



Ballarat High School *pride, respect and responsibility*

HIGH_{FACTS} 2017



Year 10-12 Learning Pathways
Subject Selection Handbook

Principal's Message



Welcome to High Facts,

A major goal of the school is to develop in our young people the skills, knowledge and confidence to become responsible citizens, leaders and decision makers and proudly assume any role available to them.

Our learning culture is supported by the core values of Pride, Respect, and Responsibility. We are committed to educating the learner for the 21st century and are developing strategies to personalize learning for all members of our school community. Our traditions of academic excellence combined with a long history of outstanding extracurricular programs supports the development of the whole student.

As a large school we have a small team structure in place:

- Years 7 and 8 learning teams
- Year 9 ARCH Program
- Years 10 to 12 pathways teams

This structure supports every student in a safe and positive learning environment enabling all students to feel connected to their school. Every student is connected to a learning mentor, a teacher who will support them with their learning.

Our school believes in doing all we can to meet the individual needs of all our students. They are able to choose from a broad range of curriculum programs and are supported by high quality teaching, and an extensive extracurricular program. It's important that students choose subjects which are tailored to their needs and offer the best pathway to success.

In Years 10, 11 and 12, a wide choice of subjects are offered each semester. The School has the resources to offer a wide choice of subjects in VCE, including Vocational Education and Training (VET), Victorian Certificate of Applied Learning (VCAL) and Enhancement Studies. Year 10 students are able to access VCE and VET subjects.

Students receive individual guidance in selecting their subjects for Years 9 to 12 through our comprehensive Managed Individual Pathways (MIPS) staff, their learning mentor, and their team leader. We encourage students and parents to access our staff in a timely manner to ensure they choose the right pathway for them.

The program and subject choices which students make are critical to their enjoyment of study and their success which in turn leads to pathways to higher education, training or employment.

This publication is intended to assist students in making those choices. Please consider the information in this guide carefully and seek the expert assistance of our staff where necessary.

Gary Palmer
Principal

Resources

We urge all parents to be actively involved in the program to support their children in making important decisions about their future goals and how they may be achieved. Below is a list of useful websites you can look at with your student, in addition to High Facts, to identify their interests and view what subjects are on offer at Ballarat High School.

<http://www.jobguide.deewr.gov.au>

Lists and describes jobs and explains what study and training is needed to obtain these jobs.

<http://www.vtac.edu.au/publications.html>

Information about Tertiary studies and what course Universities offer.

<http://www.myfuture.edu.au>

Interactive website where students can enter interests and plan for their career.

<http://www.ballaraths.vic.edu.au/preferences-lateryears>

School website with information about subjects on offer and VET.

Key Contacts

The following people are available to answer any questions you may have regarding the pathways selection process and the information contained in this handbook. They can be contacted through the General Office on 5338 9000.

Leading Teacher of Pathways – Jenni Nicholls
Leading Teacher of Curriculum – Sharon Eppingstall
English Learning Area Leader – Seán Ó Caollaidhe
Maths Learning Area Leader – Deb Hutchinson
Science Learning Area Leader – Elizabeth Kent
Humanities Learning Area Leader – Matthew Richardson
Technology Learning Area Leader – Malcolm Clarke
Languages Learning Area Leader – Simon Coles
HAPE Learning Area Leader – Hayley Munro
Arts Learning Area Leader – Kaitlyn Fry
Performing Arts Learning Area Leader – Damien Woods
MIPS – Pauline Pipkorn & Andrew Wallace

Important Dates

Course Counselling 2016

For students from Years 9 to 11, Term 3 is a very busy and important time. Students are being asked to plan and select the learning pathways that will take them through their final years of secondary schooling.

Students and parents need to be aware of the following events and dates:

EVENT	DATE	DETAILS
Parent Information Evening	Wednesday 20th July 7.00pm in the Robinson Centre	An information evening for parents and guardians of Year 9, 10 and 11 students to advise about the Years 10 – 12 options on offer at Ballarat High School in 2017 and to provide you with the opportunity to discuss course content and specific subjects with our staff.
Year 9 applications to study a VCE Subject	Wednesday, 17th August	All 'Applications to Study VCE Units 1 and 2' to be submitted to Ms. Nicholls
Learning Mentor Interviews	Year 9 & 10 students Wednesday, 17th August	Year 9 and 10 students are required to attend an interview with their Learning Mentor to finalise their selections. Parents are asked to attend these interviews to confirm the pathway plan for their child. Students will be able to book appointments online in the week prior to this day. No Year 9 or 10 classes will run on this day and all students will be required to attend an interview.
Online selections submitted	Wednesday 17th August	All students are expected to have submitted their online selections by this date.
Cluster VET online applications close	Wednesday 17th August	This date applies to all students who have applied for an external VET subject.
Cluster VET closing date for <i>reenrolment</i>	Wednesday 17th August	This date applies to all students who wish to continue for a second year in their chosen VET subject.

