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question. The investigation may be an extension of an area of curriculum already undertaken by the student or it may be completely independent of any other study in the student's VCE program. Through this study, students develop their capacity to explore, justify and defend their research findings in both oral and written forms to a general, or non-specialist audience.

VCE Baccalaureate

The VCE (Baccalaureate) provides an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study. To be eligible to receive the VCE (Baccalaureate) the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

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

Other Units and Programs

See the "Other Units and Programs" section of this handbook to explore a range of alternative approaches to learning that may be more suited to the individual needs of some students.

- Year 9 Projects
- Year 9 and 10 Steiner
- VCE Extended Investigation
- Year 11 and 12 VCAL

Glossary

Assessment Task

Graded activities within Units such as, sitting a 1.5 hour test, writing an essay, producing a folio of work or a research report. A student's performance on the Assessment Tasks contributes towards their final marks (for Year 10 and 11 subjects) or study score (for Year 12 subjects).

ATAR

Australian Tertiary Admission Rank (previously ENTER in Victoria): This is calculated by the Victorian Tertiary Admission Centre (VTAC) as a score out of 99.95 based on a student's results for their best four subjects (including a subject from the English group), plus 10% of their fifth and sixth Unit 3–4 studies. It is used as the basis for tertiary entrance.

Authentication

Students must be able to demonstrate that the work they submit for assessment is their own. Teachers must be able to authenticate work submitted.

Cost

The cost of a particular Unit/subject. This cost is typically for consumables and/or excursions. These costs are indicative and may vary in 2019.

ENTER

Equivalent National Tertiary Entrance Rank. Replaced by ATAR in Victoria in 2011.

GAT

General Achievement Test. All VCE, VCAL and VET students undertaking a Unit 3–4 study are required to complete the GAT in June. GAT results are reported with the VCE results in December.

Learning Activities

Tasks set by the class teacher, undertaken by students either individually or in groups, in class or at home, which are designed to help the student improve their knowledge and skills. All Learning Activities set by the teacher must be completed.

Learning Outcomes

What a student must know, or be able to do, to satisfactorily complete, or pass, a Unit. Determination of satisfactory completion of Learning Outcomes is achieved through Learning Activities (also referred to as Designated Learning Activities or DLAs). Teacher's may also use performance on Assessment Tasks to determine satisfactory completion of Learning Outcomes.

Prerequisite Studies

Those studies, nominated by individual tertiary course authorities, which must be satisfactorily completed by applicants seeking admission. Applicants who have not passed these subjects will not be considered for selection. Most courses offer a choice from a list. Students should check these requirements carefully. (See the Careers Adviser and/or course counsellors).

Satisfactory Completion

Satisfactory Completion means that a student has satisfactorily achieved all the Learning Outcomes for that Unit and met the 80% attendance requirement. The teacher's decision as to whether a student has achieved the relevant Learning Outcomes, or not, is based on satisfactory completion of Designated Learning Activities (or performance on Assessment Tasks). A student can only demonstrate achievement of an outcomes if the work submitted for assessment meets the required standard, as described in the outcomes, was submitted on time and is clearly the student's own work.

School-assessed Coursework

The student's level of achievement for Units 3 and 4 will be determined by School-assessed Coursework. This work is mainly undertaken within the class and contributes to their ATAR. The types and range of forms of School-assessed Coursework for the outcomes are prescribed within the relevant Study Design.

School-assessed Task

An extended task, of a practical nature, undertaken by all VCE students doing some studies. Used to establish how the student is performing in these Units 3–4.

Semester

Approximately half a year: Each semester covers approximately two terms. At Castlemaine Secondary College Semester One runs from the start of the year up to two weeks before the midyear break. Semester two then starts from this second week before the mid-year break up until the end of the school year.

Sequence

Two Units at level 3 and 4 in the same Study (eg: English 3 and 4).

Study

A subject. Most VCE Studies are made up of 4 units.

Study Score

A score from 0 to 50 which shows you how you performed in a Study, relative to all other students doing the same Study. It is based on your results in School Assessed Coursework (SACs), School Assessed Tasks (SATs) and external examinations.

Unit

A self-contained course of a semester's length.

Units 1 and 2

The first 2 units of a study. Level of difficulty usually associated with Year 11.

Units 3 and 4

Must be done as a sequence. Usually associated with Year 12.

VCAA

Victorian Curriculum and Assessment Authority

VCAL

Victorian Certificate of Applied Learning – alternative program to VCE

VCE

Victorian Certificate of Education

VET

Vocational Education and Training – Certificate courses which also count towards the completion of VCE or VCAL

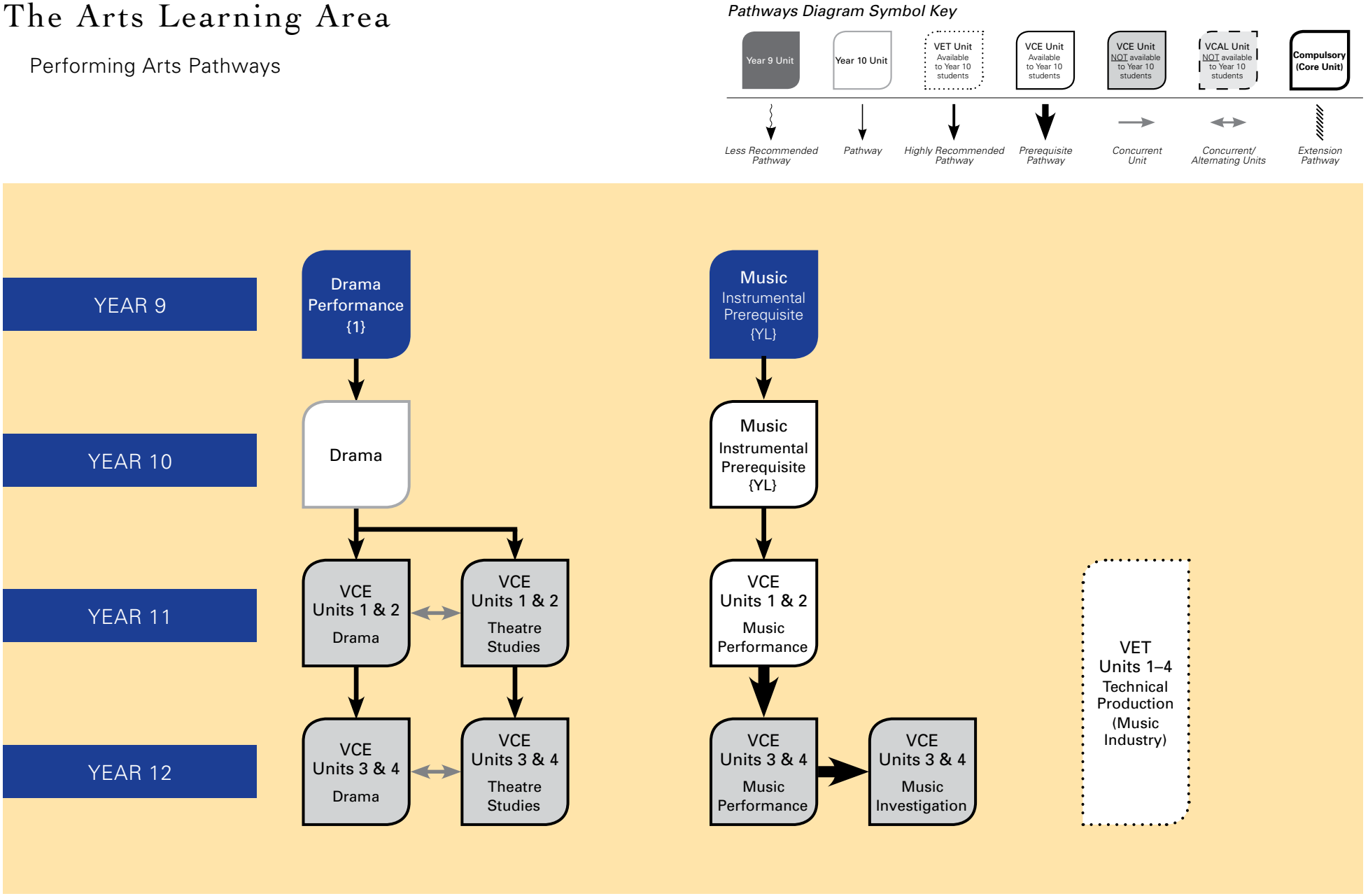
VTAC

Victorian Tertiary Admissions Centre – the organisation which processes applications to most courses in tertiary colleges and universities.

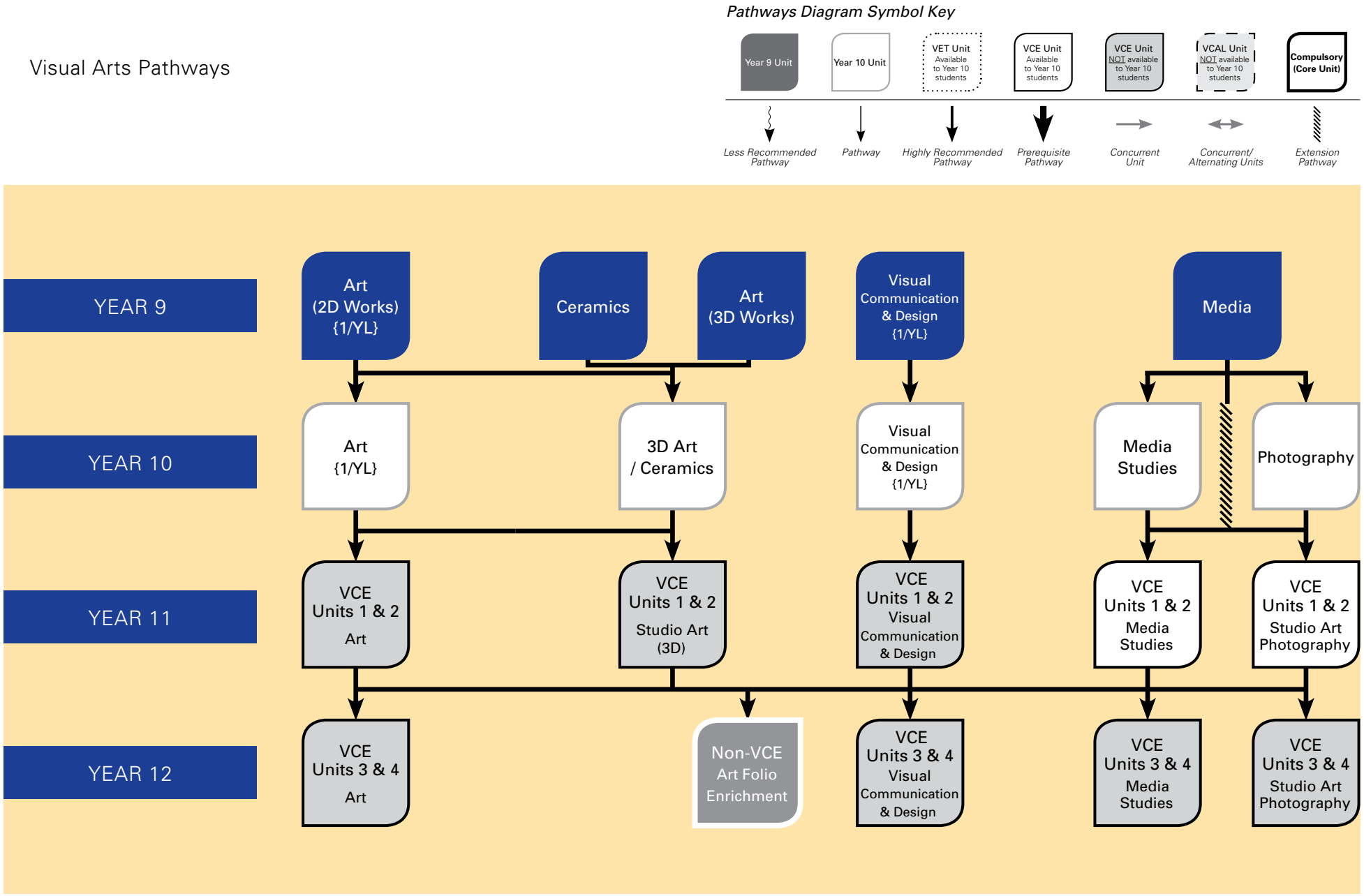

EMERGENCY
EYE WASH
Flora
Year 10
Science

The Arts Learning Area

Performing Arts Pathways



Visual Arts Pathways



The Arts – Year 9 Units

IMPORTANT SELECTION NOTICE:
Students MUST choose at least one of the Arts Domain-based elective units in Year 9.

Art (2D Works) {1/YL}

Focus:

This course is designed for students who wish to develop their ability as visual artists and extend their understanding of art. Students will produce artworks using drawing, painting and printmaking techniques. A wide range of skills, techniques and media will be investigated in each of the 2D areas. Students will be encouraged to use their work to express their own ideas and responses to the world around them. Artworks from different times and places will be studied in order to stimulate students own creativity, interest and understanding of art.

Special Requirements:

Students should be prepared to practice visual art skills and to work independently, safely and cooperatively in the art room.

Other:
Cost $25.

The following relates to those students selecting to undertake the Year Long version of this subject.

Focus:

This course is designed for students who wish to further develop their ability as visual artists and develop a deeper understanding of art. Students will produce artworks using drawing, painting and printmaking techniques. A broader range of skills, techniques and media will be investigated and students will be encouraged to extend the use of their work to express their ideas and responses to the world around them.

Special Requirements:

Students should be prepared to practice visual art skills and to work independently, safely and cooperatively in the art room.

Other:

Cost an additional $25.

Art (3D Works) {1}

Focus:

The unit focus and areas of study: This course is designed for students who wish to develop their skills, appreciation of art and ideas using the visual arts, with an emphasis on 3D work.

Students will produce artworks using drawing and sculpture techniques with a range of skills and materials. Students will be encouraged to use their work to express their ideas and responses to the world around them. Sculpture from different times and places will be studied in order to stimulate the students' own creativity, interest and understanding of art.

Special Requirements:

Students should be prepared to practice visual art skills and to work independently, safely and cooperatively in the art room.

Other:

Cost $25.

Ceramics {1}

Focus:

The unit focus and areas of study: This course is designed for students who enjoy working with clay. This elective offers the opportunity to experience the complete process of production of works in the ceramics room. Students will design and produce a number of ceramic articles using a range of construction techniques. They also explore building, decoration, glazing and firing techniques. Students look at the history and development of ceramics from a diverse range of cultures and times.

Special Requirements:

Students should be prepared to practice art skills, care for equipment and facilities and work independently or in a team situation.

Other:

Cost $25.

Drama (Performance) {1}

Focus:

Students will participate in a range of drama activities. These will include scripted pieces, improvisation, stagecraft elements such as lighting, sound, costume, make-up, set design and characterisation. Students will be involved in live performances. The students will have a major role in negotiating content of performance projects.

Special Requirements:

An excursion to a live show costing approximately $10.

Media {1}

Focus:

Media Studies examines communication through popular media, such as television, film and the internet. Students study a range of communication concepts and production techniques using digital cameras and professional creative software to create their own media presentations. Students will learn to create products that effectively communicate ideas with a clear purpose to an audience. They will produce a minor and major project that demonstrate the skills and concepts they have studied in the form of movies, animations, web sites, computer games or print media, as well as maintain a journal and give a presentation on a media concept. A vocational project will also be undertaken giving students professional experience and an effective understanding of the production process. Students will be given avenues for publishing and presenting their work and will be encouraged to make their projects accessible to wider audiences through competitions, local exhibitions or events, and the internet.

Special Requirements:

A sound understanding of computer software and an ability to easily access internet is beneficial. A USB drive is essential.

Other:

Cost $15.

Music {YL}

The study of Music at Year 9 is a prerequisite for study of Music at Year 10 and beyond. In other words, if you don't choose Music at Year 9 you cannot choose it for Year 10.

Focus:

This is a specialist music study for the full year. It is designed for students who wish to develop their musical skills further. This course will give young musicians a grounding to enable music study in Year 10 and VCE units. Music aims to encourage students to play a variety of instruments and to develop skills at their own pace, have group work performed during the year, continue to develop an understanding of music theory and expose students to a wide variety of musical styles and cultures to widen music appreciation. Students will develop performance skills (in both solo and group work), creative organisation (composition, arranging and transcribing music, using "Sibelius" software), performance perspectives (through exploring techniques and knowledge which enhances the performance of music such as preparation for performance, knowledge of the instrument or understanding performance venues), aural and theory comprehension (listening to music, theory study, melodic and rhythmic dictation, etc.) and music styles (students research and present assignments on the different styles in music).

Special Requirements:

Students need to have been learning an instrument for at least two years and must continue their instrumental music tuition throughout the year.

Other:

Students will be required to pay a fee of $25 for materials used in class for each semester.

Visual Communication & Design {1/YL}

Focus:

This course aims to promote an understanding of the process by which ideas and information are developed and communicated to others through visual design presentations. The course focuses on the development of freehand and instrumental drawing skills, problem solving, design analysis and presentation of information and data. In Visual Communication, students will undertake practical folio development work, including completing tasks such as; orthogonal and perspective drawing, layout and design, mock ups of design solutions, lettering and symbols and representational illustration. In Visual Design students will complete folio development tasks, including, layout, advertising, corporate identity, design packaging. The emphasis is on using the design process to incorporate the design elements and principles, developing freehand drawing and rendering skills to fulfil a design brief. Students will also study visual communication via discussion, research, and demonstrating an understanding of the different types of visual communication. Students investigate the different uses of visual communication in a variety of cultural and historical contexts.

Other:

Cost $20.

The following relates to those students selecting to undertake the Year Long version of this subject.

This course aims to build on the understanding of visual communication and design promoted in the "Visual Communication and Design {1}" unit (see description above for details of types of tasks). This includes further practical folio development work and research and analysis of the work of a variety of designers and design styles (both contemporary and historical).

Other:

Cost $20.

The Arts – Year 10 Units

Art {1/YL}

Note: This subject can be undertaken all year or for one semester.

Focus:

This course is designed for students who wish to continue to develop their ability as visual artists and develop a more informed and considered understanding of art and visual language. Students will produce artworks using drawing, painting and printmaking techniques based on the theme of 'Skulls, Still Life and the Australian Landscape.' Students will investigate a broad range of skills, techniques and appropriate language terminology. Students will be encouraged to express their ideas and respond critically to artworks as well as well as discuss and analyse their own art.

Assessment Tasks:

Folio, Major Artwork and Written tasks

Other:

Students will be required to pay a fee of approximately $25 for materials used in class for each semester.

3D Art/Ceramics {1}

Focus:

This course is designed for students who wish to further develop their skills, appreciation of art and ideas using the visual arts, with an emphasis on 3D work and who enjoy working with clay. Students will design and produce artworks using drawing and sculpture techniques with a range of skills and materials, including the complete process of production of works in the ceramics room involving various building, decoration, glazing and firing techniques. Students look at the history and development of sculpture and ceramics from a diverse range of cultures and times.

Assessment Tasks:

Folio of sculpture, Visual Diary, A study of sculpture

Other:

Students will be required to pay a fee of approximately $25 for materials used in class.

Media Studies {1}

Focus:

Students work individually and in groups to create their own movies and media productions. Students watch movies to analyse and appreciate the techniques used by motion picture directors. Understand how the media manipulates and communicates factual information in the news and documentaries.

Assessment Tasks:

Creating and Making: Media productions demonstrating use of production elements, conventions and techniques. Exploring and Responding: Film Analysis Production: podcast/audio commentary/panel. Essay/short question on news media. End of semester examination.

Other:

Students are required to pay a levy approximately $60 and most materials will be supplied from this. It would be an advantage if students have access to a digital camera and digital video camera to use for the duration of the course.

Photography {1}

Focus:

The aim of the unit is to develop digital photographic techniques and processes that will enable the student to use photography as a tool for artistic expression. The unit aims to provide a basic understanding of significant photographic artists. Students will explore digital photography processes, Photoshop skills and other basic design skills. This study has been structured to prepare students with the language and skills that will directly assist them in VCE Studio Arts Photography.

Assessment Tasks:

Creating and making: Photographic body of work, Exploring and responding: Research projects classroom theory and homework tasks, Exam: The exam will cover material from the semester.

Other:

Students are required to pay a levy of approximately $80 and materials will be supplied from this. It would be an advantage if students have access to a digital camera to use for the duration of the course.

Visual Communication & Design {1/YL}

Focus:

This course aims for students who wish to further develop their understanding of the process by which ideas and information are developed and communicated to others through visual design and presentations. The course focuses on the development of freehand and instrumental drawing skills, problem solving, design analysis and presentation of information and data. In Visual Communication, students will undertake practical folio development work, including completing tasks such as; orthogonal and perspective drawing, layout and design, mock ups of design solutions, lettering and symbols and representational illustration. In Visual Design, students will complete folio development tasks, including, layout, advertising, corporate identity, design packaging. The emphasis is on using the design process to incorporate the design elements and principles, developing freehand drawing and rendering skills to fulfil a design brief. Students will also study visual communication via discussion, research, and demonstrating an understanding of the different types of visual communication. Students investigate the different uses of visual communication in a variety of cultural and historical contexts.