Contents

Principal's Message	1
Resources	1
Key Contacts	2
Important Dates	2
LEARNING PATHWAYS	5
MIPS	6
VCE	7
VCAL	8
VET	9
HIGHER EDUCATION STUDIES PROGRAM	11
Specialist Sports Program	12
GUIDELINES	13
Guidelines for subject selection at Year 10	13
GUIDELINES	14
COURSE COUNSELLING GUIDELINES 2016	14
VCE COURSE ADVICE	18
VCE LEARNING PATHWAYS	19
ART & DESIGN PATHWAYS	20
BIOLOGICAL PATHWAYS	21
COMMERCE PATHWAYS	22
COMPUTING/ICT PATHWAYS	23
FASHION & DESIGN PATHWAYS	24
FOOD & HOSPITALITY PATHWAYS	25
HEALTH SCIENCE PATHWAYS	26
HUMANITIES PATHWAYS	27
MEDIA PRODUCTIONS PATHWAYS	28
PERFORMING ARTS PATHWAYS	29
PHYSICAL SCIENCE ENGINEERING PATHWAYS	30
RECREATION PATHWAYS	31
SOCIAL SCIENCE PATHWAYS	32
VISUAL COMMUNICATION PATHWAYS	33
WOOD/BUILDING PATHWAYS	34
MY PATHWAY	35
YEAR 10 ARTS	36
Year 10 Art: Drawing/ 3D Sculpture	36
Year 10 Art 2D	36
Year 10 Photography	37
Year 10 Video-Making	37
Year 10 Visual Communication Design	37
YEAR 10 DIGITAL TECHNOLOGIES	38
Year 10 Digital Technologies	38
YEAR 10 ENGLISH	39
Year 10 English	39
Year 10 Literature	39
Year 10 Foundation English	40
YEAR 10 EXTENDED INVESTIGATION	41
Year 10 Extended Investigation	41
YEAR 10 HAPE	42
Year 10 PE - Active Lifestyles	42
Year 10 PE - Sports Science	43
Year 10 Health and the Community	43
Year 10 Health and the Individual	43
YEAR 10 HUMANITIES	44
Year 10 Business Studies	44
Year 10 Law	45
Year 10 Our World – Past & Present	45
Year 10 World War II History	45
Year 10 Philosophy	46
YEAR 10 LANGUAGES	47
Year 10 - German	47
Year 10 - Japanese	47
YEAR 10 MATHS	48
Year 10 Modified Mathematics	48
Year 10 General Mathematics	49
Year 10 VCE General Mathematics	49
YEAR 10 PERFORMING ARTS	50

Year 10 - Drama	50
Year 10 - Music Classroom	51
Year 10 - Music Performance	51
VET Certificate III in Music Performance	51
YEAR 10 SCIENCE	52
Year 10 - Biology	52
Year 10 - Chemistry	52
Year 10 - Earth and space science	53
Year 10 - Physics	53
YEAR 10 TECHNOLOGY	54
VET Certificate II in Automotive (Light Vehicle Mechanics)	54
VET Certificate II (partial) in Building and Construction	54
Year 10 - Electronics	55
Year 10 - Design and Technology: Metal	55
Year 10 - Design and Technology: Wood	55
Year 10 - Home Economics: Advanced Foods	56
Year 10 - Home Economics: Food by Design	56
Year 10 - Home Economics: Food for Life	57
Year 10 - Textiles/Fashion Design & Production	57
VCE ARTS	58
VCE Art	58
VCE Studio Art	59
VCE Studio Art: Photography	59
VCE Media	60
VCE Visual Communication Design	60
VCE DIGITAL TECHNOLOGIES	61
VCE Information Technology	61
VCE ENGLISH	63
VCE English	63
VCE English Language	63
VCE Literature	63
VCE EXTENDED INVESTIGATION	64
VCE Extended Investigation	64
VCE/VET HAPE	64
VCE Health & Human Development	64
VCE Outdoor Education and Environmental Studies	65
VCE Physical Education	65
VCE HUMANITIES	66
VCE Business Management	66
VCE History – Twentieth Century	66
VCE History – Revolutions	66
VCE Philosophy	67
VCE Legal Studies	67
VCE LANGUAGES	68
VCE German	68
VCE Japanese	68
VCE MATHS	69
VCE Units 1 & 2 Foundation Mathematics	69
VCE Units 1 & 2 General Mathematics: Further	69
VCE Units 1 & 2 General Mathematics: <i>Advanced</i>	69
VCE Units 1 & 2 Mathematical Methods	69
VCE Units 1 & 2 Specialist Mathematics	70
VCE Units 3 & 4 Further Mathematics	70
VCE Units 3 & 4 Mathematical Methods	70
VCE Units 3 & 4 Specialist Mathematics	70
VCE PERFORMING ARTS	71
VCE Music Performance (Solo Performance)	71
VET Certificate III in Music Performance	71
VET Certificate IV in Music Performance	71
(Partial Completion)	71
VCE Drama	72
VCE Theatre Studies	72
VCE SCIENCE	73
VCE Biology	73
VCE Chemistry	73
VCE Physics	74
VCE Psychology	74
VCE/VET TECHNOLOGY	75
VET Certificate II in Automotive (Light Vehicle Mechanics)	75
VET Certificate II (partial) in Building and Construction	75
VET Certificate II in Hospitality (Kitchen Operations)	75
VCE Product Design and Technology	75