Assessment Tasks:

Research tasks, Folio of work, Visual Diary

Other:

Students will be required to pay a fee of approximately $20 for materials used in class for each semester.

The Arts – VCE/VET Units Available for Year 10

- VCE Media Studies Units 1 and 2
- VCE / VET Music Industry
- VCE Drama / VCE Theatre Studies
- VCE Studio Art Photography Units 1 and 2

The Arts – VCE/VET Units

Folio Enrichment Elective

As part of the VCE Art program at Castlemaine Secondary College, students who are seriously contemplating doing a tertiary Art course are given a unique opportunity to enhance their learning in Visual Arts and to enrich their folios.

Students undertaking this elective work in the studios of local artists gaining valuable experience and firsthand guidance from highly respected professional artists. This enrichment elective is not part of your timetabled classes, but will be undertaken during free/study time. Those interested in this enrichment elective should see the Arts Learning Area Leader.

VCE Art

UNIT 1

Focus:

Development of 2D artworks; exploration of techniques, materials and ideas; application of formal and personal frameworks to interpret the meanings and messages of artworks.

Assessment Tasks:

Journal, Folio of Drawings, Small paintings, Class notes, and Written tasks and tests

Other:

Students will be required to pay a fee of approximately $50 for materials used in class. Students may be required to purchase their own art supplies for working on projects at home. They will require a journal and A4 display book.

UNIT 2

Focus:

Development of artworks from students' own ideas and the study of how art expresses and reflects culture.

Assessment Tasks:

Journal, Folio of drawings, 2 large paintings, Class notes, Written tasks and tests

Other:

Students will be required to pay a fee of approximately $50 for materials used in class. Students may be required to purchase their own art supplies for working on projects at home. They will require a journal and A4 display book.

UNIT 3

Focus:

Create artworks through a broad and innovative investigation of ideas in one or more media and develop a sustained body of work. Respond critically to artworks in writing, using analytical frameworks.

Assessment Tasks:

Folio, Body of Work, School Assessed Coursework (Written task)

Other:

Students will be required to pay a fee of approximately $50 for materials used in class. Students need to purchase art materials for use at home. Possible additional excursion cost approximately $25.

UNIT 4

Focus:

Progressive resolution of an innovative body of work leading to the completion of major artworks; and the discussion and debate of art issues.

Assessment Tasks:

Folio/body of work, Discussing and debating art - written task

Other:

Students will be required to pay a fee of approximately $50 for materials used in class. Students need to purchase art materials for use at home.

VCE Media Studies

UNIT 1

Focus:

The 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.

Assessment Tasks:

A written project, production of two or more media forms and a group media presentation based on 'new media' in Australia.

Other:

Students are required to pay a levy of approximately $60 for the year (Units 1 and 2) and materials will be supplied from this.

UNIT 2

Focus:

This unit will enable students to develop their understanding of the specialist production stages and roles within the collaborative organisation of media production.

Assessment Tasks:

PowerPoint describing the media production process, a 5–8 minute video/animation (done in production teams) for Castlemaine Film Festival and an essay (3 topics provided.)

Other:

Students are required to pay a levy of approximately $60 for the year (Units 1 and 2) and materials will be supplied from this.

UNITS 3 and 4

A critical awareness of the media requires some knowledge of an involvement in the media production process. Through production and simulation activities students can develop an understanding of the media's codes and conventions, enhancing their ability to reflect upon and analyse the complex relationship between the media and society. A feature of this study design is the interplay between practical and analytical work. Students will engage in production and simulation activities of varying complexity and length, they will reflect upon their own work and that of media professionals, and develop skills in research and analysis. Units 3 and 4 must be taken as a sequence. Whilst each unit is discrete, students will in Unit 3 construct the design plan of the project that they undertake in Unit 4. Together these activities form the school-assessed task for this study.

UNIT 3

Focus:

Narrative and Media Production Design

Assessment Tasks:

For Units 3 and 4 is a combination of school assessed coursework and school assessed tasks which are subject to an external review by the Board of Studies and an End of Year examination. Unit 3 Outcomes 3 and 4 and Unit 4 Outcome 1 form the school assessed task which is subject to review.

Other:

Students are required to pay a levy of approximately $60 for the year (Units 3 and 4) and materials will be supplied from this.

UNIT 4

Focus:

Media Process, Social Values and Media Influence

Assessment Tasks:

For Units 3 and 4 is a combination of school assessed coursework and school assessed tasks which are subject to an external review by the Board of Studies and an End of Year examination. Unit 3 Outcomes 3 and 4 and Unit 4 Outcome 1 form the school assessed task which is subject to review.

Other:

Students are required to pay a levy of approximately $60 for the year (Units 3 and 4) and materials will be supplied from this.

VCE Visual Communication & Design

UNIT 1

Focus:

The main purpose of this unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. Students will also be introduced to the design process.

Assessment Tasks:

Folio of instrumental drawings of objects, Folio of drawings of objects that show one-point and two-point perspective drawing, rendering techniques, proportion, scale, relationship of objects, explanatory diagrams, Folio of visual communications that use design elements and principles to satisfy stated purposes, Written and/or oral report supported by visual material explaining the visual communication production process.

Other:

Folio, Fine-liner, Visual Diary ($10). Cost $30.

UNIT 2

Focus:

Communication in context

Assessment Tasks:

Folio of instrumental drawings, Folio of freehand drawings and renderings, Folio of developmental work and final presentation, Written report.

Other:

Folio, Fine-liner, Visual Diary ($10)
Cost $30.

UNIT 3

Focus:

The main purpose of this unit is to enable students to apply the design process to satisfy specific communication needs. Students will investigate the production of visual communications in a professional setting, and evaluate examples of visual communications produced.

Assessment Tasks:

Folio, Written reports.

Other:

Folio, Fine-liner, Visual Diary. Cost $30.

UNIT 4

Focus:

The focus of this unit is on the preparation of a design brief, generation of development work and two presentations based on the brief.

Assessment Tasks:

A brief, A folio, Two final presentations

Other:

Folio, Fine-liner, Visual Diary. Cost $30.

VCE Studio Arts – Photography

UNIT 1 – Artistic Inspiration and Techniques

Focus:

The aim of the unit is to establish photographic techniques and processes that will enable the student to use photography as a creative tool for the communication of ideas and artistic expression. This unit aims to provide an understanding of important artists in the history of photography. This unit uses sources of inspiration and ideas as the basis for artworks.

This study has been structured to prepare students with the language and skills that will directly assist them to refine concepts in Studio Arts Unit 2, 3 and 4.

Assessment tasks:

Two folios of finished photographic works (analogue and digital), Workbook, Research paper, Exam

Other:

Students are required to pay a levy approximately $120 (whole year) and materials will be supplied from this. Students may also go on an excursion to Melbourne (approximate cost $30). It would be an advantage if students have access to a digital camera and an analogue SLR to use for the duration of the course.

UNIT 2 – Design Exploration and Concepts

Focus:

This unit assumes the student has established the skills and techniques covered Unit 1. In this unit, students refine these skills to broaden their understanding of photography as an art form. They also design effective methodology and develop skills in the analysis of photographs.

Assessment tasks:

Two folios of finished art, Workbook, Research papers, Exam.

Other:

Students are required to pay a levy approximately $120 (whole year) and materials will be supplied from this. It would be an advantage if students have access to a digital camera and an analogue SLR to use for the duration of the course.

UNIT 3 – Studio Production & Professional Practices

Focus:

The aim of this unit is to further develop and refine photographic skills. The unit focuses on the implementation of the design process leading to the production of a range of possible directions.

Students will research developments in a particular studio form and investigate traditional and contemporary practices of artists.

Assessment tasks:

Photographic folio of developmental work, Workbook, Research paper(s).

Other:

Students are required to pay a levy approximately $120 (whole year) and materials will be supplied from this. Students also go on excursions to Melbourne (approximate cost $30 each).

Students should have access to a digital SLR camera to use for the duration of the course.

UNIT 4 – Studio Production & Industry Contexts

Focus:

The focus of this unit is to produce a cohesive folio of finished art works and to gain an understanding of artists' involvement in the art industry.

Assessment tasks:

Development folio, Finished series of Photographic artworks, Workbook, Research paper, Exam.

Other:

See Unit 3. Production of final artwork are at students' own cost.

VCE Music Performance

Highly recommended: It is highly advisable that students selecting VCE Music Performance have been enrolled in the Music stream up to Year 9 and have achieved up to Grade 2 in 'Music Craft Theory' as well as up to Grade 4/5 in 'AMEB Instrumental' or equivalent.

UNIT 1

Focus:

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimise their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise technical work to address these challenges. They also develop skills in performing previously unseen music. Students study aural, theory and analysis concepts to develop their musicianship skills and apply this knowledge when preparing and presenting performances.

Assessment Tasks:

Solo and group performance recital, Technical work and unprepared performance test, Aural and written test and a written report.

Other:

Cost $50.

UNIT 2

Focus:

In this unit students build their performance and musicianship skills. They present performances of selected group and solo music works using one or more instruments. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study strategies for developing technical and expressive performance skills. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practise related technical work.

They develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills.

Students also devise an original composition or improvisation.

Assessment Tasks:

Solo and group performance recital, Technical work and unprepared performance test, Aural and written test, written report and a folio of composition and/or improvisation exercises.

Other:

Cost $50.

UNIT 3

Focus:

This unit prepares students to present convincing performances of group and solo works. In this unit students select a program of group and solo works representing a range of styles and diversity of character for performance. They develop instrumental techniques that enable them to interpret the works and expressively shape their performances. They also develop an understanding of performance conventions they can use to enhance their performances. Students develop skills in unprepared performance, aural perception and comprehension, transcription, music theory and analysis. The focus for analysis in Area of Study 3 is works and performances by Australian musicians.

Assessment Tasks:

Solo performance recital; Performance of a study or work with a technical focus; Performance of selected technical work and exercises; Unprepared performance of previously unseen material; Ensemble performance and an Aural and written test.

Other:

Cost $50.

UNIT 4

Focus:

In this unit students refine their ability to present convincing performances of group and solo works. Students select group and solo works that complement works selected in Unit 3. They further develop and refine instrumental and performance techniques that enable them to expressively shape their performance and communicate their understanding of the music style of each work. Students continue to develop skills in aural perception and comprehension, transcription, theory, analysis and unprepared performance. Students continue to study ways in which Australian performers interpret works that have been created since 1910 by Australian composers/ songwriters.

Assessment Tasks:

Solo performance recital, Performance of selected technical work and exercises, Unprepared performance of previously unseen material, Ensemble performance and an Aural and written examination.

Other:

Cost $50.

VCE Music Investigation

It is recommended that only students who have completed Units 3 and 4 Music Performance in Year 11 should attempt this sequence and only as a solo performer.

UNIT 3

Focus:

In this unit students select a work from a prescribed list as the basis for an investigation of a Focus Area. They explore the Focus Area through three complementary areas of study: Investigation, Composition/ arrangement/ improvisation and Performance. Area of Study 1, Investigation involves research into background contextual issues relevant to performance practice, critical listening to recordings of performances and examination of texts including musical scores. Area of Study 2, Composition/ arrangement/ improvisation involves applying these research findings to create a folio of exercises, sketches or recorded improvisations that demonstrate understanding of the characteristics of the Focus Area. Students plan,

rehearse and perform a program of works that are representative of the Focus Area and in doing so develop relevant instrumental and performance techniques and apply performance practices. Together, these areas of study require students to apply extensive skills in performance, aural awareness, transcription, music theory and analysis.

Other:
Cost $20.

UNIT 4

Focus:

In this unit students continue the exploration within the Focus Area they began in Unit 3. In Unit 4 the Investigation involves the preparation of program notes to accompany their end of year performance program. In Area of Study 2, the Composition/improvisation/arrangement involves creating and performing a composition, improvisation or arrangement that draws on musical characteristics of the Focus Area. This composition, arrangement or improvisation builds on and extends exercises completed in Unit 3. Students rehearse and perform works for inclusion in a performance program of works that relates to the Focus Area. They develop mastery of relevant instrumental techniques and apply advanced performance conventions to realise their intended interpretations of each work. They continue to use skills in aural awareness, transcription, music theory and music analysis to support their work.

Other:
Cost $20.

VCE / VET Music Industry

CERTIFICATE III IN MUSIC INDUSTRY UNITS 1 AND 2 – VCE / VET

This is a two year course of study, with first year units (VCE/VET Units 1 and 2) being prerequisites for second year (VCE/VET Units 3 and 4).

Focus:

This course provides an in depth study into the technical sector of the Australian Music Industry. Students focus on studio recordings, live sound and multimedia.

UNITS 1 and 2

Students, completing VCE/VET Units 1 and 2 of Certificate III in Technical Production receive a Statement of Attainment.

Example Units of Competency for First Year are:

Repair and Maintain Sound Equipment, Perform Basic Sound Editing, Assist with Sound Recording, Provide Event Staging Support.

Other:
Cost $50.

UNITS 3 and 4

Units 3 and 4 VCE/VET of Certificate III in Music Industry is a scored VCE subject. This means that as well as receiving a certificate on completion students can also sit the exam and have the results contribute to their ATAR score if they wish.

Example Units of Competency for Second Year are:

Record and mix basic music demo, Set up and disassemble audio equipment, Provide sound reinforcement.

Commitment:

As with all VCE/VET courses, all students will be expected to participate in Structured Work Placement and Industry Experience workshops/excursions.

Other:
Cost $50.

VCE Drama

Alternating with VCE Theatre Studies

At Castlemaine Secondary College, the VCE Studies of Drama and Theatre Studies are normally offered in alternate years to maximise pathway options for performing arts students. In 2018, Units 1-4 Theatre Studies will be offered to all Year 11 and 12 students. In 2019, Units 1-4 Drama will be offered to all Year 11 and 12 students. Typically, a student would complete Unit 1 and 2 Theatre Studies in 2018 and then Units 3 and 4 Drama in 2019. Alternately, Year 11 students may choose to study Units 3 and 4 Theatre Studies in 2018 and then Units 3 and 4 Drama in 2019, giving them two Unit 3 and 4 performing arts sequences.

Straight Drama

Students not wishing to undertake Theatre Studies may elect to undertake Units 1-4 Drama over 2018 and 2019. This option will only be available should there be sufficient interest from students.

UNIT 1 – Dramatic storytelling

Focus:

Students examine storytelling through the creation of a solo or an ensemble devised performance and manipulative expressive skills in the creation and presentation of characters. They investigate a range of stimulus material and learn about stagecraft, theatrical conventions and performance styles from a range of social and cultural contexts. This unit also involves analysis of a student's own performance work and analysis of a performance by professional companies and other drama practitioners.

Assessment Tasks:

Development of Ensemble or Solo, Performance of Ensemble or Solo, Workbook/Folio

Other:
Cost $20.

UNIT 2 – Non-naturalistic Australian drama

Focus:

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. 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.

Assessment Tasks:

Development of Ensemble or Solo, Performance of Ensemble or Solo, Workbook/Folio

Other:
Cost $20.

UNIT 3 – Devised non-naturalistic ensemble performance

Focus:

This unit focuses on Non-naturalistic drama from a diverse range of traditions. Non-naturalistic performance styles and associated conventions are explored in the development of ensemble performance. Students use and manipulate dramatic elements, expressive skills and performance styles to enhance performance. Students also document and evaluate stages involved in the development and presentation of their work. An analysis of a professional performance is also explored.

Assessment Tasks:

Non-Naturalistic Ensemble Performance, Playmaking analysis, Non-naturalistic performance analysis from prescribed list.

Other:

Cost $20.

UNIT 4 – Non-naturalistic solo performance

Focus:

Students use stimulus material and resources from a variety of sources to create and develop character/s with in a solo performance. Students complete two solo performances. For a short solo performance they develop practical skills of researching, creating, presenting, documenting and analysing a solo performance work. In the development of the second solo, they devise, rehearse and perform it in response to a prescribed structure. The processes involved in the creation and presentation of character's in a solo performance are analysed and evaluated.

Assessment Tasks:

A Short Solo Performance, Analysis of Solo Performance, End-of-Year Performance Examination.

Other:

Cost $20.

VCE Theatre Studies (alternating with VCE Drama)

Note: see Drama.

UNIT 1 – Pre-modern theatre

Focus:

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works prior to the 1880s in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play from the pre-modern era in performance.

Assessment Tasks:

Production of a Play, Stagecraft Folio, Performance Analysis, Exam.

Other:

Cost $20.

UNIT 2 – Modern theatre

Focus:

This unit focuses on studying theatrical styles and stagecraft through working with playscripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with playscripts from the modern era focusing on works from the 1880s to the present. Students study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance from the modern era.

Assessment Tasks:

Production of a Play, Stagecraft Folio, Performance Analysis, Exam.

Other:

Cost $20.

UNIT 3 – Playscript interpretation

Focus:

This unit focuses on an interpretation of a playscript through the four designated stages of production: planning, production development, production season, and production evaluation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a playscript. They analyse the influence of stagecraft on the shaping of the production. Students also attend a performance selected from the prescribed Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin, and analyse and evaluate the interpretation of the playscript in the performance.

Assessment Tasks:

Production and Stagecraft, Folio and Evaluation, Performance Analysis.

Other:

Cost $20.

UNIT 4 – Performance interpretation

Focus:

In this unit students study a scene and associated monologue from the Theatre Studies Performance Examination (monologue list) published annually by the Victorian Curriculum and Assessment Authority, and develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene through acting and other appropriate areas of stagecraft. Students attend a performance selected from the prescribed Theatre Studies Unit 4 Playlist published annually in the VCAA Bulletin and analyse and evaluate acting in the production.

Assessment Tasks:

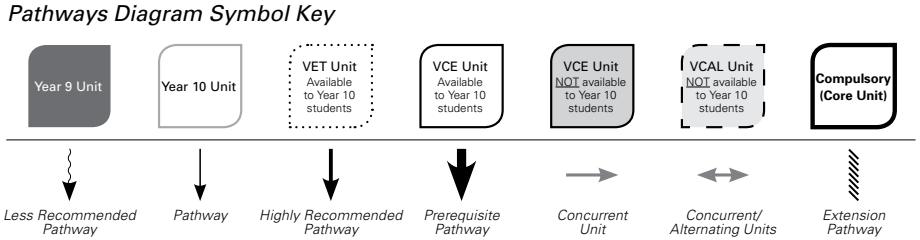
Monologue Exam, Scene Interpretation, Performance Analysis, Written Exam.

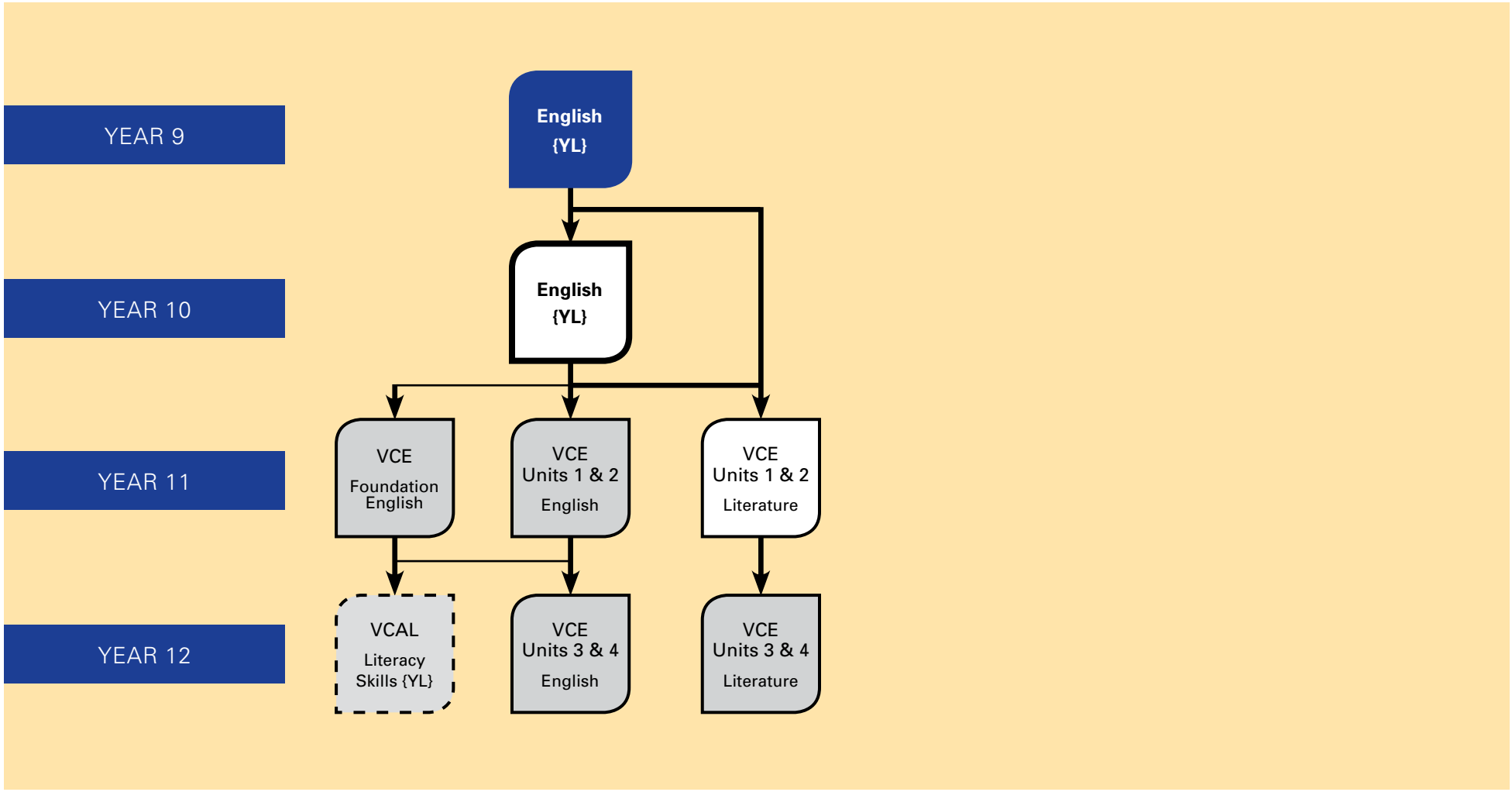
Other:

Cost $20.

The English Learning Area

English Pathways diagram





English – Year 9 Units

English {YL}

Focus:

Emphasis at Year 9 is on effective and meaningful communication. In keeping with the Victorian Curriculum, students will explore and critically respond to increasingly challenging themes and issues, within a variety of written, multimodal, literary, everyday and spoken texts. Essential to the course is the further development of language, speaking and writing skills, as well as grammar and practising the conventions of Standard English Use. Students will work individually and in groups, to produce a Writing Folio, short films, text responses and oral presentations, through the study of texts, contexts, and community and global issues.

English – Year 10 Units

English

Focus:

This course aims to build on and develop the student's oral and written language, reading comprehension and analytical skills, in keeping with the Victorian Curriculum and as a basis for VCE study. Students compare, evaluate and critically respond to complex themes and issues that are presented within a variety of written, multimodal, literary, everyday and spoken texts. There is a focus on the purposes for which writing is created and knowledge and use of text forms and structures is extended. Students explore ways of using multimodal texts to enhance visual and verbal communication and the impact this has on their audience.

Assessment Tasks:

Students will be assessed on their responses to set texts, oral presentations, writing tasks and issues/media analysis.

Other:

A dictionary is strongly recommended as well as a USB memory stick for word processing/data storage.

Co-curricular:

The following optional co-curricular opportunities are available to students: English competition ($5), Castlemaine Secondary College Writing Competition, as well as films, plays and live performances related to subject learning ($25- $30).

English – VCE/VET/VCAL Units

Students must successfully complete at least three units of an English subject, over Units 1–4 to be eligible for the VCE, including at least one Unit at 3/4 level.

However, in order to attain a VCE Study Score, students must successfully complete a Unit 3 and 4 sequence in an 'English' subject.

No more than two 'English' subject units at Units 1 and 2 may count towards the VCE English requirement.

Our students have three 'English' subject choices:

- *Foundation English (Units 1 and 2)*
- *English (Units 1–4)*
- *Literature (Units 1–4)*

VCE English is the choice of most VCE students. Foundation English has a vocationally orientated approach and is well suited for students who are aiming to directly enter the workforce upon completing their secondary studies. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English. ***Please note: it is not advisable to replace VCE English Units 1 and 2 with Foundation English, unless you are planning to do VCAL Literacy.***

Literature is a more challenging course, for more able students. It is possible for students to take up Units 3 and 4 Literature, even if they have not done Units 1 and 2, but undertaking Units 1 and 2 is preferable for success at Units 3 and 4. Students can undertake more than one 'English' subject at Units 3 and 4 but they should seek advice before finalising their course selections.

VCE English

UNIT 1

Focus:

In this unit, students read and respond to text analytically and creatively. They analyse arguments and the use of persuasive language in texts to create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

Please note – the term 'set text' refers to the texts chosen by the school / teacher.

Assessment Tasks:

- Reading and creating texts
- Analysing and presenting arguments

Other:

It is strongly advised to have a good quality dictionary and a USB Memory Stick for the transport and storage of data of their work in progress. Where possible, students will be exposed to plays, performances and films related to their learning in this subject. Possible extra costs during the semester will be $20 – $40.

UNIT 2

Focus:

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

Please note – the term 'set text' refers to the texts chosen by the school / teacher.

Assessment Tasks:

- Reading and comparing texts
- Analysing and presenting arguments

Other:

See Unit 1.

UNIT 3

Focus:

In this unit students identify, discuss and analyse how the features of novels and plays create meaning and how they influence interpretation. Students examine the ways in which readers are invited to respond to texts, and they develop and justify their own detailed interpretations. Students also analyse and compare the use of argument and language in media texts. They read and view a variety of forms, including print, non-print and multimodal texts, and develop their understanding of the way in which language and argument complement one another in positioning the reader.

Assessment Tasks:

- An analytical interpretation of a selected text in written form.
- A creative response to a selected text in written form, with a written explanation of decisions made in the writing process and how these demonstrate understanding of the text.
- An analysis and comparison of argument and the use of persuasive language in two to three texts that present a point of view on an issue.

Other:

Where possible, students will be exposed to plays, performances and films related to their learning / text study in this subject. Possible extra costs during the semester will be $30 – $50.

UNIT 4

Focus:

In this unit students explore the meaningful connections between two texts. They analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. By comparing the texts, they gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences. Students also build their understanding of both the analysis and construction of texts and how they attempt to influence audiences.

Assessment Tasks:

- A detailed comparison in written form of how two selected texts present ideas, issues and themes.
- A point of view presented in oral form using sound argument and persuasive language.
- A written statement of intention to accompany the student's own oral presentation, articulating the intention of decisions made in the planning process, and how these demonstrate understanding of argument and persuasive language.

Other:

See Unit 3.

VCE Literature

UNIT 1

Focus:

Students who love to read will enjoy this subject. In Literature Unit 1, we closely study a range of texts so that we can better understand and enjoy what we read. Students will begin to analyse the features and conventions of texts and respond critically and creatively to their content. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. There is an emphasis on close reading and discussion to share and build ideas about the novels, poetry, films and plays we read and view.

Assessment Tasks:

- Reading practices
- Ideas and concerns in text

Other:

Students are strongly advised to have a good quality dictionary, thesaurus and a USB/Flash Drive for retention/transport of work in progress. Where possible, students will have the opportunity to experience live performance, films etc, as related to their text study. Should that be the case, the approximate costs would be in the range of $25–$40. It would also be recommended for students completing Units 1 and 2 to purchase relevant texts to allow them to annotate their own copies.

UNIT 2

Focus:

In this unit, students will continue to develop their close reading skills as they explore the ways literary texts connect with each other and with the world. Students deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations, and they develop further written skills so they can fully express their findings. An exciting range of texts including *Hamlet* and *Persepolis* ensure that students have the opportunity to discover and examine texts from both the old world and the new.

Assessment Tasks

- The Text, The reader and their contexts
- Exploring connection between texts.

Other:

See Unit 1.

UNIT 3

Focus:

In this unit students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how this affects the meaning of the texts. Students draw on their study of adaptations and transformations to develop creative responses to texts, and develop their skills in communicating ideas in both written and oral forms.

Assessment Tasks:

- An analysis of how the form of a text influences meaning.
- A creative response to a text.
- A reflective commentary establishing connections with the original text.

Other:

Cost of possible performance(s), if related to texts being studied (approximately $35 each).

UNIT 4

Focus:

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

Assessment Tasks:

- A written interpretation of a text using two different perspectives to inform their response
- Written interpretations of two texts, supported by close textual analyses.

Other:

USB memory stick for data storage.

VCE Foundation English

Unit 1

Focus:

Foundation English should be selected by students who want a more vocational focus and/or want to strengthen their literacy skills before selecting VCE Units 1 and 2 English in the following year. The subject will help students to develop written and spoken competence in using English in the workplace, further study or their own needs. It will extend their language skills, improve written expression and the use of appropriate vocabulary as well as developing reading and synthesizing skills. Students will also construct a range of responses to written texts and develop effective communication skills for appropriate contexts.

Assessment Tasks:

- summaries of texts
- concepts maps
- visual and diagrammatical representations
- narrative and personal writing
- other assessments to be completed will depend on the Area of Study selected.

Other:

Students should have a USB memory stick for the storage of work.

Co-curricular Activities:

Castlemaine Secondary College writing competition, guest speakers and workplace visits, plays and films related to the subject ($20).

Unit 2

Focus:

Foundation English should be selected by students who want a more vocational focus and/or want to strengthen their literacy skills before selecting VCE Units 1 and 2 English in the following year. Unit 2 will further develop students' literacy skills and learning strategies in order to read and write effectively in English as focused on in Unit 1.

Assessment Tasks:

Summaries of texts, concepts maps, visual and diagrammatical representations, narrative and personal writing. Other assessments to be completed will depend on the Area of Study selected.

Other:

Students should have a USB memory stick for the storage of work.

Co-curricular Activities:

Castlemaine Secondary College writing competition, guest speakers and workplace visits, plays and films related to the subject ($20).

VCAL Literacy Skills (Year Long) (Foundation/Intermediate/Senior)

NOTE: this subject is only available to Year 12 students enrolled in a full VCAL program: see the VCAL section for more details.

Focus:

In this unit students develop literacy skills across a range of formats within an applied learning context. Students read, respond and write texts of increasing complexity with increasing confidence. Students are supported through drafting their work and developing strategies that enable them to independently analyse the context, purpose and audience of texts. This study is designed to develop knowledge, skills and understanding relevant to reading, writing and oral communication in the social contexts of family, employment, further learning and community. The content of this study is negotiated to build upon the student's interests, abilities and strengths.

Assessment Tasks:

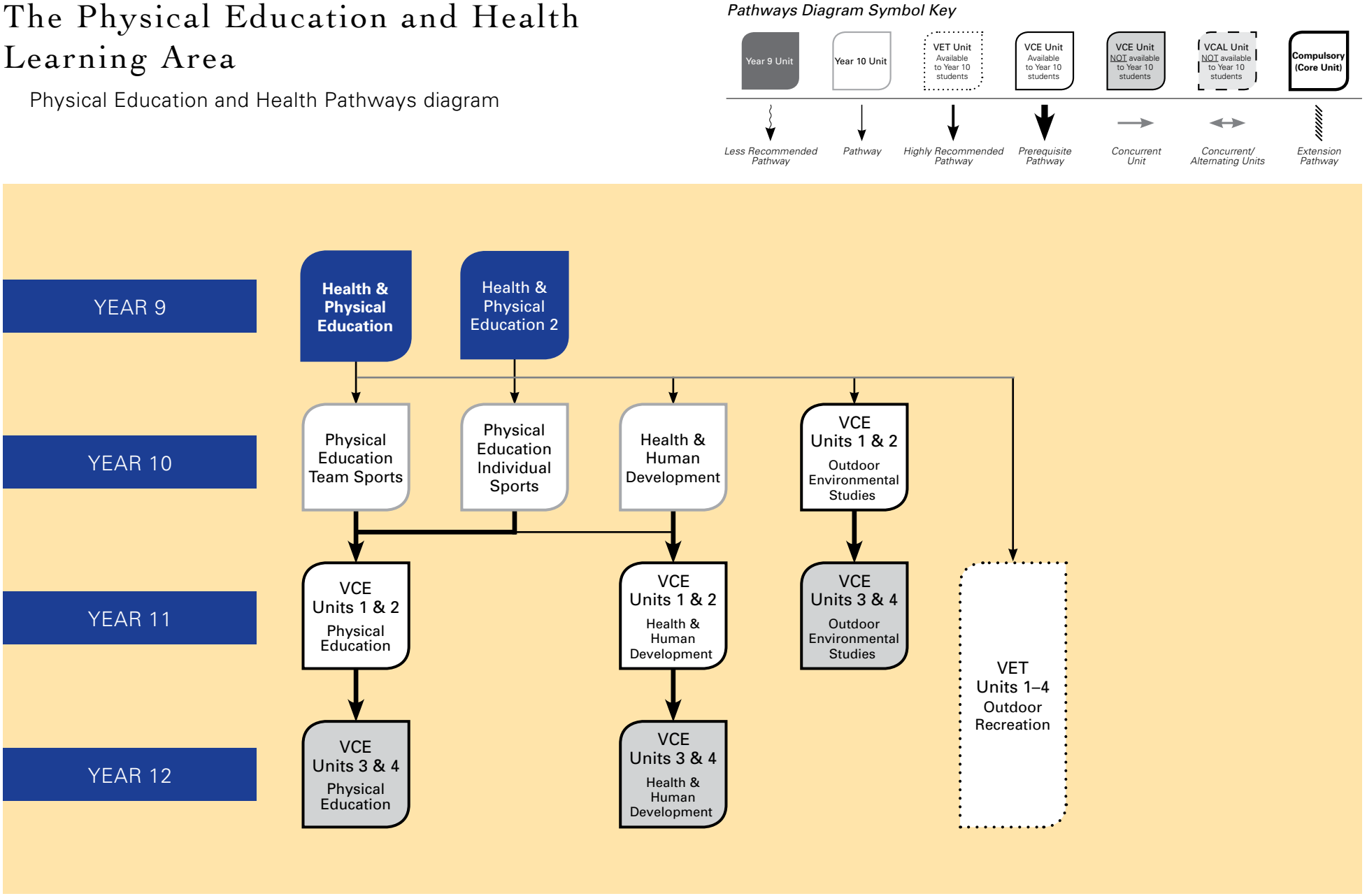
Students must demonstrate competence in all learning outcomes in this unit, showing consistent results on a number of occasions. Assessment tasks are completed within a supportive environment, with access to teacher and peer advice along with communication supports. All assessments provide flexibility in the range of activities and content in order to cater to a range of individual needs.

Other:

Cost $50.

The Physical Education and Health Learning Area

Physical Education and Health Pathways diagram



PE & Health – Year 9 Units

Health & Physical Education {1}

Health/PE is compulsory for one semester for all students. Medical reasons for non-participation must be explained in writing from parent/guardian.

The unit focus and areas of study:

This unit introduces students to a range of sporting and recreational activities, with an emphasis on developing and implementing individual and group tactics and skills. Students will design and undertake a program to improve personal fitness, participate and promote involvement in physical activity, encourage the appreciation of quality performance, positive self concepts and respect for others through the activities undertaken. Students will cover basic and advanced skills, working to extend their skill and knowledge base. Emphasis will be placed on individual improvement and a high level of group cooperation in a positive atmosphere.

Activities selected from:

Minor Games; Swimming; Gymnastics; Soccer; Fitness and Conditioning; Netball; Volleyball; Tennis, and; Orienteering Theory topic covered: Designing a Minor Game; Fitness for a healthy life; Personal fitness evaluation; Drug Education, Sexual Education and relationships.

Special Requirements:

Students must have the correct clothing for all classes. Correct equipment/clothing includes: runners, school PE uniform top and navy shorts, navy track pants, broad brimmed hat and sunscreen.

Health & Physical Education {2}

Unit may be selected in addition to Health & Physical Education {1}.

The unit focus and areas of study: This unit extends students in a range of sporting and recreational activities, with an emphasis on developing and implementing individual and group tactics and skills. Students will develop knowledge and understanding of the skeletal and muscular systems of the body. Students will learn about sporting injuries and their treatment, including practical applications and preventative strategies. Students will develop sporting attitudes, appreciating participation and enjoyment of physical activity, fitness, quality performance, positive self concept and respect for others. In all practical elements students will cover basic and advanced skills, working to extend their skill and knowledge base to a high level. Emphasis will be placed on individual improvement and a high level of group cooperation in a positive atmosphere. Students will be encouraged to develop and practice umpiring and coaching skills where appropriate.

Activities selected from:

Indoor cricket; Hockey; Golf; Baseball, and; Badminton

Theory topic covered:

Skeletal System; Muscular System; Sporting Injuries; Treatment of injuries, and; Teaching a skill

Special Requirements:

Students must have the correct clothing for all classes. Correct equipment/clothing includes: runners, school PE uniform top and navy shorts, navy track pants, broad brimmed hat and sunscreen.

PE & Health – Year 10 Units

Health & Human Development {1}

Focus:

This unit focuses on developmental changes that occur throughout the human lifespan. It begins by identifying the health needs necessary to promote and maintain growth and development, followed by significant transitions across the lifespan including puberty. It also focuses on personal identity and respectful relationships. Through the exploration of Australian health online sites, it develops an understanding of the importance of community/government services in promoting health and knowledge. Students investigate issues within the dimension of health which include lifestyle choices, dietary needs and the interrelationship of multiple factors that impact on their health.

Assessment Tasks:

Assessment task examples: Media analysis, written report, pamphlets, presentations and research.

Physical Education – Individual Sports {1}

Focus:

This unit aims to assist students to develop skills and strategies that will improve performance in individual sports and physical activities. Emphasis is placed upon the application of skills in a range of individual sporting activities. Eg. Badminton, Tennis, Golf, Lawn Bowls, Weight and Circuit training. Theory topics include: Fitness; Body Systems; Movement and performance; Health and sport initiatives.

Assessment Tasks:

Fitness evaluation, project work, theory test, examination.

Other:

Excursions: $10

Physical Education – Team Sports {1}

Focus:

This unit aims to assist students to develop skills and strategies that will improve their performance in team sports. Emphasis is placed upon the application of skills and tactics in a range of team sports. Topics include: Nutrition, Sports Nutrition, Sports participation in Australia, History of Sport in Australia, Current issues in Sport.

Assessment Tasks:

Case Study, Project work, Theory test, Examination.

Other:

Excursions: $10

PE & Health – VCE/VET Units Available For Year 10

- Health & Human Development
- Outdoor & Environmental Studies
- VET Outdoor Recreation
- Physical Education

Health & Physical Education – VCE/VET Units

Currently VCE Units in Health and Physical Education are being reviewed. The following information, while accurate at the time of printing, may be subject to change.

VCE Health & Human Development

UNIT 1 – Understanding Health and Wellbeing

Focus:

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data and through extended inquiry into one youth health focus area.

Assessment Examples:

Data analysis, Case Studies and Research.

UNIT 2 – Managing Health and Development

Focus:

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Assessment Examples:

Data analysis, Case Studies and Research.

UNIT 3 – Australia's Health in a Globalised World

Focus:

This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

Assessment Examples:

Data analysis, Case Studies and Tests.

UNIT 4 – Health and Human Development in a Global Context

Focus:

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries. Students build their understanding of health in a global context through examining changes in burden of disease over time and studying the key concepts of sustainability and human development. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Student's look at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO).

Assessment Examples:

Data analysis, Case Studies and Tests.

VCE Physical Education

UNIT 1 – The human body in motion

Focus:

This unit explores how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of physical activity.

Assessments Tasks:

Chosen from: Written report, Case study analysis, Data analysis, Structured questions.

UNIT 2 – Physical activity, sport and society

Focus:

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role of participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

Assessment Tasks:

Chosen from: Written report, Case study analysis, Data analysis, Structured questions.

Other:

Excursions: $20

UNIT 3 – Movement skills and energy for physical activity

Focus:

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.

Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise.

Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise.

Assessment Tasks:

Chosen from: Written report, Case study analysis, Data analysis, Structured questions, Tests.

UNIT 4 – Enhancing physical performance

Focus:

In this unit students investigate movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at and individual, club and elite level.

Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the need of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

Assessment Tasks:

Chosen from: Written report, Case study analysis, Data analysis, Structured questions, Tests.

VCE Outdoor Environmental Studies

Important Selection Note: Units 1 and 2 VCE Outdoor Environmental Studies are offered to Year 10 students while Units 3 and 4 VCE Outdoor Environmental Studies are offered to Year 11 students.

UNIT 1

Focus:

Understanding Nature, including: Humans and Nature – Humans relate to nature in a variety of ways. The relationships between humans and nature are explored through direct experiences of different outdoor environments in this unit, and; Natural Environments – This area of study provides an introduction to the characteristics of natural environments and the ways in which they function. It investigates different types of natural environments and interrelationships within them, and how changes to nature effect people.

Assessment Tasks:

Practical reports, journals of observations from practical experiences, tests, written responses.

Other:

Cost – Two trips – Approximately $200 in total.
Local Excursions $40 in total.

UNIT 2

Focus:

This unit focuses on human related impacts on natural environments at local, regional and state levels.

Assessment Tasks:

Practical reports, short reports, tests, written responses.

Other:

Cost – Approximately $200 for field trips.
Local Excursions $40 in total.

UNIT 3

Focus:

Relationships with Outdoor environments, including: Australian environment before human habitation, and; relationships with the land as expressed by indigenous and early nonindigenous settlers; from the Gold Rush period to Federation in the 20th century.

Assessment Tasks:

Written reports, essays, analysis of data.

Other:

Cost – Practical Trips Approximately $200.
Local Excursions $40 in total.