LEARNING PATHWAYS

VCE? VCAL? VET?

Beginning in Year 10, our focus is helping you to develop the most appropriate learning pathway to ensure that your transition from school to further study, training or employment is successful.

Our Learning Pathways are structured in such a way that you are able to move through to completion of the VCE, VCAL, VET, or even all three, at a pace which suits your needs, interests and abilities. For example, a Year 10 student may choose to study a Unit 1/2 sequence or a Year 12 student may choose from the Year 10 range of subjects or to undertake a first year university subject.

At Year 10, you can choose from a broad program allowing opportunities to develop interests and abilities leading to a range of possible pathways which follow on to post school education, training and employment options.

Over the final two years you will complete a pathway to further study or employment. You may choose to do this through studying for the following certificates or combinations of certificates.

- **VCE (Victorian Certificate of Education)**
- **VCE and VET (Vocation Education and Training in Schools)**
- **VCAL (Victorian Certificate of Applied Learning)**
- **VCE and VCAL and VET (completing all three certificates)**
- **Any of the above and a university study**

You may simply complete the VCE or you might choose to incorporate one or more VET certificates. Some students will choose to study for the VCAL, which is a practical, work related certificate. For students seeking a further challenge, there are a number of university studies which may be taken and which will contribute to the ATAR.

This handbook contains much of the information you will need to help you make an informed choice regarding your final years at Ballarat High School. You can always ask your class teachers if you would like additional advice, as well as your Learning advisor, MIPS counsellors and Team Leader.

Making the right choices for you will ensure a successful journey along your learning pathway.

Careers Counselling and Subject Selection Process

At each level students are provided with support in defining their individual learning pathways. Students should have:

- completed activities focussing on careers with their Learning Advisors;
- attended the relevant parent–student information sessions;
- attended open days at tertiary institutes;
- participated in the learning pathways process; and
- completed a MIPS plan.

CONTACT: Jenni Nicholls – Pathways Leader

MIPS

The Managed Individual Pathways (MIPs) program helps all students, aged 15 and over, move from compulsory schooling into further education, training and employment. Career counselling is available for all students for their pathway planning. The MIPS office is located next to the library in the Sheehan wing and is open 8:30am – 4:30pm daily, and students can visit the office during recess or lunch to book appointments.

The MIPS staff at Ballarat High School are Andrew Wallace and Pauline Pipkorn.

MIPs staff assist with career counselling, pathway planning, course counselling, subject selection, university and TAFE applications (VTAC & SEAS), apprenticeships and traineeships, school work experience, taster programs, casual employment, scholarships, GAP year and student exchange programs, enhancement studies, career testing, and alternate pathway options. The MIPS office holds all of the resources that may be required for pathway planning.

Staff distribute a Careers newsletter, via email, to all students each month to which parents may also subscribe. The newsletter contains information relevant to all student pathways and is a comprehensive resource that students should refer to when pursuing their pathway.

MIPs staff recommend the following websites as good resources to assist with pathways planning:

Job Guide: Useful information about careers and courses.	www.jobguide.thegoodguides.com.au
My Future: Useful information about careers, courses, scholarships, careers tests and more.	www.myfuture.edu.au
 <p>MIPS CONTACT: Andrew Wallace</p>	 <p>MIPS CONTACT: Pauline Pipkorn</p>

VCE

The Victorian Certificate of Education (VCE) is the certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.

VCE eligibility: how do I achieve my VCE?

Students must take a course over at least two years. Some students decide to take the VCE over three years. Most students will complete a total of 22 units (12 in Year 11 and 10 in Year 12) in a variety of studies.

You must study FOUR units of English.

To obtain your VCE you must satisfactorily complete a minimum of 16 Units including:

- Three units of English (*these could be any three English Units including Expression, Literature or Language*), with an “S” at unit 3 or 4 level;
- Three other unit 3/4 sequences (6 units);
- The 16 units may include Vocational Education and Training units.