UNIT 4

Focus:

The Future of Natural Environments, including: importance of the natural environment for future human societies and biodiversity; impact of damage to natural environments, and; minimal impact interaction on natural environments.

Assessment Tasks:

Written reports, essays, analysis of data.

Other:

Cost – Practical Trips Approximately $150–$300.
Local Excursions $40 in total.

VCE / VET Outdoor Recreation

CERTIFICATE II IN OUTDOOR RECREATION

Note: Certificate II in Outdoor Recreation is a 1 year course of study. Students completing Units 1 and 2 will receive a Certificate of Attainment.

UNITS 1 and 2

Focus:

Outdoor Recreation focuses on the Outdoor Business Industry. The five (5) streams that are covered are; Bushwalking, Mountain Bike Riding, Snow Sports and Canoeing. It is aimed at understanding the logistics of the outdoor environment and its use as a Recreational Industry. Camp and Excursion Costs and Participation are compulsory in order to achieve all outcomes.

Assessment Tasks:

Students are marked as either Competent or Not Yet Competent in accordance with the Australian Standards Framework. In second year, students can also undertake scored assessments which will directly contribute to their ATAR Score.

Other:

The unit involves 4–5 camps:
1. Bushwalking/Rock climbing
2. Canoeing and skiing.

Cost:

Cost – $120.00 – materials fee, includes student textbook and First Aid certificate training
Local excursions $40.00
Camps $280.00 approx

UNITS 3 and 4 of Outdoor Recreation

Focus:

Outdoor Recreation focuses on the Outdoor Business Industry, including: Group dynamics; Safety; Law in the field, and; Dealing with clients.

In second year, students can also undertake scored assessments which will directly contribute to their ATAR Score.

Assessment Tasks:

Scored Assessment

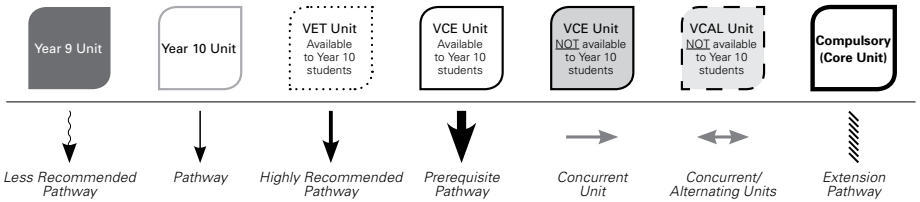
Other:

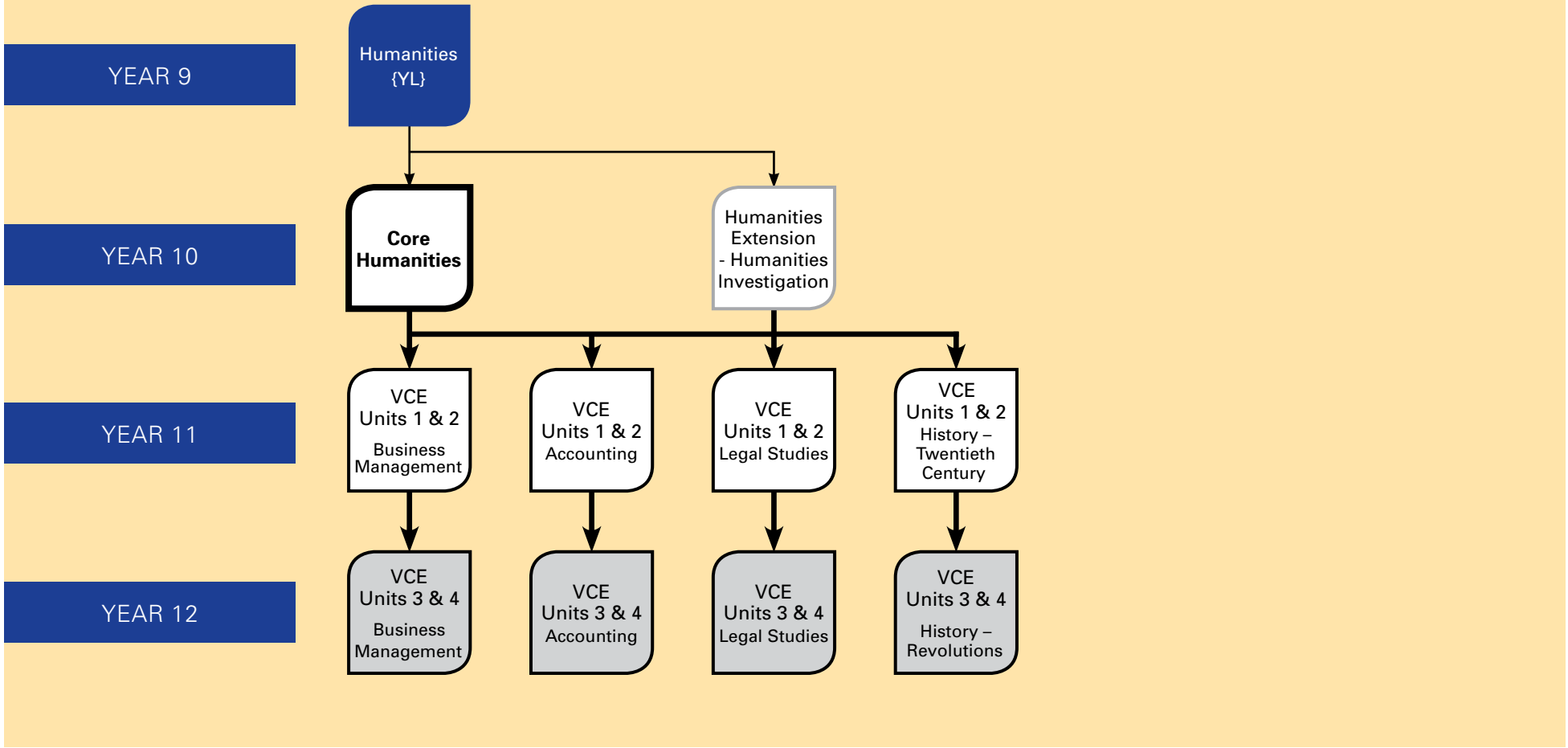
Cost – $80.00 materials fee and approximately $280 for camps
Local excursions $40.00

Humanities Learning Area

Humanities Pathways

Pathways Diagram Symbol Key





Humanities – Year 9 Units

Humanities {YL}

The study of Humanities is compulsory for two semesters.

The unit focus and areas of study:

Within the fields of History, Geography, Economics and Civics and Citizenship, students develop knowledge and understanding of associated key concepts and skills. They develop increasing independence in critical thinking and the application of important skills including questioning, researching, analysing, evaluating, communicating and reflecting. Students achieve this by the investigation of topics such as: The industrial revolution, Australia and world war, Australia and Asia, biomes and food security, the global world, resource allocation, consumer and financial literacy, work and work futures, government and democracy, human rights and indigenous issues.

Humanities – Year 10 Units

Core Humanities

Focus:

This provides a study of the history of the modern world and Australia from 1918 to the present, with an emphasis on Australia in its global context. The twentieth century became a critical period in Australia's social, cultural, economic and political development. The transformation of the modern world during a time of political turmoil, global conflict and international cooperation, together provide a necessary context for understanding Australia's development, its place within the Asia-Pacific region, and, its global standing. Students will complete depth studies from a selection of the following areas:

- World War II
- Migration to Australia
- Civics and citizenship
- Economics

Assessment Tasks:

Comprising essays, assignments, document analysis, investigation and research based on the above topics.

Humanities Extension - Humanities Investigation

Focus:

This will be a hands-on humanities subject focusing on history and geography or business. Depending on the interests of the students who select it, it may include geographic fieldwork, working with the local community, for example, the RSL, in documenting or researching local servicemen and women, interviewing families. It could cover an introduction to accounting and business which includes industry visits, budgeting, managing money and running a small business activity. It could also involve researching different aspects of local history. The topics will be negotiated and will incorporate research and investigation skills.

Assessment Tasks:

This is a new subject and assessment tasks are not yet finalised. It is envisaged that there will be a number of major projects and options such as essay writing and class presentations.

Humanities – VCE Units Available For Year 10

- Accounting
- Business Management
- History
- Legal Studies

Humanities – VCE Units

VCE Accounting

If you are thinking of setting up your own business in the future or you want to learn how they operate, accounting will help you to find out about borrowing money, keeping track of your expenses and income and working out if your business is profitable. The skills learnt can also be used in personal budgeting and record-keeping. As a career, accountancy is a qualification recognised internationally which means that many graduates can live and work overseas, combining work with travel. Accountancy also has many different areas such as forensic accounting – investigating crimes within the field of finance. If you are considering completing a Business degree, then accounting is often a compulsory subject at first year level, so this will give you a good background knowledge.

UNIT 1: Establishing and operating a service business

Focus:

This unit focuses on the establishment of a small business and its accounting and financial management. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Assessment Tasks:

Assessment tasks for this unit are: a folio of exercises (manual and ICT-based), topic tests (manual and/or ICT-based and a mid-year exam.

UNIT 2 : Accounting for a trading business

Focus:

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business. Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

Assessment Tasks:

Assessment tasks for this unit: exercise/s using a commercial accounting software package, a folio of exercises (manual and ICT-based), topic tests (manual and/or ICT-based) and an end-of-year exam.

Units 3 and 4 not offered in 2018

VCE Business Management

If you are interested in starting up your own business in the future or working in a business, then Business Management would be a good subject for you. You will learn how small, medium and large businesses operate and what is necessary for them to function efficiently and effectively. If you are thinking of studying a Business degree then this subject would be useful as it is often a compulsory unit in the first year, so this will give you a good background knowledge.

UNIT 1: Planning a business

Focus:

Could you spot a business opportunity (who has spotted an opportunity and what skills have made them successful)? Could you take a business idea and plan how to make it a reality? Do you understand the world of business, its language, the environments in which business operates, essentially do you understand how business works? This unit allows you to apply business management knowledge to real and/or simulated business situations.

Assessment Tasks:

Case studies. Reports about business. Participation in real/simulated business activities. Media analysis

UNIT 2: Establishing a business

Focus:

This unit focuses on the establishment phase of a business's life such as legal requirements, making decisions about how best to establish a system of financial record keeping, staffing the business and establishing a customer base. You will investigate effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Also, analysing various management practices by applying this knowledge to contemporary business case studies.

Assessment Tasks:

Case studies. Reports about business. Participation in real/simulated business activities. Media analysis.

UNIT 3: Managing a business

Focus:

In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Assessment Tasks:

Case studies, structured questions, test, media analysis.

UNIT 4: Transforming a business

Focus:

Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

Assessment Tasks:

Case studies, test, structured questions, media analysis

VCE Legal Studies

Is our legal system too soft on crime? Should we bring back the death penalty? If I called someone a liar and a crook in public, could they sue me? What does it mean to sue someone? What is justice? Why are there 12 jurors in a serious criminal trial? Why are there only 6 jurors in a civil trial? These are the sorts of questions we will be answering in this subject. Also, if you are considering completing a Business degree, often legal studies is a compulsory subject in first year, so this subject will give you a good background knowledge.

UNIT 1: Guilt and Liability

Focus:

In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

Assessment Tasks:

Assessment tasks for this unit are selected from the following: structured assignment, essay, mock court or role-play, folio and report, case study, topic tests, report (written, visual, oral or multimedia) plus a mid-year exam.

UNIT 2: Sanctions, Remedies and Rights

Focus:

This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country.

Assessment Tasks:

Assessment tasks for this unit are selected from the following: structured assignment, essay, mock court or role-play, folio and report, case study, topic tests, report (written, visual, oral or multimedia) plus an end-of-year exam.

Units 3 and 4 not offered in 2018

VCE History

UNIT 1 – 20th Century History 1918–1945

Focus:

If World War One was supposed to be the War to End all Wars, how did countries try to radically reshape their societies and ensure that peace would prevail? Unit One traces what went so wrong in the 1920s and 30s that made World War Two all but inevitable. Students examine the rise of Communism and Fascism, as well as the influence of ideology on the arts.

Assessment Tasks:

Historical inquiry, analysis of primary sources, evaluation of historical interpretations, essay.

UNIT 2 – 20th Century History 1945–2000

Focus:

The Cold War divided the post-WWII world. Unit Two investigates the clash of the Communist and Capitalist blocs and their tactics, including proxy-wars, diplomacy, the nuclear arms race and even Communist brainwashing. Students explore the development of social movements, such as environmentalism and feminism. They investigate the origins of modern terrorism.

Assessment Tasks:

Historical inquiry, analysis of primary sources, evaluation of historical interpretations, essay.

VCE History – Revolutions

UNIT 3 – The Russian Revolution

Focus:

Events, ideas, individuals and popular movements that contributed to the outbreak of revolution during the period from 1896 to 1917; and the consequences of revolution and the extent of change brought to Russian society in the period from 1917 to 1927.

Assessment Tasks:

Historical inquiry, analysis of primary sources, evaluation of historical interpretations, essay.

UNIT 4 – The Chinese Revolution

Focus:

Events, ideas, individuals and popular movements that contributed to the outbreak of revolution during the period from 1912 to 1949; and the consequences of revolution and the extent of change brought to Chinese society in the period from 1949 to 1971.

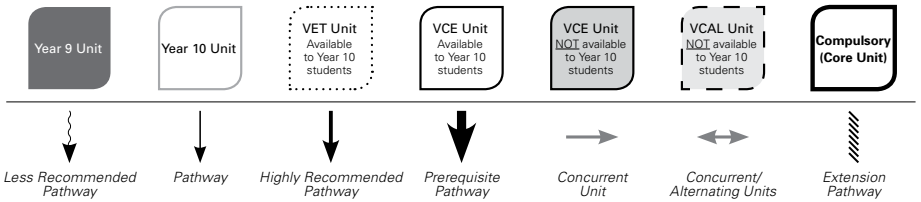
Assessment Tasks:

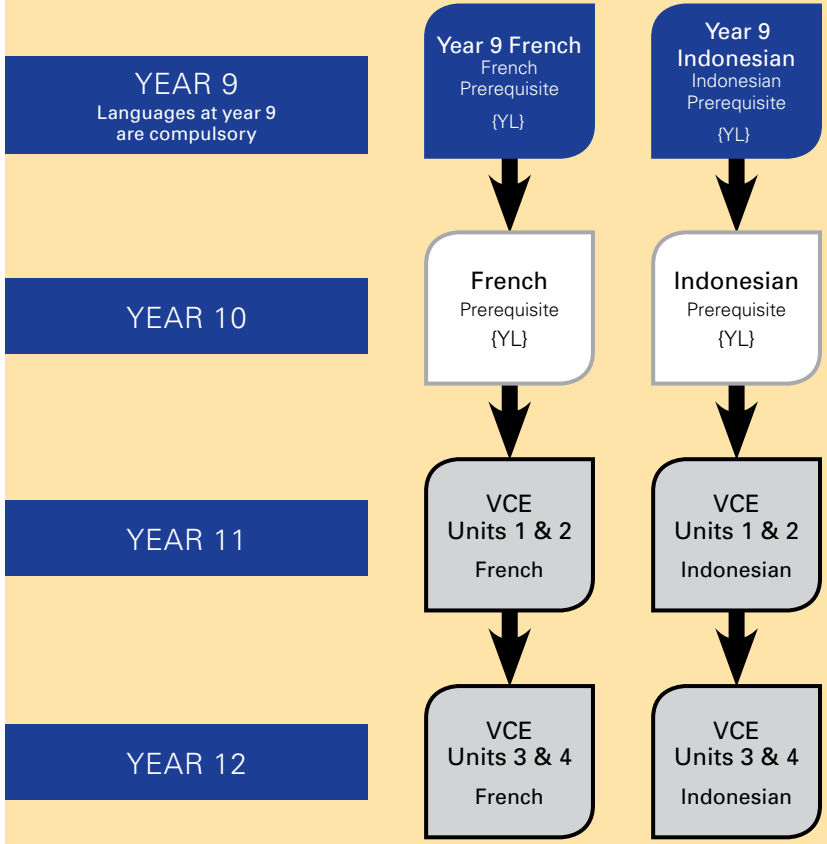
Historical inquiry, analysis of primary sources, evaluation of historical interpretations, essay.

Languages Learning Area

Languages Pathways

Pathways Diagram Symbol Key





Languages – Year 9 Units

French {YL}

Focus:

Students have the opportunity to improve their skills in listening, speaking, reading and writing in French. Those who continue with their language learning may become eligible for the Languages bonus to their university entrance ranking in Year 12 and may become eligible for the VCE Baccalaureate. Students study the language and culture around the topic themes; leisure, health, friends, holidays, shopping and going out. Students will undertake written work, oral and aural work, reading, cultural enrichment, vocabulary acquisition and project work.

Special Requirements:

Students will require: the Collins French and Grammar Bi-lingual Dictionary. Dictionaries are used for four years (Years 9–12). Students may be required to pay for extra-curricular activities such as: excursions such as language trails, film festivals and restaurants; poetry competitions; language forum and in-house cooking.

The following optional co-curricular opportunities are usually available.

- Film and restaurant excursion $65
- Language trails $25
- Poetry / Writing competitions $8

Indonesian {YL}

Focus:

Students have the opportunity to improve their skills in listening, speaking, reading and writing in Indonesian. Those who continue with their language learning may become eligible for the Languages bonus to their university entrance ranking in Year 12 and may become eligible for the VCE Baccalaureate. Students study the language and culture around the topic themes; leisure, health, friends, holidays, shopping and going out. Students will undertake written work, oral and aural work, reading, cultural enrichment, vocabulary acquisition and project work.

Special Requirements:

Kenalilah 2, textbook and workbook. Retained for both year 9 & 10. Students may be required to pay for extra-curricular activities such as the Immersion camp, excursions to film festivals, restaurants and in house cooking.

The following optional co-curricular opportunities are usually available.

- Film and restaurant excursion $65
- Language trails $25
- Poetry / Writing competitions $8

Languages – Year 10 Units

French {YL}

Focus:

To have students communicate effectively in French in a range of activities with topics including: Personal Descriptions; French songs and film; Village simulation, and; Directions.

Assessment Tasks:

Listening exercises, role-plays, writing letters, magazine articles, songs, short stories, advertisements, etc.; formal and informal presentations to the class; prepared and impromptu readings, and; End of unit exam

Note: Students need to undertake both semesters of a Languages subject.

Other:

Dictionary (retain from Year 9) – $28.00

The following optional co-curricular opportunities are usually available:

- Language Trails $35.00
- Film / Restaurant $65.00

Indonesian {YL}

Focus:

To have students communicate effectively in Indonesian in a range of activities with topics including "Celebrations and Ceremonies"," Student Exchanges", "Health", "Life in the village and the City" and the "History of Indonesia".

Special Requirements:

Kenalilah 2, textbook and workbook retained from year 9. Students may be required to pay for extra-curricular activities such as an immersion camp, excursions to film festivals, restaurants and language trails.

Assessment Tasks:

Listening exercises, role-plays, writing letters, magazine articles, songs, short stories, advertisements, etc.; formal and informal presentations to the class; prepared and impromptu readings, and; End of unit exam

Note: Students need to undertake both semesters of a Languages subject.

Other:

Dictionary: Echols/Shadily - $70

The following optional co-curricular opportunities are usually available:

- Language Trails $35.00
- Film / Restaurant $65.00

Languages – VCE Units

All VCE Languages units have the relevant previous year's Languages subjects as prerequisites for further study.

VCE Indonesian OR VCE French

UNIT 1

Focus:

Learning activities in these courses enhance the student's ability to communicate more confidently in a variety of everyday situations. These courses build on knowledge and skills, allowing students to gather, interpret and convey information, ideas and opinions. Topics include: Personal Identity; School and Aspirations; Leisure and Lifestyles; People and Places; Past and Present; Arts and Entertainment; The World of Work; Youth Issues, and; Tourism. Skills incorporated in these topics include: Informal conversation, replying to letter, email or fax, obtaining information through spoken texts, obtaining information through written texts, oral presentation, review, article, formal letter, fax or email, role play, interview, journal entries, personal account and short story.

Assessment Tasks:

Participate in a role-play involving making arrangements, or giving an oral presentation. Listen to, read and extract information and ideas from spoken and written texts, Give expression to real or imaginary experience in written or spoken form.

Students level of achievement will be determined by school assessed coursework and an end of unit written examination.

Other:

See Languages Requirements

UNIT 2

Focus:

Continuing from Unit 1

Assessment Tasks:

Formal letter/e-mail or role-play or interview. Listen to spoken texts and reorganise information in different text type and read written texts and reorganise information in a different text type, Journal entry or personal account or short story.

Students level of achievement will be determined by school assessed coursework and an end of unit written examination.

Other:

See Languages Requirements

UNIT 3

Focus:

Continuing from Unit 2

Assessment Tasks:

A 250 word personal or imaginative written piece, a comprehension task involving capturing and using information from a spoken text, a three to four minute role-play, focusing on the resolution of an issue. Students level of achievement will be determined by school assessed coursework.

UNIT 4

Focus:

Continuing from Unit 3

Assessment Tasks:

A response to specific questions, messages or instructions in written texts, A 250–300 word informative, persuasive or evaluative written response, A three to four minute interview on an issue related to the texts studied.

Other:

See VCE Languages requirements

Students' level of achievement will be determined by school assessed coursework and two end of unit examinations, one written and one oral.

VCE Languages Requirements

Indonesian

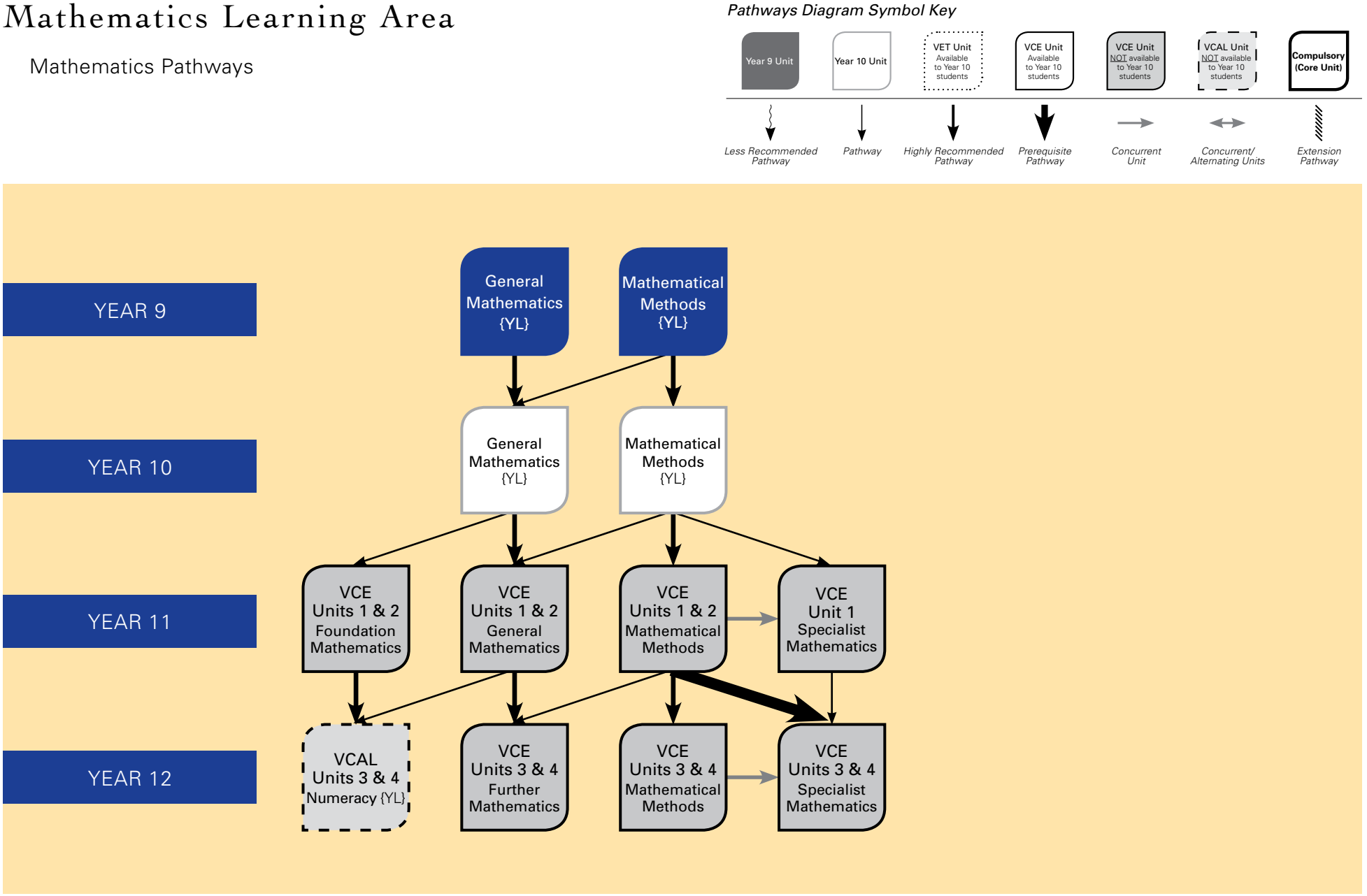
- Senior Workbook $20
- Dictionary Echols/Shadily (retain from Year 10)

French

- Retain Dictionary from Year 9/10
- Elan Grammar Workbook
  (Retain from Year 10/11) $19
- Online listening program $66

Mathematics Learning Area

Mathematics Pathways



Year 9 Mathematics

IMPORTANT SELECTION NOTICE: Students must select a Year 9 Mathematics study. Students should talk to their Year 8 Mathematics teacher about their skills and abilities, how quickly they grasp concepts and how ready they are for the conceptual understanding required in Year 9 Mathematics.

Depending on class sizes, there is the scope to change Mathematics classes during the course of the Year, but students should select their Mathematics study carefully because there are generally no subject changes in the first semester.

Students who have been assessed below the expected level on more than two AusVELS Mathematics strands should select "General Mathematics" because it ensures that students have a strong understanding of concepts before moving onto a new topic. Moreover, the curriculum is pitched to meet each student's current level of progress so that they can be constantly and appropriately challenged. Student progress will be individually monitored to ensure that they are advancing towards the expected levels for Year 9.

Students who have been assessed above the expected level for more than two AusVELS Mathematics strands should consider selecting "Mathematical Methods". This course is recommended for students planning to study mathematics at higher levels in VCE.

Mathematical Methods {YL}

The study of Mathematics is compulsory for two semesters.

Focus:

This course is designed to cater for those students who have performed at a high level in Mathematics in the past and who want to keep all options available for VCE Mathematics, possibly considering multiple Mathematics subjects in their VCE program. The content of the course is taken from all Mathematics strands of Level 9 of the Victorian Curriculum. Due to the considerable content the course progresses relatively quickly from topic to topic. Extension activities are also provided to enable students to master the complexities of certain topics and strengthen their mathematical reasoning.

Students will consider:

Number and Algebra

Students apply the index laws using integer indices to variables and numbers, express numbers in scientific notation, solve problems involving very small and very large numbers, and check the order of magnitude of calculations. They solve problems involving simple interest. Students use the distributive law to expand algebraic expressions, including binomial expressions, and simplify a range of algebraic expressions. They find the distance between two points on the Cartesian plane and the gradient and midpoint of a line segment using a range of strategies including the use of digital technology. Students sketch and draw linear and non-linear relations, solve simple related equations and explain the relationship between the graphical and symbolic forms, with and without the use of digital technology.

Measurement and Geometry

Students solve measurement problems involving perimeter and area of composite shapes, surface area and volume of rectangular prisms and cylinders, with and without the use of digital technology. They relate three-dimensional objects to two-dimensional representations. Students explain similarity of triangles, interpret ratios and scale factors in similar figures, and apply Pythagoras's theorem and trigonometry to solve problems involving angles and lengths in right-angled triangles.

Statistics and Probability

Students compare techniques for collecting data from primary and secondary sources, and identify questions and issues involving different data types. They construct histograms and back-to-back stem-and-leaf plots with and without the use of digital technology. Students identify mean and median in skewed, symmetric and bi-modal displays and use these to describe and interpret the distribution of the data. They calculate relative frequencies to estimate probabilities. Students list outcomes for two-step experiments and assign probabilities for those outcomes and related events.

Special Requirements

All students must have their own scientific calculator and the book-listed text book. These can be purchased from the College.

General Mathematics {YL}

The study of Mathematics is compulsory for two semesters.

Focus:

This course is designed to cater for students who do not intend to study Mathematics at an advanced level in VCE and/or who have been assessed at below the expected level on AusVELS.

The course covers the three Mathematics content strands of the Victorian Curriculum; Number and Algebra, Measurement and Geometry and Statistics and Probability at a level that is appropriate for each student. Extension activities are also provided for students seeking to further enhance their mathematical skills or deepen their understanding of specific topic.

Special Requirements

All students must have their own scientific calculator and the book-listed text book. These can be purchased from the College.

Year 10 Mathematics

Mathematics – VCE Units Available For Year 10

- Foundation Mathematics

SEMESTER 1

Focus:

This course aims to cover a range of topics from Levels 9 to 10 of mathematics as outlined in the Victorian Curriculum. It aims to cover topics to a level appropriate to prepare students for VCE General Mathematics and Further Mathematics. Topics include:

Measurement and Geometry: Application of Pythagoras' theorem and trigonometry in two dimensions.

Probability and Statistics: display and manipulation of univariate data, stem and leaf, box and whisker plots, measures of spread

Number and Algebra: simplification, index laws and scientific notation, percentage change, simple interest, linear graphs and equations, parallel lines.

Assessment Tasks:

Class work and topic tests, homework, problem solving and project tasks.

Other:

A CAS calculator (TI-Nspire cost approximately $200) is required for students continuing to VCE Mathematics. A scientific calculator is suitable for students not intending to continue to VCE Mathematics. The book-listed textbook is also required.

SEMESTER 2

Focus:

This course aims to cover a range of topics from Levels 9 to 10 of mathematics as outlined in the Victorian Curriculum. It aims to cover topics to a level appropriate to prepare students for VCE General Mathematics and Further Mathematics. Topics include:

- Number and Algebra: Financial mathematics, Rates and ratios
- Measurement and Geometry: Perimeter, Surface area, Volume, Scale factors, Time zones, Derived units
- Probability and Statistics: Calculating experimental probabilities

Assessment Tasks:

Class work and topic tests, homework, problem solving and project tasks.

Other:

See General Mathematics Semester 1.

Mathematical Methods

SEMESTER 1

Focus:

This course aims to complete Level 10 of mathematics as outlined in the Victorian Curriculum in a comprehensive manner. In so doing it aims to prepare students for VCE Mathematical Methods and Specialist Mathematics. Topics include:

Measurement and Geometry: Applications of Pythagoras' theorem, trigonometry, area, surface area and volume of simple and complex shapes/objects.

Number and Algebra: Linear graphs and equations and Simultaneous equations

Probability and Statistics: Linear modelling of real data

Assessment Tasks

Class work and topic tests, homework, problem solving and project tasks.

Other:

A CAS calculator (TI-Nspire cost approximately $200) and the book-listed textbook are required.

SEMESTER 2

Focus

This course aims to complete Level 10 of mathematics as outlined in the Victorian Curriculum in a comprehensive manner. In so doing it aims to prepare students for VCE Mathematical Methods and Specialist Mathematics. Topics include:

Measurement and Geometry: Unit circle and further trigonometry

Number and Algebra: Quadratic graphs and equations

Probability and Statistics: Calculating probabilities, Independence, Mutually exclusive events

Assessment Tasks

Class work and topic tests, homework, problem solving and project tasks.

Other:

See Mathematical Methods Semester 1.

Mathematics
VCE/VCAL Units

VCAL Numeracy Skills (Year Long)
FOUNDATION/INTERMEDIATE/SENIOR

NOTE: this subject is only available to Year 12 students enrolled in a full VCAL program: see the VCAL section for more details.

Focus:

The purpose of these units is to enable students to develop everyday numeracy skills to make sense of their daily personal and public lives. The mathematics involved includes measurement, shape, numbers and graphs applied to tasks which are part of the student's normal routine and also extending to applications in the workplace and general community.

Topics include: Numeracy for practical purposes – design and measurement; Numeracy for personal organisation – money, time and location, and; Numeracy for interpreting society – data and numerical information.

Assessment tasks:

Students will work through a range of skills exercises and applied tasks to enable them to demonstrate competency in each of the outcomes.

Other:

There are 3 separate units of VCAL Numeracy and students will be assessed at the level appropriate to their ability. Students should have their own scientific calculator.

VCE Foundation Mathematics

UNITS 1 and 2

Focus:

Foundation Mathematics provides for the continuing mathematical development of students entering VCE, who need mathematical skills to support their other VCE subjects and who do not intend to undertake Units 3 and 4 studies in VCE Mathematics.

Topics include: Space, shape and design; Patterns and number; Handling data, and; Measurement.

Assessment Tasks:

Investigations, projects, assignments, summary notes and tests.

Other:

Students should have their own scientific calculator.

VCE General Mathematics

UNIT 1 and 2

Focus:

VCAA requires students to study four or more topics form at least three different areas of study. The content of this course covers topics which will enable students to study Units 3 and 4 of Further Maths. Topics include: Algebra, Statistics, Geometry, Measurement and Trigonometry, Finance, Series and Sequences, and Matrices.

Topics include: Practical Arithmetic; Shape & Measurement; Applications of Trigonometry; Data Distributions; Linear Relations, Graphs & Models; Number Patterns & Recursion; Matrices; Financial Arithmetic; Relationships Between Variables.

Assessment Tasks:

Tests, summary notes, mathematical investigation, modelling tasks and assignments.

Other:

All VCE students doing General Mathematics need to have their own TI-Nspire CAS calculator (cost approximately $200) and the book-listed textbook.

VCE Further Mathematics

UNITS 3 and 4

Focus:

Further Mathematics aims to provide students with a mathematics course which complements a variety of different subject selections other than only the Mathematics and Science areas.

Topics include: Unit 3 – Data analysis (compulsory) and Recursion and financial modelling (compulsory). Unit 4 – Matrices and Geometry & Measurement (or Networks).

Assessment Tasks:

School Assessed Coursework:

Unit 3 – One application task and one modelling problem solving task.

Unit 4 – Two modelling problem solving tasks.

End of Year Examinations: The student's level of achievement will also be assessed by two end of year examinations.

Other:

Students will need to purchase their own text book (approximate cost $80) as an annotated text book is allowed in the end of year examinations.

A CAS calculator (TI-Nspire cost approximately $200) and the book-listed textbook are required for all students undertaking Further Mathematics.

Practice Exam Paper $7

VCE Mathematical Methods

UNIT 1 and 2

Focus:

Unit 1 and 2 Mathematical Methods aims to extend student competencies in algebra based mathematics in preparation for Units 3 and 4 of Mathematical Methods. Topics include: Functions and Graphs, Algebra, Calculus, Probability and Statistics.

Assessment Tasks:

Tests, summary notes, assignments, mathematical investigations, problem solving and modelling tasks, as well as use of technology.

Other:

All students doing Mathematical Methods need to have their own CAS (Computer Algebra System) calculator.

- CAS TI-Nspire, Cost approximately $200

UNITS 3 and 4

Focus:

Mathematical Methods is a study which prepares students for tertiary courses. When taken in conjunction with Specialist Mathematics 3 and 4 the subject prepares students (mathematically) for science and engineering tertiary courses.

Topics include: Functions and Graphs, Algebra, Calculus, Probability and Statistics.

Assessment Tasks:

School Assessed Coursework: Unit 3 – application task. Unit 4 – two modelling/problem solving tasks.

End of Year Examinations: The student's level of achievement will also be assessed by two end of year examinations.

Other:

Students will need to purchase their own text book (approximate cost $80) as an annotated text book is allowed in one of the end of year examinations.

All students doing Mathematical Methods need to have their own CAS (Computer Algebra System) Calculator.

- CAS TI-Nspire, Cost approximately $200
- Practice Exam Paper $7

VCE Specialist Mathematics

UNIT 1 AND 2

Focus:

This course is designed for students who are currently undertaking Mathematical Methods Units 1 and 2 and who desire a greater depth of Mathematical understanding. Topics include: Arithmetic and Number, Geometry, Measurement and Trigonometry, Graphs of Linear and Non-Linear Relationships, Algebra and Structure and Transformations and Matrices. It provides a foundation for topics encountered both in Specialist Mathematics Units 3 and 4 and Mathematical Methods Units 3 and 4.

Topics include: Functions and Graphs, Algebra, Calculus, Probability and Statistics.

Assessment Tasks:

Tests, summary notes, assignments, mathematical investigations, problem solving and modelling tasks, as well as use of technology.

Other:

Note: one semester/Unit is enough preparation for Units 3 and 4 Specialist Mathematics.

- CAS TI-Nspire, Cost approximately $200

UNITS 3 and 4

Focus:

Specialist Mathematics in conjunction with Mathematics Methods 3 and 4, aims to provide students with an enriched mathematics course, creating an excellent mathematical grounding for them to pursue tertiary studies. Topics include: Functions and Graphs, Algebra, Calculus, Vectors, Mechanics, Probability and Statistics.

Assessment Tasks:

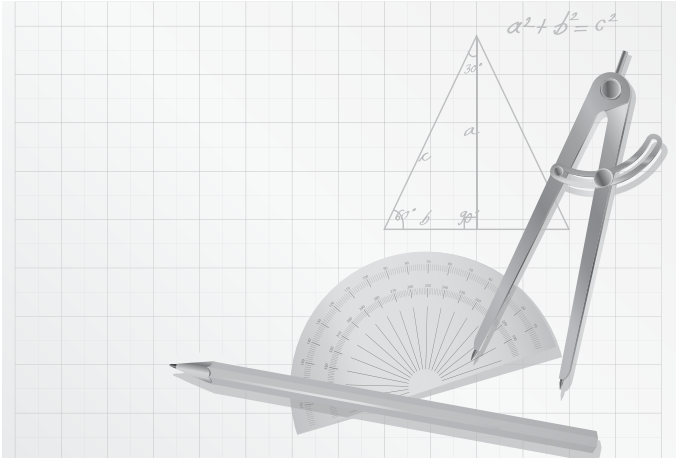
School Assessed Coursework: Unit 3 – one application task. Unit 4 – two modelling/problem solving tasks.

End of Year Examinations: The student's level of achievement will also be assessed by two end of year examinations.

Other:

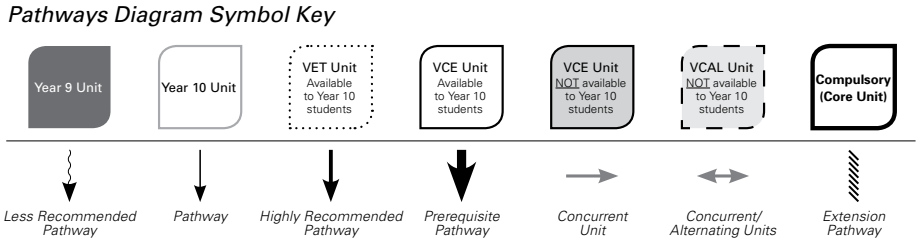
Students will need to purchase their own text book (approximate cost $80) as an annotated text book is allowed in one of the end of year examinations. All students doing Specialist Mathematics need to have their own CAS (Computer Algebra System) Calculator.

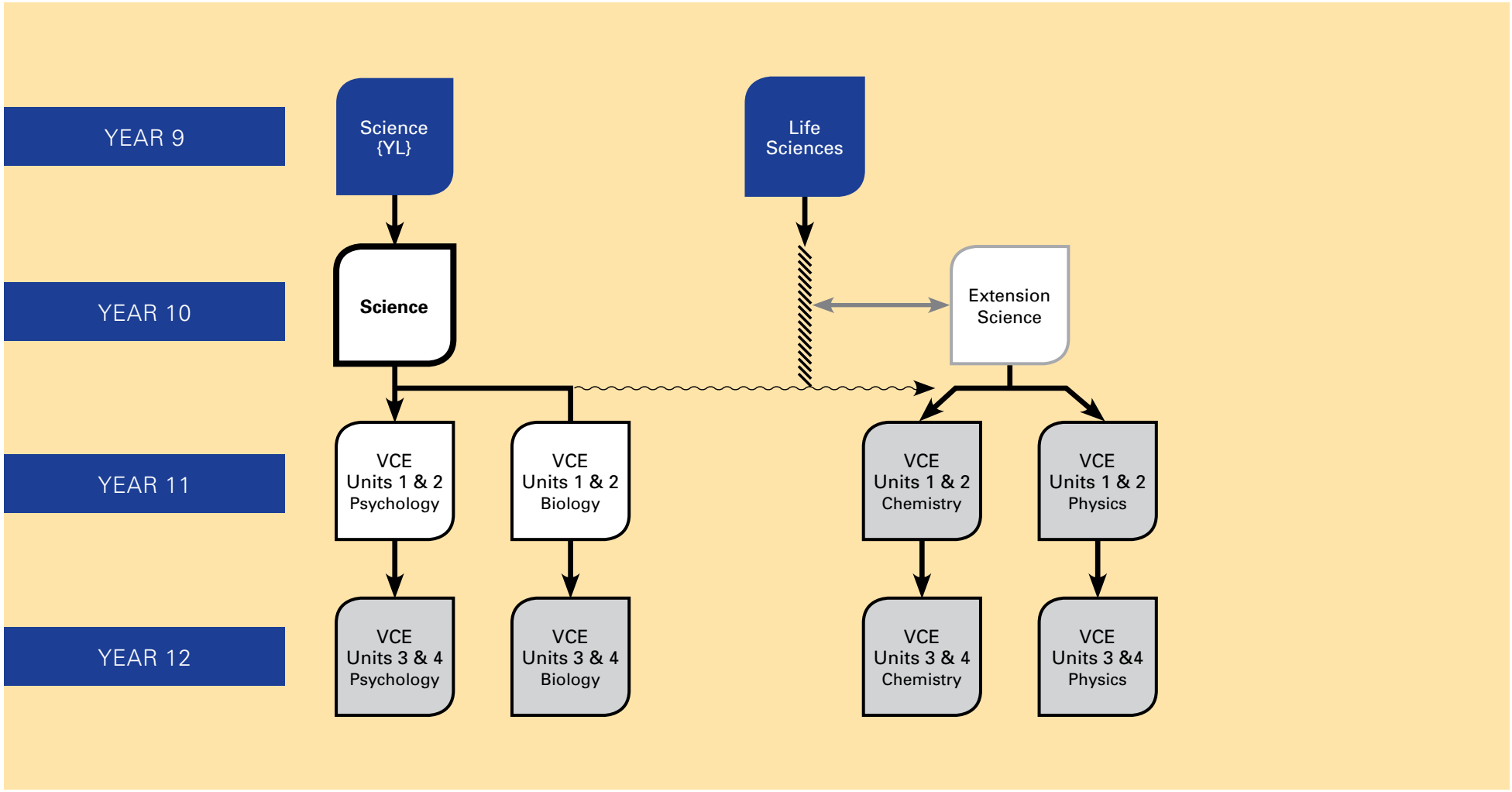
- CAS TI-Nspire, Cost approximately $200
- Practice Exam Paper $7



Science Learning Area

Science Pathways





Science – Year 9 Units

Science {YL}

The study of Science is compulsory for two semesters.

The unit focus and areas of study:

This course is designed to extend students' scientific knowledge and understanding their engagement with science as a human endeavour and their science inquiry skills. It is also designed to prepare students for future Science studies. In Year 9, the Science curriculum is progressively inquiry-based and integrated with the students' Humanities and English studies. The main topics for the year are;

- Term 1: Biology – Human Psychology:
  "How do I learn what's important to me?"
- Term 2: Chemistry – Atoms and Reactions:
  "What's my burning question?"
- Term 3: Physics – Electricity and Magnetism:
  "How can a bright spark help?"
- Term 4: Ecology – Matter and Energy:
  "How can our natural resources be managed more sustainably?"

Life Sciences {1}

The unit focus and areas of study:

This course is designed to extend students' scientific knowledge and understanding. It is also designed to extend students knowledge for future science studies in the fields of Microbiology, Genetics and Psychology.

Microbiology: The study of disease and its causes, growing microbes and the study of where microbes can be found.

Genetics: The study of the structure of DNA and how this is related to the mechanisms for inheritance.

Psychology: The study of the function of parts of the brain and how this affects the things we do and the way we feel.

Science & Technology {1}

The unit focus and areas of study:

This course is designed to allow students to encounter additional areas of science study, as well as introducing students to different scientific technologies.

The scientific skills and procedures required to work scientifically are:

Design – Students pose scientific questions and design and carry out extended investigations involving the systematic collection of data and the recognition and control of variables.

Measurement – Students consistently use instruments and measurement procedures in a way that ensures a high degree of reliability in their data and validity in application.

Data handling and interpretation – Students take account of the limitation of techniques and equipment. Students present a well-reasoned report supported by relevant and properly processed data.

Acting Responsibly – Students use information sources to assess risks, and are consistent in their adoption of safe and responsible practices.

Students recognize ethical and social complexities in the application of science at the personal and community level.

Over the semester, students will consider the following topics.

Practical Chemistry – Including making and testing everyday products such as soap, glue and plastic.

Flight – Including the investigation of the forces involved in flight, building balsa planes and rocket science.

Solar Energy – There are two parts to this topic; students can choose to research and build a Passive Solar House or they can design and build a Solar Car (solar cars could be entered in the Solar Car Challenge, a state-wide competition).

Science – Year 10 Units

Core Science

Focus:

This semester length unit enables students to engage with concepts and explore applications of patterns in the Periodic Table of Elements (Chemistry), Newton's Law of Motion and Forces (Physics) and Darwin's Theory of Evolution by Natural Selection (Biology).

Assessment Tasks:

Throughout the Semester you will complete a range of assessment tasks including Practical Experiments, Practical/Research Projects, and Tests. These will be done mainly in class time, and will enable you to demonstrate achievement of the course aims.

Extension Science

Focus:

This unit builds on the Core Science unit and provides an extra preparation for VCE Science subjects. Students should have successfully studied Core Science prior to this unit. Topics could include: Chemical Science, Physical Science and Astronomy.

Assessment Tasks:

Throughout the Semester you will complete a range of assessment tasks including Practical Experiments, Practical/Research Projects, and Tests. These will be done mainly in class time, and will enable you to demonstrate achievement of the course aims.

Science – VCE Units Available For Year 10

- Biology
- Psychology

Science – VCE Units

VCE Biology

UNIT 1 – How do living things stay alive?

Focus:

In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form a living interconnected community that is adapted to, and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

Assessment Tasks:

School Assessed Coursework (practical activities, tests, scientific poster, etc.

Other:

Nature of Biology textbook.

Prerequisite:

It is strongly recommended that students have successfully studied Core Science and Extension Science at Year 10 level.

UNIT 2 – How is continuity of life maintained?

Focus:

In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies, and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

Assessment Tasks:

School Assessed Coursework (practical work, field report, tests, research reports).

Other:

Note: Recommended that students have completed Unit 1 prior to undertaking Unit 2.

UNIT 3 – How do cells maintain life?

Focus:

This unit examines the molecules and biochemical processes of living organisms related to cell structure and function and the needs of cells and their activities. Students investigate the role of proteins in cell functioning, and how cells communicate in initiating responses to pathogens and disease.

Assessment Tasks:

Outcome 1 Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration, and analyse factors that affect the rate of biochemical reactions. Outcome 2 Apply a stimulus-response model to explain how cells communicate with each other, outline human responses to invading pathogens, distinguish between the different ways that immunity may be acquired, and explain how malfunctions of the immune system cause disease.

Prerequisite:

It is strongly recommended that students have studied Unit 1 Biology.

UNIT 4 – How does life change and respond to challenges over time?

Focus:

Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

Assessment Tasks:

Outcome 1 Analyse evidence for evolutionary change, explain how relatedness between species is determined, and elaborate on the consequences of biological change in human evolution. Outcome 2 Describe how tools and techniques can be used to manipulate DNA, explain how biological knowledge is applied to biotechnical applications, and analyse the interrelationship between scientific knowledge and its applications in society. Outcome 3 Design and undertake an investigation related to cellular processes and/or biological change and continuity over time, and present methodologies, findings and conclusions in a scientific poster.

Other:

Excursions – $10

Practice Exam Paper $7

VCE Chemistry

UNIT 1 – How can the diversity of materials be explained?

Focus:

Students focus on the nature of chemical elements, their atomic structure and their place in the periodic table as well as the historical development of atomic theory. Students examine the periodic table as a unifying framework into which elements are placed based upon similarities in their electronic configurations. They investigate how a metal is extracted from its ore and how the properties of metals may be modified for a particular use. Knowledge of electronic configurations is used to study how ionic compounds are formed, explore their crystalline structures and investigate how changing environmental conditions may change their properties. Fundamental quantitative aspects of chemistry are introduced including the mole concept, relative atomic mass, percentage abundance and composition by mass and the empirical formula of an ionic compound.

Assessment Tasks:

School Assessed Coursework including practical, research reports and topic tests. End of semester exams.

Prerequisite:

It is recommended that students have studied Extension Science in Year 10.

UNIT 2 – What makes water such a unique compound?

Focus:

Students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water. In this context students investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Assessment Tasks:

School Assessed Coursework including practical, research reports and topic tests. End of semester exams.

Prerequisite:

It is recommended that students have studied Extension Science in Year 10.

UNIT 3 – How can chemical processes be designed to optimise efficiency?

Focus:

Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday's laws to calculate quantities in electrolytic reactions.

Students analyse manufacturing processes with reference to factors that influence their reaction rates and extent. They investigate and apply the equilibrium law and Le Chatelier's principle to different reaction systems, including to predict and explain the conditions that will improve the efficiency and percentage yield of chemical processes. They use the language and conventions of chemistry including symbols, units, chemical formulas and equations to represent and explain observations and data collected from experiments, and to discuss chemical phenomena.

Assessment Tasks:

School Assessed Coursework including a Research Poster and Practical Investigations. End of year Exam.

Prerequisite:

Units 1 and 2 Chemistry

Other:

Study Guide to be purchased – Approximately $17. Students will need to have their own scientific calculator. The book listed textbook is also required.

UNIT 4 – How are organic compounds categorised, analysed and used?

Focus:

Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials.

Students investigate key food molecules through an exploration of their chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. In this context the role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

Assessment Tasks:

School Assessed Coursework including a student practical investigation related to energy and/or food is undertaken in either Unit 3 or in Unit 4, or across both Units 3 and 4, and is assessed in Unit 4, Outcome 3. The findings of the investigation are presented in a scientific poster format. End of semester exam.

Prerequisite:

Unit 3 Chemistry

Other:

Refer to Unit 3. Practice Exam: $7.

VCE Physics

UNIT 1 – What ideas explain the physical world?

Focus:

Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment. Students examine the motion of electrons and explain how they can be manipulated and utilised. They explore current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe.

Assessment

Data Analyses, Practical/Experimental Reports, Tests.

Prerequisite:

Students are strongly recommended to have successfully studied Core Science and Extension Science at Year 10 Level.

Unit 2 Continued…

UNIT 2 – What do experiments reveal about the physical world?

Focus:

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. The option enables students to pursue an area of interest by investigating a selected question. Students design and undertake investigations involving at least one independent, continuous variable.

Assessment

Data Analyses, Practical/Experimental Reports, Research Project, Tests.

Prerequisite:

Students should have successfully studied Unit 1 Physics prior to studying this Unit.

UNIT 3 – How do fields explain motion and electricity?

Focus:

This unit focuses on the concept of fields and how it can help explain electricity and motion. Motion is introduced and applied to moving objects on Earth and in space. Students will also explore electromagnetic effects to explain how electricity is produced and delivered to homes. Students will also discover the amazing consequences of Einstein's Relativity.

Assessment

Data Analyses, Practical/Experimental Reports, Research Project, Tests.

Prerequisite:

Students should have successfully completed Units 1 and 2 Physics prior to studying this unit.

Other:

Students will need to have their own scientific calculator.

UNIT 4 – How can two contradictory models explain both light and matter?

Focus:

This unit focuses on the development and limitations of models in explaining light and matter. The first unit of study concentrates on the evidence for the wave model of light. But what happens when scientists make observations that contradict this model? Study of the particle model can help explain these observations. Students will also undertake an Extended Scientific Investigation and present their findings in a research poster.

Assessment

Data Analyses, Practical/Experimental Reports, Research Project, Tests.

Prerequisite:

Students should have completed Unit 3 Physics prior to studying this unit.

Other:

Students will need to have their own scientific calculator. Practice Exam: $7.

VCE Psychology

Unit 1 – How are Behaviour and Mental Processes Shaped?

Focus:

This unit focuses on understanding the relationship between the mind, brain and behaviour. Students will also explore how biological, psychological and social factors influence a person's psychological development.

Assessment Tasks:

Student Directed Research Investigation; Practical/ Experimental Reports; Media Responses, and; Tests

Unit 2 – How do external factors influence behaviour and mental processes?

Focus:

This unit focuses on how a person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. There is also investigation into how a person's social cognition and behaviour can influence the way they view themselves and the way they relate to others.

Assessment Tasks:

Student Directed Practical Investigation; Practical/ Experimental Reports; Media Responses, and; Tests.

Unit 3 – How does experience affect behaviour and mental processes?

Focus:

This unit focuses on how the nervous system influences behaviour and the way people experience the world. Students explore how stress may affect a person's psychological functioning, the mechanisms of memory and learning, the development of new capacities and changed behaviours. Students examine the contribution that classical and contemporary research has made.

Assessment Tasks:

Major investigation, Tests, media analysis/response, learning journal, visual/media presentations.

Unit 4 – How is wellbeing developed and maintained?

Focus:

This unit focuses on how consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. Students explore consciousness and how changes in levels can affect mental processes and behaviour. Topics include sleep and mental health.

Assessment Tasks:

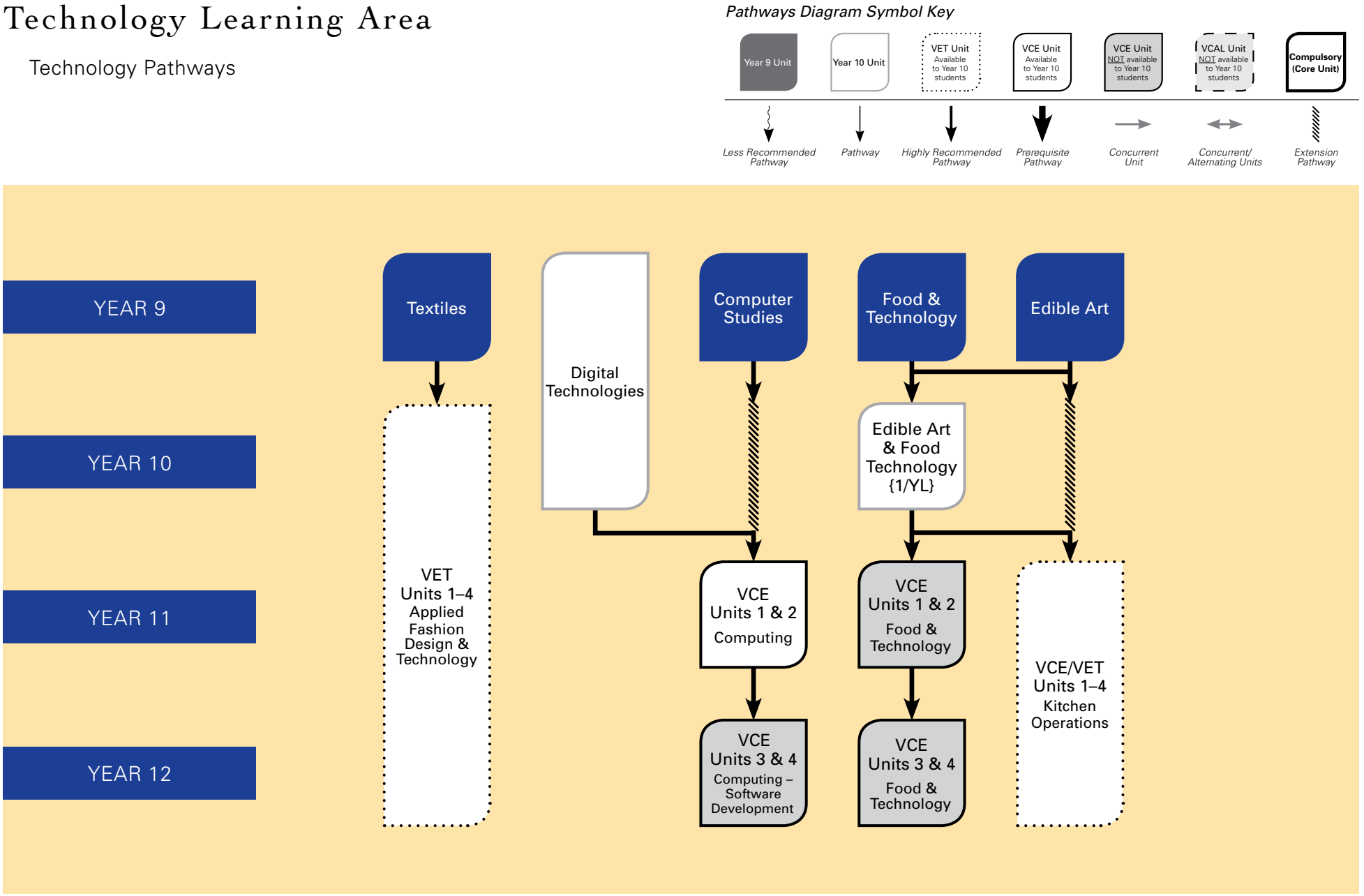
Tests, Annotated Practical activities, Research Investigation.

Other:

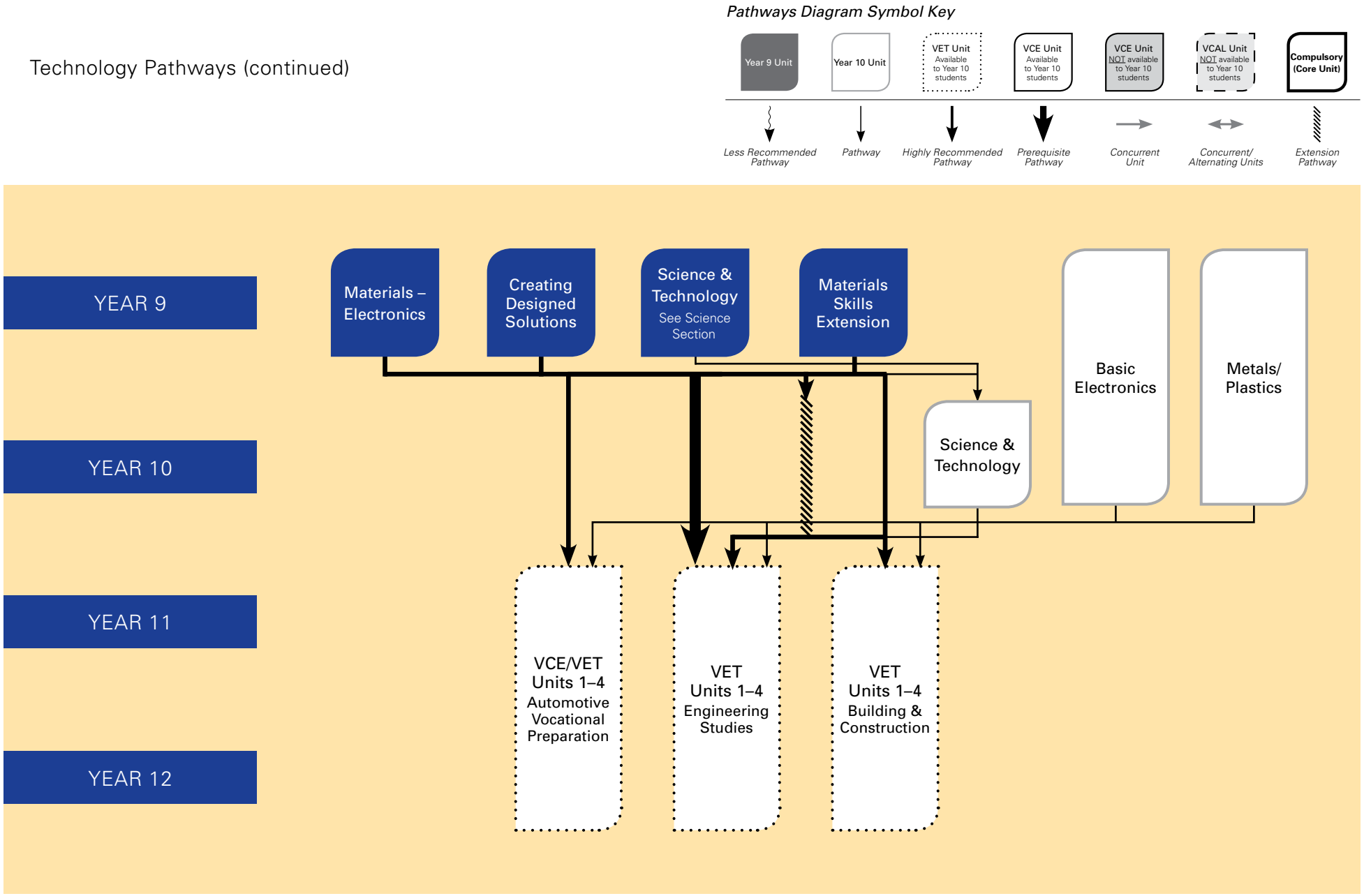
Practice Exam: $7.

Technology Learning Area

Technology Pathways



Technology Pathways (continued)



Technology – Year 9 Units

IMPORTANT SELECTION NOTICE: Students MUST choose at least one of the Technology Learning Area elective units in Year 9.

Students should also note that Information Technology (Computer Studies) is included in this Learning Area.

Computer Studies {1}

The unit focus and areas of study:

This unit helps students to develop skills in using computers and other information technologies. The aim is to give students access to a flexible course which they can tailor to suit their own needs. The range of project choices allows each student to select software types according to their own interests. Projects may be sequential, allowing progressive refinement of skills or may be selected to broaden their experience of computer applications. The projects allow students to model information problems typical of real-world situations. Skills and understanding developed in this unit will help the student be more productive in using information technology in many others areas of schoolwork. The unit provides excellent preparation for further studies such as VCE Information Technology.

Edible Art {1}

The unit focus and areas of study:

This course enables students to develop their design skills and to utilise their own creativity. Students will practice the skills and techniques involved in the presentation of food, including cake decorating.

Students will research and consider a range of different presentation techniques for both sweet and savoury foods. They will discuss the characteristics and functions of materials used, prepare designs, practice processes, prepare and present a range of food items and evaluate results against original designs, in terms of aesthetic appeal and purpose.

Special Requirements:

Students are required to supply an apron, tea towel and appropriate containers for taking food home.

Other:

Cost $100

Food Technology {1}

The unit focus and areas of study:

This course enables students to develop their design skills and to practice and improve practical cooking skills.

Students will research and analyse a variety of foods and discuss their characteristics and functions. They will develop design options involving a range of processes, produce a variety of food dishes using safe work practices, select and use appropriate techniques and equipment and evaluate the product as specified in the design criteria.

Special Requirements:

Students are required to supply an apron, a tea towel and appropriate container for taking food home.

Other:

Cost $100

Creating Designed Solutions {1}

The unit focus and areas of study:

Creating Designed Solutions explores a broad range of traditional, contemporary and emerging materials, and specialist areas that involve an extensive use of technologies. Students learn to make ethical and sustainable decisions about designed solutions and processes by learning about and working with materials and production processes.

The Creating Designed Solutions strand is based on the major aspects of design thinking, design processes and production processes. The content descriptions in this strand reflect a design process and would typically be addressed through a design brief.

Creating Designed Solutions is organised by five sub-strands:

- Investigating – students critique, explore and investigate needs and opportunities, reflecting on how the choices they make have implications for the individual, society and the environment.
- Generating – students develop and communicate ideas for a range of audiences. Students make choices, weigh up options, consider alternatives and document the various design ideas and possibilities.
- Producing – students apply a variety of skills and techniques to make designed solutions to meet specific purposes and user needs. They apply knowledge about components and materials, including their characteristics and properties, to ensure their suitability. Students learn about the importance of adopting safe work practices. They develop accurate production skills to achieve quality designed solutions.
- Evaluating – students evaluate and make judgments throughout a design process, about the quality and effectiveness of their designed solutions and others. They determine effective ways to test and judge their designed solutions, and reflect on processes used and how they could transfer what they have learnt to other design opportunities.
- Planning and managing – students learn to plan and manage time, along with other resources, to effectively create designed solutions. Working individually and collaboratively, students' progress from planning steps in a project, through to more complex project management activities that consider factors such as cost, risk and quality control.

Special Requirements:

Students will be responsible for materials.

Other:

Cost will be approximately $40.

Materials – Skills Extension {2}

Students cannot select this elective unit unless they have also selected a "Materials {1}" elective unit.

The unit focus and areas of study:

This unit is designed for students to advance their design and technical skills to construct projects using electronics, metals, plastics or timber (or a combination of these materials). Students will develop the necessary skills and techniques involved in creating their products.

Students will research and analyse materials, develop product design ideas through annotated sketches, produce materials pieces using a range of appropriate tools and techniques, and evaluate their production. Throughout this unit, students will use a range of advanced tools, techniques and equipment to specified degrees of accuracy and precision. Students will develop an awareness of Australian Standards and their relationship to technological innovation and application. An investigation will be made into the development of specific

materials as students develop investigating, designing, construction and evaluating skills. The unit is mainly practical with some investigation into materials, methods of production and design development required.

Special Requirements:

Students are expected to purchase their materials through the school. Students require an A3 sketch book and an A4 display book. Costs vary based on the amount and type of materials chosen.

Other:

Cost will be approximately $40.

Textiles {1}

The unit focus and areas of study:

This course is designed for those students who wish to design and produce clothing and textile articles. Knowledge and skills will be developed in the safe handling and use of textile equipment, use of fabrics and clothing construction techniques.

Students will develop knowledge and skills in the following areas: pattern design and use, technological processes and construction techniques, characteristics and suitability of fabrics for a particular garment, use and care of fabrics, safe working practices.

Special Requirements:

Students are required to supply their own pins, needles, fabrics, patterns, etc. for each item produced, as well as a sketch book and an A4 display book.

Other:

Class fees: $25 to cover essential items.

Materials – Woods {1}

The unit focus and areas of study:

This unit is designed for students to advance their design and technical skills to construct projects in timber. Students will develop the necessary skills and techniques involved in creating timber products. They will research and analyse the materials used in woodworking, develop product design ideas through annotated sketches, produce timber pieces using appropriate tools and techniques, and evaluate their production. Students will use a range of advanced tools, techniques and equipment to specified degrees of accuracy and precision. They develop an awareness of Australian Standards, technological innovation and application. They will investigate the development of timbers, veneers and structural strengths as students develop investigating, designing, construction and evaluating skills. The unit is mainly practical with additional work on material studies, methods of production and design development.

Special Requirements:

Students will be responsible for materials.

Other:

Cost will be approximately $40.

Technology – Year 9/10 Units

Basic Electronics

The unit focus and area of study:

The aim of this course is to provide the opportunity for students to develop skills in the electronics area. The safe use of equipment, solving practical problems while developing their component identification and solder skills.

Assessment Tasks:

- Demonstrate safe and responsible work practices.
- Correctly use a range tools equipment and materials.
- Application of the design and production methodology.

Other:

Cost $60

Metals/Plastics

The unit focus and area of study:

The aim of the course is to provide the opportunity for students to develop skills in the Metals/Plastics area. This includes the safe use of equipment, solving practical problems, development of a design folio and evaluation of the design and production process.

Assessment tasks:

- Demonstrate safe and responsible work practices.
- Correctly use a range tools equipment and materials.
- Application of the design and production methodology.

Other:

Cost $60

Digital Technologies

The unit focus and area of study:

- Digital systems - the hardware & software components that underpin computer networks
- Data and information - how data is collected, logically structured and managed within a digital system
- Creating digital solutions - the processes and techniques used to design and develop games, websites and other applications

Assessment tasks:

- Poster explaining computer networks
- Infographic explaining an aspect of data management
- Design and create a game (or other application)

Technology – Year 10 Units

Game Studio

Focus:

Do you enjoy playing computer games? Have you ever wanted to make your own? In the Game Studio elective, you will learn to make various styles of computer games. You will develop programming skills, but you can also use your creative flair to design character sprites, level backgrounds and a soundtrack for your game.

Food – Core

Focus:

Students will develop food-related skills through the processes of investigation, analysis, design, planning, production and evaluation. They will work towards the provision of basic meals that are interesting, nutritional and economical, as well as preparing dishes suitable for special occasions. This course will provide a foundation for future study in food related VCE or VET Hospitality courses.

Practical work will take place weekly and students will prepare a range of foods according to their interests and dietary requirements.

Assessment Tasks:

Assessment will take place through Practical Design Assignments that require investigation, design, planning, production and evaluation. There will also be an end-of-semester examination.

Special requirements:

Students are required to provide a tea towel and appropriate containers to take products home.

Other:

Cost $100 per semester

Food – Extension

Focus:

The second semester extension course will further prepare students for the study of food subjects in VCE or VET Hospitality courses.

Assessment Tasks:

Assessment will take place through Practical Design Assignments that require investigation, design, planning, production and evaluation. There will also be an end-of-semester examination.

Special requirements:

Students are required to provide a tea towel and appropriate containers to take products home.

Prerequisite:

Year 10 Food – Core – is a prerequisite for this course.

Other:

Cost $100 per semester.

Science & Technology

Focus:

This course is designed to extend students Scientific Knowledge and understanding. It is also designed to extend students knowledge in the fields of Physics and emerging Scientific Technologies such as Solar Energy. Students who choose this subject will be involved in project based learning where model solar cars are built to be entered in the Victorian Model Solar Car Challenge, a state wide competition. Competing in the National Challenge can result from being successful at the state level.

Assessment Tasks:

Student will be assessed on the design aspects of their cars (eg:, Aerodynamics, weight, materials used, originality etc.). Students' knowledge of the workings of the car including the solar panel will also be considered.

Technology – VCE/VET Units Available For Year 10

- VET Applied Fashion Design & Technology – Certificate II
- VET Automotive Vocational Preparation – Certificate II
- VCE/VET Building & Construction – Certificate II
- VCE/VET Engineering Studies – Certificate II
- VCE/ VET Kitchen Operations – Certificate II
- VCE Food Studies
- VCE Computing

Technology – VCE/VET Units

VCE – Computing

UNIT 1

Focus:

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. Students will learn to acquire and secure data, using it to create an infographic to present the findings of an investigation. They will investigate digital networks with a focus on wireless capabilities. Students will also design and develop a website collaboratively, that explores the impacts of contemporary information systems.

Assessment Tasks:

An investigation of an issue, practice or event and a graphic solution that represents the findings. A design for a network with wireless capability. A website which presents an overview of an issue and a project plan that records team member responsibilities and schedules.

UNIT 2

Focus:

In this unit students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students will learn to program using javascript and develop a series of software modules. They will access tools for analysing large repositories of data and presenting it visually. Finally, students will develop an understanding of databases and the key role they play in modern information systems.

Assessment Tasks:

A software solution in response to a need or opportunity. A data visualisation using an extract of authentic, relevant data. A database solution in response to a need or opportunity.

VCE – Software Development

UNIT 3

Focus:

In this unit students will gain a detailed understanding of the analysis, design and development stages of a problem-solving methodology and use a programming language to create working software modules. They will undertake the first part of a project to develop a software application that meets a need or opportunity, as determined by individual students. This will encompass a project plan and the analysis and design of the software.

Assessment Tasks:

A set of working modules to meet specific needs. A project plan, software requirements specification document and folio of software designs to solve a problem, need or opportunity identified by the student (Note: this project will continue into Unit 4).

UNIT 4

Focus:

In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment. They continue to study the same programming language, and complete the development and testing of the software designed in Unit 3, and an evolution of their project plan. Students will also examine the dependencies between two information systems and evaluate the controls used to ensure data integrity.

Assessment Tasks:

A report identifying the dependencies between two information systems and the controls that protect data integrity. A software application, usability test plan and project plan report for the problem, need or opportunity identified by the student in Unit 3.

VCE Food Studies

UNIT 1

Focus: Food Origins

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

They consider the influence of technology and globalisation on food patterns. Throughout this unit students complete topical and contemporary practical tasks to enhance, demonstrate and share their learning with others.

Assessment Tasks:

The assessment for Outcome 1 is a range of practical activities, with records that reflect on two of the practical activities that use ingredients found in earlier cultures. PLUS one of the following:

- a short written report analysis or product evaluation
- an oral presentation
- a practical demonstration
- a video or podcast.

The assessment for Outcome 2 is a range of practical activities, with records that reflect on two of the practical activities that use ingredients indigenous to Australia and/or ingredients introduced through migration. PLUS one of the following:

- a short written report analysis or product evaluation
- an oral presentation
- a practical demonstration
- a video or podcast.

Other:

There will be a cost of $100 to cover the provision of practical ingredients for this course.

UNIT 2

Focus: Food Makers

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products. They consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life. In demonstrating their practical skills, students design new food products and adapt recipes to suit particular needs and circumstances. They consider the possible extension of their role as small-scale food producers by exploring potential entrepreneurial opportunities.

Assessment Tasks:

The assessment for Outcome 1 is:

- design and develop a practical food solution in response to an opportunity or a need in the food industry or school community.

The assessment for Outcome 2 is:

- design and develop a practical food solution in response to an opportunity or a need in a domestic or small-scale setting.

Other:

There will be a cost of $100 to cover the provision of practical ingredients for this course.

UNIT 3

Focus: Food in daily life

This unit investigates the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating (see www.eatforhealth.gov.au) and develop their understanding of diverse nutrient requirements.

Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns.

The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

Assessment Tasks:

The student's level of achievement in Unit 3 will be determined by School-assessed Coursework. School-assessed Coursework for Unit 3 will contribute 30 per cent to the study score. The assessment tasks for Outcome 1 are a range of practical activities and records of two practical activities related to the functional properties of components of food AND any one or a combination of the following:

- a short written report
- an annotated visual report
- an oral presentation or a practical demonstration
- a video or podcast

Unit 3 Continued…

The assessment tasks for Outcome 2 are a range of practical activities and records of two practical activities related to healthy meals for children and families AND any one or a combination of the following:

- a short written report
- an annotated visual report
- an oral presentation or a practical demonstration
- a video or podcast

Other:

There will be a cost of $100 to cover the provision of practical ingredients for this course.

UNIT 4

Focus: Food issues, challenges and futures

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students research a selected topic, seeking clarity on current situations and points of view, considering solutions and analysing work undertaken to solve problems and support sustainable futures.

Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging.

The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Assessment Tasks:

The student's level of achievement in Unit 4 will be determined by School-assessed Coursework. School-assessed Coursework for Unit 4 will contribute 30 per cent to the study score. The assessment tasks for Outcome 1 are a range of practical activities and records of two practical activities related to sustainable and/or ethical food choices AND a written report that includes a selected food-related topic, explanation of concerns related to environment, ethics and/or equity, analysis of work being done to solve problems and support solutions, and a conclusion outlining major findings and suggested set of practical guidelines for food consumers.

The assessment tasks for Outcome 2 are a range of practical activities and records of two practical activities related to healthy food choices based on the Australian Guide to Healthy Eating AND any one or combination of the following:

- a short written report
- an annotated visual report
- an oral presentation or a practical demonstration
- a video or podcast

External Assessment:

The level of achievement for Units 3 and 4 is also assessed by an end-of-year examination The examination will contribute 40 percent to the final assessment.

Other:

There will be a cost of $100 to cover the provision of practical ingredients for this course.

VCE/VET Kitchen Operations

KITCHEN OPERATIONS CERTIFICATE II

The VCE VET Hospitality (Kitchen Operations) program aims to:

- Provide students with knowledge and skills applicable to the hospitality industry
- Allow students to achieve competencies that will enhance their employment prospects within a range of hospitality settings
- Enable students to complete VCE Units whilst working towards recognized qualifications for the hospitality industry.

UNIT 1 and 2

Focus:

The units of competency in the Kitchen Operations stream in Units 1 and 2 provide specific cookery skills and knowledge and include training in using food preparation equipment, basic methods of cookery and cleaning kitchen premises and equipment.

On successful completion of Units 1 and 2 Kitchen Operations students will:

- Have completed a minimum of nine units of competency
- Be eligible for partial completion of SIT20312 Certificate II in Kitchen Operations
- Have gained recognition for VCE Units 1 and 2

Commitment:

Students will be required to complete approximately 12 extended cooking sessions, involving working after school until 5pm. They will also be expected to contribute to catering functions, some of which will be after school hours.

It is strongly recommended that students undertake structured workplace learning (work placement) as part of this program. This may take place during school holidays or during school times, or as a part-time job.

Other:

Students are required to pay a yearly VET fee $100 (this includes student textbook and workbook) and will need a kitchen uniform consisting of black pants, white shirt and enclosed leather shoes. A $100 Foods fee is required for each semester.

UNIT 3 and 4

Prerequisite:

Minimum requirement - Satisfactory completion of first year VCE/VET Units 1 and 2 in Hospitality: Kitchen Operations.

Focus:

The units of competency in the Kitchen Operations stream in Units 3 and 4 provide additional specific cookery skills and knowledge and include training in the production of appertisers and salads, stocks, sauces and soups and vegetables, fruit, eggs and farinaceous dishes, as well as training for purchasing goods.

On successful completion of Units 3 and 4 Kitchen Operations students will be eligible for:

- Completion of SIT20312 Certificate II in Kitchen Operations
- Recognition for a VCE Units 3 and 4 sequence
- VCE examination and study score

Commitment:

Students will be required to complete approximately 12 extended cooking sessions, involving working after school until 5pm. They will also be expected to contribute to catering functions, some of which will be after school hours.

Students are **required** to complete 12 complete service periods (shifts) through structured workplace learning as part of the Unit 3 and 4 assessment. This may take place during school holidays or during school times, or as a part-time job.

Other:

Students are required to pay a yearly VET fee $100 (this includes student textbook and workbook) and will need a kitchen uniform consisting of black pants, white shirt and enclosed leather shoes, as well as a full chef's jacket, apron and hat (cost approx $50). A $100 Foods fee is required for each semester.

VCE / VET Building & Construction

CERTIFICATE II BUILDING AND CONSTRUCTION

Focus:

Students selecting this course will complete modules leading to the attainment of Certificate II in Building & Construction. The overall aim of this program is to provide students with the opportunity to gain entry-level training in the Building & Construction industry. The program covers pre-apprenticeship carpentry and construction skills, workplace safety and industry induction.

Examples of VCE/VET Units 1 and 2 Modules:

Identify & handle carpentry hand tools and Construct Basic wall frame Structures; Structures; Introduction to Scaffolding; Carpentry Hand Tools; Calculations and Levelling.

Examples of VCE/VET Units 3 and 4 Modules:

Workplace Documents and Plans; Prepare to work for the Building Industry; Basic Setting Out; Roof Framing and External Cladding.

Commitment:

This is a 2-year course/certificate. Students need to select and enrol in both Units 1 and 2.

Students completing the whole of Certificate II would also be credited with VCE Units 1 and 2 and 3 and 4.

This course requires a structured work placement each year. This could involve some combination of school time, after school time and holiday time.

Other:

$150 materials cost, also includes White Card Training.

VCE / VET Automotive Vocational Preparation

UNITS 1 AND 2 – CERTIFICATE II

Focus:

Students in Year 10, 11 and 12 can complete modules leading to the attainment of Certificate II. The course provides students with the skills and ability to achieve competencies which will enhance their employment and further training prospects within the automotive and allied industries. It also aims to provide students with 'work ready' knowledge and skills applicable to a variety of career paths in the automotive industry.

Examples of VCE/VET Units 1 and 2 Modules:

Use and Maintain Workshop Tools and Equipment in the Automotive Workplace, Set up and Use Welding Equipment, Identify Automotive Electrical Equipment.

Examples of VCE/VET Units 3 and 4 Modules:

Dismantle and Assemble Single Cylinder Four-Stroke Petrol Engine, Dismantle and Assemble Conventional Manual Transmission, Remove and Replace Front Suspension Springs.

Commitment:

Students completing VCE/VET Units 1 and 2 modules receive a Certificate of Attainment. This is a 2 year course/certificate. Students need to select and enrol in both Units 1 and 2.

Students completing the whole of Certificate II would also be credited with VCE Units 1 and 2 and 3 and 4. This course requires a structured work placement each year. This could involve some combination of school time, after school time and holiday time.

Other:

$130 materials cost.

VCE / VET Engineering Studies
CERTIFICATE II

Focus:

This course provides the skills, knowledge and attitudes required to perform entry level roles across the 4 main areas of engineering technology – fabrication, electrical/ electronics, production and mechanical.

Examples of VCE/VET Unit 1 and 2 Modules:

Machining, Welding & Thermal Cutting, Functional Maths, Engineering Drawing.

Examples of VCE/VET Unit 3 and 4 Modules:

Fabrication Techniques in Mig, Arc and Oxy welding. Handle Engineering Materials and Interact with Computing Technology.

Commitment:

Students completing VCE/VET Units 1 and 2 modules receive a Certificate of Attainment. This is a 2 year course/ certificate. Students need to select and enrol in both Units 1 and 2.

Students completing the whole of Certificate II would also be credited with VCE Units 1 and 2 and 3 and 4.

This course requires a structured work placement each year. This could involve some combination of school time, after school time and holiday time.

Other:

$130 materials cost.

Note: Units 3 and 4 VET Engineering Studies is a scored VCE subject. This means that students can, if they choose to do so, have their Units 3 and 4 modules of Engineering counted in their ATAR score by sitting for the end of year exam, and completing assessment tasks during the year.

VCE / VET Applied Fashion Design & Technology
CERTIFICATE II

This course provides students with the basic design and development skills and knowledge to prepare them for work in the fashion industry.

Students will be given the opportunity to develop skills in sewing, design processes, working with patterns, applying quality standards and interpreting basic sketches. This is a hands-on qualification that allows for some creative expression to develop and be displayed in the practical projects undertaken.

Example of VCE/VET Units 1 and 2 Modules:

Sewing, sewing machine operations, design and produce a garment, identify design process for fashion.

Example of VCE/VET Units 3 and 4 Modules:

Identify fibres and fabrics, prepare and produce sewn garment, embellish garment.

Commitment:

1. This is a 2 year course/certificate. On completion, students are awarded Certificate II and selected units from Certificate III in Applied Fashion Design and Technology.

2. Students completing the whole Certificate will be credited with three units at VCE Units 1 and 2 level and two units at VCE Units 3 and 4 level.

3. This course requires a structured work placement, which could involve some combination of school time, after school time and holiday time.

Other:

$130 materials fee.

Other Units and Programs

To cater for the needs and interests of a broad range of students, Castlemaine Secondary College offers a number of alternative/applied learning Units and Programs in addition to the broad range of units described in the remainder of the handbook. These Units/Programs are described in the following pages:

- Year 9 Projects
- Year 9 and 10 Steiner
- VCE Extended Investigation
- Year 11 and 12 VCAL

Year 9 Projects-based Learning Elective Units

Year 9 Project-based Learning Elective Choices

Project-based Learning electives are units which can run for one semester or for a whole year. You can only choose one Project-based Learning elective each semester. In the descriptions that follow you can see the Project-based Learning electives which MUST be selected for the full year (they have a {YL} code) and the project-based Learning electives that can be selected in either semester (they have a {1} code).

3D Model Making {1}

Welcome to the 3D world of model making! Explore the Visual Communications world of three dimensions. Understand how model making represents large scale architecture using card, foam board and balsa wood and glue. Recreate world famous architectural features! Cost $20

Art vs Street {1}

Melbourne is acknowledged as a world leader in Street Art. Explore the city's vibrant street art scene via it's laneways, murals and Public art. Back at school, explore and make Graffiti murals, stencils, and paste-ups. In the past we have developed murals for local businesses the new Malmsbury Bus Stop and sites around our school so if you are into street art this is your opportunity to contribute to a vibrant and growing legal scene in Castlemaine. This elective will require students to pay for their city excursion and some materials. Cost $20 for Materials

CFA Youth Crew {YL}

Have you ever wondered what it was like to be a fire fighter? Have you thought about becoming a career fire fighter or a volunteer? Well, now is your chance. Learn all the skills that fire fighters use. Students learn how to use different fire fighting equipment. Including hand equipment, portable pumps and 2 different tankers (fire trucks). This unit is run at the Castlemaine fire station. Students work as part of a team and also learn how to be a leader of a group. Students will compete in the Youth Crew Games held in Bendigo, demonstrating skills they have learnt. There will be excursions to Bendigo Fire Station and Mt Helen. Students will contribute to a community service and complete a personal challenge. CFA Youth Crew is offered as a year-long elective.

Circus Skills {1}

Circus will develop in students a range of physical skill development and performance elements, and will encourage students to step outside their comfort zone, improve fitness, develop teamwork, and create an awareness and appreciation of circus history and circus culture. No previous experience necessary. Students who enrol must participate and agree to group rules. This elective will be outsourced to, and run by Castlemaine Circus Inc. and will have a cost involved.

Writers' Workshop {1}

Writer's Workshop gives students the opportunity to refine their writing skills across fiction and nonfiction genres. They express themselves creatively and experiment with forms as diverse as script, poem and feature article. Assessment is based on a folio of pieces drafted and edited over the Semester.

Outdoor Education {1}

This is a semester long project that will educate and provide students with skills to safely and effectively participate in outdoor activities whilst ensuring that their effects on the environment are minimal. This will require full participation in both theoretical and practical experiences. Topics covered will include navigation, minimal impact, bush cooking, outdoor leadership, environmental awareness and camping skills. These skills will then be used to plan and participate in an overnight bushwalk in the Mt. Alexander Shire. Costs involved for this project will be $30. Students also require a solid pair of shoes to walk in and a sleeping bag for an overnight excursion. The school will provide students with all other necessary equipment.

Photography {1}

Find out where photography started. Discover the history of photography and the process that started the phenomenon that changed the world. Make your own pin hole camera and real analogue photographs in the darkroom. Explore the cyanotype process. Create sun prints and photograms. Forget digital photography; go back to the future! Cost $30

RoboLab {1}

In this elective, students investigate robotics. Students work in small groups with the school's Lego RoboLab robots. These small but powerful robots have the capacity to be programmed for a wide variety of tasks, including being able to play music which students can write themselves using the accompanying software. Students will design and write programs to negotiate mazes and perform other tasks and investigations – troubleshooting will be an important component of the overall process. As part of the subject, students will participate in excursions to investigate the application of robots and other automated processes in industry and society at large. This elective may require students to pay for non-local excursions.

Screen Printing {1}

Explore the exciting world of stencil art for clothing, paper and cards. Imagine wearing your own unique designs! Make a statement by printing T-Shirts, greeting cards, wrapping papers. This involves designing images, cutting stencils and then printing these onto a variety of surfaces. Cost $20

Sports & Fitness {1}

Students explore views about fitness and suggest what fitness might mean to various groups in society. They develop an understanding of the benefits of being physically active and consider the relationship between physical activity, fitness and health. They will measure their own fitness and physical activity levels. A key objective during this unit is that student's will monitor their personal fitness and implement ways to improve it. Students will look at setting goals; designing a training program; planning training sessions; types of training; putting it all together and then evaluating their training. A focus during this unit is the use of community facilities and specialist personnel within the community. Excursions $25

Sweet Treats {1}

Are you passionate about creating ……..? Do you have a talent for combining delicious flavours with excellent presentation? If that sounds like you, a sweet treats elective could be the perfect choice for you. This course offers you the opportunity to learn unique skills of professional cakes, pastries and desserts. You will learn techniques and gain the knowledge in patisserie/bakery creations. Topics include: cakes, pastries, breads, skills of chocolate and toffee making as well as cake decorating and much more! Cost $85 for materials

Theatre Production {1}

Interested in performing, costume, props making and technical areas of theatre (lighting). Why not get involved in the Year 9 Theatre Production? You will explore and learn skills in a variety of performance areas and art forms, including drama. There will be the chance to participate in workshops with a range of professional performers and artists. Students will perform theatre pieces at Castlemaine Secondary College to students and parents in a concert/ production extravaganza! No prior experience required. This elective is also about the technical areas of performances, such as sound production, costume and props making, make-up, music and lighting. We may use an existing script or write our own. A great chance to get involved in something BIG! Year 9 Theatre Production is offered as a year-long elective. This elective may require students to pay for performance excursions.

Android App Inventor {1}

Software programming is one of the essential 21st century skills. Even if you don't want to be a software developer, you need to understand how software applications work. Learn to program using the MIT App Inventor toolkit. Make your own application for an Android device. You might even be able to sell your application and kickstart your career!

Year 9 & 10 Steiner Program

What is the Steiner Program?

The Steiner Program is an alternative to the mainstream elective pathway. It fits comfortably within the Australian Victorian Essential Learning Standards (AusVELS) guidelines and arises out of the educational principles and practices developed by Austrian philosopher Rudolf Steiner. It is currently available to students in Year 9 and Year 10 and the VCE VET and VCAL programs in Year 11 and 12 meet our students' needs well in preparing them for University, TAFE or the workforce. Our students' studies can be further enhanced by enrolment in the exciting new Unit 3 and 4 subject 'VCE Extended Investigation'. It is open to any interested student of eligible age. Enrolment into the stream is preceded by an interview with prospective students and their parents.

In the holistic approach of Steiner education, the whole student is nurtured through activities that stimulate them physically, intellectually, emotionally and artistically. The students do not specialise in one particular area but participate in the whole program. A strong emphasis is placed on student engagement and well-being. The positive relationships that are built between students and teachers, based on mutual respect, are of central and utmost importance. Because the students are together for all classes, a strong and supportive bond develops between the students that is significant in the otherwise difficult and lonely years of adolescence.

Why does it start at Year 9?

Our Steiner Program begins at Year 9, which, according to Steiner educational philosophy, is when 'Upper Schooling' of a specialist nature properly begins. Year 9 is an important transitional year; it marks the entry into a new 'cycle' or developmental stage. Students of this age are leaving childhood and entering fully into adolescence. In Year 9 the students leave the 'Class Teacher' period in which, in Steiner schools, they have been taught by the same teacher for seven years, and are now taught by a variety of expert specialist teachers. Steiner educational philosophy has a clear concept of the development stages in children's growth and strongly links what is taught to their age specific readiness.

Year 9 and the entry into adolescence can be a confusing time for students, as they begin to question many of the things they have been sure about. The Steiner 'Upper School' curriculum is designed to reassure students about their place in the world and give them some grounding, from which they can explore and discover the truth about the world.

What will I do that is different?

In addition to the emphasis on student engagement and well-being, the main difference is a distinct timetable and 'Main Lessons'.

What is a Main Lesson?

The Main Lesson is the cornerstone of the school day. It is conducted during the first period of each day. In Main Lessons students will study topics in depth within a range of disciplines. Each topic is studied for approximately three weeks. The designated topics are designed specifically to maximize student engagement, learning and development for each year level.

Fees

The fee structure for the Steiner programme is levied on the same basis as for all other students. The cost is approximately $400 for essential educational items, Main Lesson books and specialist Art materials plus costs for camps. As well, students participating in individual or group music activities, excursions, camps and other co-curricular activities will incur additional costs.

Possible Year 9 Main Lesson Topics		Possible Year 10 Main Lesson Topics		Regular Lessons	
A Biography – Albert Einstein/ Nelson Mandela	Literature – Huckleberry Finn, A Fortunate Life	Literature – The Odyssey, Tristan and Isolde & Teutonic Sagas	Ancient History	Farming (Year 9 only)	Science
			Embryology	Drama	Languages (French)
Local History	Geology	Surveying	Meteorology	Maths	Art
Conic Sections	Organic Chemistry	Ecology	Health & Disease	English	Sport
Food Chemistry & Digestion	Modern History	Classical Mechanics	Inorganic Chemistry	Music	Outdoor Education
Art History	Astronomy			Craft	
Electrostatics & Magnetism	Physics – Inventions & Machines				

VCE Extended Investigation

What is VCE Extended Investigation?

The VCE Extended Investigation enables students to develop, refine and extend knowledge and skills in independent research and carry out an investigation that focuses on a rigorous research question. The investigation may be an extension of an area of curriculum already undertaken by the student or it may be completely independent of any other study in the student's VCE program. Through this study, students develop their capacity to explore, justify and defend their research findings in both oral and written forms to a general, or non-specialist audience.

Why undertake VCE Extended Investigation?

The VCE Extended Investigation develops students' understanding of what constitutes a good research question. They develop an ethical, a robust, a disciplined and a rational approach to gathering, interpreting and evaluating evidence in order to answer the research question.

In this study, the student considers how research questions are developed and refined to enable the researcher to address the key issues proposed by the research within the limits that time and resources impose. Students conduct a review of relevant literature and develop research project management knowledge and skills and ways of effectively presenting and communicating research findings.

Students are introduced to a broad range of research methods and explore their comparative suitability for the investigation of particular questions. The skills that students develop in this study are transferable to any higher education course or vocational education and training program.

Structure of Extended Investigation

The study is comprised of a Units 3 and 4 sequence.
Unit 3: Designing an Extended Investigation
Unit 4: Presenting an Extended Investigation

Units 3 and 4 each involve at least 50 hours of scheduled supervised instruction and mentoring combined with independent study monitored by the supervising teacher. It is expected that students will commit out of school time to undertake research and that schools will monitor this aspect of the study

Each unit contains areas of study and is designed to enable students to achieve a set of outcomes for that unit. Outcomes are described in terms of key knowledge and key skills and in relation to the structure of the extended investigation. There are no Units 1 and 2 in this study.

Students must undertake Unit 3 prior to undertaking Unit 4. Units 3 and 4 are designed to a standard equivalent to the final year of secondary education. Accordingly, the standards of research expected of students undertaking this study are at a level consistent with the final year of secondary education.

Characteristics of the study

The outcomes of the VCE Extended Investigation are a written report of 4000 words and an oral presentation in defence of the research findings.

Unit 3:

- using the Extended Investigation Journal to document progress and commencing a bibliography
- learning about types of evidence
- critically analysing a range of literature and other resources as preparation for individual investigation
- establishing the purpose, ethics and methods of research
- identifying potential areas of interest for the investigation
- progressively scoping and refining the area of interest, leading to a high quality, rigorous research question
- formally lodging the proposed research question
- commencing the investigation, selecting appropriate research methods and gathering data
- making an oral report explaining the investigation and justifying the selected research methods.

Unit 4:

- using the Extended Investigation Journal to document progress
- continuing the investigation and documenting its findings
- relevant literature
- completing and submitting a written report
- defending the findings of the research in an oral presentation
- evaluating and reflecting upon research findings.

Year 11 & 12 VCAL Units

The Victorian Certificate of Applied Learning (VCAL) is a 'hands on' option for students in Years 11 and 12.

A 'Senior' VCAL certificate can also be a pathway into some tertiary institutions. Like the VCE, the VCAL is a recognised senior qualification. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on 'hands on learning'. Students who do the VCAL are more likely to be interested in going onto training at TAFE, doing an apprenticeship, or getting a job after completing Year 12.

What does a VCAL student study?

The VCAL's flexibility enables students to design a study program that suits their interests and learning needs. Students select accredited VCE and Vocational Education and Training (VET) modules and units from the following four compulsory strands.

- Personal Development Skills
- Work Related Skills
- Literacy and Numeracy Skills
- VCE Mathematics or English
- Industry Specific Skills (VET Studies AND/OR School-based Apprenticeship)

VCAL Personal Development Skills/Work Related Skills (PDS/WRS) are offered as combined class.

What are the VCAL levels?

The VCAL has three levels – Foundation, Intermediate and Senior, which are different to year levels. Students start and complete their VCAL at the levels that match their needs and abilities. There are no prerequisite studies. Although VCAL units may not have exams, it is still academically and social challenging for students. Students must meet all Outcomes for the assessment criteria.

How long does it take to complete the VCAL?

It is possible to complete a VCAL level in one year. Students can get a VCAL certificate and statement of results when they successfully complete their VCAL program for the level they have chosen. However, the VCAL has been developed for Years 11 and 12 and many students spend the two years completing one or two levels. It is also possible for students who start the VCE or VCAL to transfer between certificates.

Successfully completed VCE units can be counted towards the VCAL and some VCAL units can contribute towards a VCE (Foundation/Intermediate Units do not contribute to VCE, however, two of the Senior VCAL certificates (Personal Development Skills, Work Related Skills, or Literacy and Numeracy Skills) will contribute a Unit 3 and 4 award if the student transfers to VCE Studies.

Can I work part-time while enrolled in the VCAL?

Students can gain recognition and credit for part-time work while enrolled in the VCAL. This work can include:

- School based new apprenticeships;
- Part-time work;
- Structured workplace learning placements.

What do students get after successfully completing the VCAL?

Students who successfully complete a VCAL program received a VCAL certificate at either the Foundation, Intermediate or Senior level. They will also get a Statement of Results, listing all VCAL, VCE and VET (Vocational Education and Training) units.

Other

Course Materials: $100 per year for VCAL PDS/WRS
Course Materials: 450 per year for VCAL Literacy/Numeracy

Where does VCAL lead to?

The VCAL gives students practical work-related experience and a qualification that will be recognised by TAFE institutes and employers. Together these will help students move from school into work, an apprenticeship or traineeship and/or further training at TAFE. Students who complete VET units/modules as part of their VCAL earn credit towards a VET certificate and will have knowledge of areas such as occupational health and safety. This prior learning will be recognised and can count toward an apprenticeship or traineeship. Students planning to go straight into higher education usually do the VCE, which allows them to gain an Australian Tertiary Admissions Rank (ATAR) from the Victorian Tertiary Admissions Centre (VTAC). However, some people study a vocational education and training course at TAFE, perhaps leading to a Diploma or Advanced Diploma, and then enter a university course.

IMPORTANT NOTICES: An individual course selection interview involving the VCAL co-coordinator is compulsory for students intending to enrol in "Applied Learning" courses and your counsellor will help you choose a suitable program.

To enable students to have greater subject choice on the timetable, the College offers the two compulsory VCAL subjects (Personal Development Skills and Work Related Skills) as one subject. Student entry point may be Foundation/Intermediate or Intermediate/Senior Certificate depending on their Literacy, Personal Development and Industry Specific skill levels. Year 11 students may be enrolled in both Foundation and Intermediate Certificates, while Year 12 Students may be enrolled in both Intermediate and Senior Certificates. VCAL Certificates can be completed in unison VCE and VET certificate. Information regarding "Literacy and Numeracy Skills" and "Industry Specific Skills" subjects can be found in other sections:

Literacy – see English

Only VCAL students are eligible for Intermediate/Senior VCAL Literacy in Year 12, otherwise students may choose from the full range of VCE English Units: English, English Language and Literature.

Numeracy – see Mathematics

VCAL Students may choose from the full range of VCE Mathematics Units, including Intermediate/Senior VCAL Numeracy.

Industry Specific Skills – see specific VET Studies in The Arts, Health & Physical Education and Technology.

Completion of VET Studies is a requirement for eligibility of the Intermediate and Senior VCAL certificates. These may be done in conjunction with a School-based Apprenticeship.

VCAL Personal Development Skills – Foundation

UNIT 1

Focus:

In this unit students develop basic organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

Students develop knowledge, skills and attitudes that lead toward social responsibility, building community, civic responsibility, improved self-confidence and valuing civic participation with a focus on self.

Assessment Tasks:

Students must show competence in all five learning outcomes, showing consistent results over a number of occasions. Assessment tasks/activities are grounded in a relevant context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

UNIT 2

Focus:

In this unit students develop basic organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. Students develop knowledge, skills and attitudes that lead toward social responsibility, building community, civic responsibility, improved self-confidence and valuing civic participation with a focus on community.

Assessment Tasks:

Students must show competence in all five learning outcomes, showing consistent results over a number of occasions. Assessment tasks/activities are grounded in a relevant context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

VCAL Personal Development Skills – Intermediate

UNIT 1

Focus:

In this unit students develop complex leadership, organisation and planning skills, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

Students develop knowledge, skills and attitudes that lead toward social responsibility, building community, civic responsibility, improved self-confidence and valuing civic participation with a focus on volunteerism and community participation. Students may include a community-placement as part of their studies.

Assessment Tasks:

Students must show competence in all five learning outcomes, showing consistent results over a number of occasions. Assessment tasks/activities are grounded in a relevant context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

UNIT 2

Focus:

In this unit students develop complex leadership, organisation and planning skills, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. Students develop knowledge, skills and attitudes that lead toward social responsibility, building community, civic responsibility, improved self-confidence and valuing civic participation with a focus on working for the benefit of others and community participation. Students may include a community-placement in their studies.

Assessment Tasks:

Students must show competence in all five learning outcomes, showing consistent results over a number of occasions. Assessment tasks/activities are grounded in a relevant context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

VCAL Personal Development Skills – Senior

UNIT 1

Focus:

In this unit students develop increasingly complex leadership, organisation and planning skills, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. Students develop knowledge, skills and attitudes that lead toward social responsibility, building community, civic responsibility and valuing civic participation with a focus on social diversity and inclusion. Students may include a community placement in their studies.

Assessment Tasks:

Students must show competence in all five learning outcomes, showing consistent results over a number of occasions. Assessment tasks/activities are grounded in a relevant context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

UNIT 2

Focus:

In this unit students develop increasingly complex leadership, organisation and planning skills, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. Students develop knowledge, skills and attitudes that lead toward social responsibility, building community, civic responsibility and valuing civic participation with a focus on project management. Students may include a community-placement in their studies.

Assessment Tasks:

Students must show competence in all five learning outcomes, showing consistent results over a number of occasions. Assessment tasks/activities are grounded in a relevant context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

VCAL Work Related Skills – Foundation

UNIT 1

Focus:

In this unit students develop basic work related and pre-vocational skills. They develop their Key Competencies in a variety of work related contexts. They develop basic thinking skills that can be applied to work related problem solving. They develop basic work related planning and organisational skills that incorporate personal evaluation and enhance Occupational Health and Safety knowledge and skills.

Assessment Tasks:

Students must show competence in all five learning outcomes, showing consistent results over a number of occasions. Assessment tasks are completed within an applied learning context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

UNIT 2

Focus:

In this unit students develop basic work related and pre-vocational skills. Content can include work placement and on the job learning/training. They develop Key Competencies in a variety of work related contexts; develop basic critical thinking skills that can be applied to work related problem solving, develop basic work related planning and organisational skills and some personal evaluation skills which can be transferred to other work contexts.

Assessment Tasks:

Students must show competence in all six learning outcomes, showing consistent results over a number of occasions. Assessment tasks are completed within an applied learning context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

VCAL Work Related Skills – Intermediate

UNIT 1

Focus:

In this unit students develop complex work related and pre-vocational skills. They enhance their development of Key Competencies in relevant work related contexts; develop complex critical thinking skills that can be applied to work related problem solving situations, develop complex work related planning and organisational skills that incorporate evaluation and review and develop complex skills which can be transferred to other work contexts.

Assessment Tasks:

Students must show competence in all five learning outcomes, showing consistent results over a number of occasions. Assessment tasks are completed within an applied learning context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

UNIT 2

Focus:

In this unit students develop complex work related and pre-vocational skills. Students must include work placement or on the job learning/training as part of their studies.

Student work placement or on job learning/training is conducted under supervision, but students are expected to be reasonably autonomous in regard to planning and work activities.

Assessment Tasks:

Students must show competence in all six learning outcomes, showing consistent results over a number of occasions. Assessments are usually completed within a workplace context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

VCAL Work Related Skills – Senior

UNIT 1

Focus:

In this unit students develop increasingly complex work related and vocational skills. They integrate prior knowledge and experiences to enhance and apply Key Competencies. They apply increasingly complex critical thinking skills to problem solving situations in the work context, apply increasingly complex planning and organisational skills that incorporate evaluation and review and transfer a range of skills to work related contexts.

Assessment Tasks:

Students must show competence in all six learning outcomes, showing consistent results over a number of occasions. Assessment tasks are completed within an applied learning context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

UNIT 2

Focus:

In this unit students develop increasingly complex work related and vocational skills. Students must include work placement or on the job learning/training as part of their studies. Student work placement or on job learning/training is conducted under supervision, but students are expected to be autonomous in regard to personal organisation, planning and work activities.

Assessment Tasks:

Students must show competence in all seven learning outcomes, showing consistent results over a number of occasions. Assessment tasks are completed within an applied learning context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

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PRIDE

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RESPECT

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RESPONSIBILITY

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