For satisfactory completion (an “S”) of a Unit, you must have satisfactory achievement of each of the outcomes for that Unit. Outcomes contain key knowledge and skills of the Unit. They are assessed using School Assessed Assessment (SAC); these are assessment tasks completed over the course of a unit, usually in class time. The class teacher then makes the decision of satisfactory (S) completion.

If any Outcome for a Unit is not achieved, the student receives an “N” (Not Satisfactory) for the Unit. A teacher may permit a student to submit further work to meet the satisfactory completion requirements of a unit. This allows a student to be awarded an S for the Unit but does not change the original score for the task.

To have an “ATAR” (Australian Tertiary Admissions Rank) calculated for tertiary admission at the end of Year 12 students must have satisfactorily completed a VCE Certificate including Units 3 & 4 of English and at least 3 other sequences of Units 3 & 4. 10% of any 5th and/or 6th sequence of Units 3 & 4 will be added into your ATAR.

Unit 1 & 2 results are **not** used for selection to tertiary institution. In completing additional VCE units, a student has the opportunity of maximising their ATAR required for University admission.

ATAR – Australian Tertiary Admission Rank

Your ATAR is calculated by the Victorian Tertiary Admissions Centre (VTAC). This ATAR Score is then used to determine “cut-off scores” and to select students for tertiary courses.

For some tertiary courses, your ATAR is used in conjunction with other factors, such as interviews, references and examination of practical work. Please refer to the VTAC Course Guide for the entrance requirements for specific courses.

The ATAR cannot be calculated by the student. More information about the process can be found on the Victorian Tertiary Admissions Centre (VTAC) website, or using the following weblink:
<http://www.vtac.edu.au/publications.html>

The GAT... what is it?

The General Achievement Test (GAT), as its name suggests, is a general test – it is not a test of knowledge about a particular subject or topic. It measures the level of general achievement students have accomplished across three broad areas.

- Written Communication.
- Mathematics, Science, Technology.
- Humanities, Arts, Social Sciences.

All students enrolled in a unit 3/4 subject must sit the GAT. Students who have previously sat the GAT in Year 11 still need to sit it again in Year 12.

Why is the GAT necessary?

The results from the GAT will be used to monitor students' performance. They will be used to gauge whether schools are marking students on a fair and uniform basis. The VCAA has to be satisfied that an “A” awarded in one school means the same as an “A” awarded in another school.

VCAL

The Victorian Certificate of Applied Learning (VCAL) is a practical work related certificate which provides pathways into training, apprenticeships and work. Like the VCE it is a recognised and accredited senior school qualification.

If you choose to do the VCAL, you will gain practical experience and employability skills, as well as the skills you will need to go on to further training in the workplace or at TAFE. These skills include reading, writing and maths skills as well as the personal skills that are important for life and work. While a VET unit is optional in the VCE, it is compulsory in a VCAL program.

If you start VCAL and decide that you need a VCE instead, you can transfer between the two certificates. Any VCE studies successfully completed as part of the VCAL program will count towards the VCE. In fact, it is possible to complete Year 12 with both VCE and VCAL.

A certificate and Statement of Results are issued to students who successfully complete their VCAL.

The VCAL's flexibility enables students to undertake a study program that suits their interests and learning needs. There are **four compulsory strands**:

Literacy and Numeracy Skills

Your VCAL program must include literacy and numeracy subjects. These can be selected from VCAL literacy skills and VCAL numeracy skills units and/or VCE English and Mathematics units

Industry Specific Skills

Your VCAL program must include industry specific units from Vocational Education and Training (VET) programs. The range of VET options is extensive and includes automotive, engineering, building and construction, hospitality and retail, multimedia, IT, agriculture, horticulture, and hair and beauty.

Work Related Skills

Work Related Skills covers the following:

- The integrating of complex work related skills with prior knowledge and experiences about work.
- Enhancing skills through work related activities.
- Development of critical thinking skills that apply to problem solving situations in the work context.
- The application of increasingly complex transferable skills to work related contexts.

In order to develop employability skills, students are required to go out each Friday on a structured Work Placement.

Personal Development Skills

The purpose of this area is to focus on the development of organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature. In the Foundation units the students learn about relationships and skills for working in groups. In the Senior units, students are expected to show competent leadership and decision-making skills which relate to their group work.



CONTACT: Jenni Nicholls

VET

VET stands for Vocational Education and Training in Schools. It means that you are learning whatever you need to know about a particular job or vocation. It allows you to train in the industry you choose, and gain the skills and experience directly related to getting a job. On successful completion, you gain two qualifications instead of one – a nationally recognised Vocational and Education Certificate, and a VCE or VCAL Certificate.

VET courses are currently held at Ballarat High School, Federation University, Brace Education and Training, Ballarat Aero Club, Mt Clear College, Ballarat Christian College, WorkCo, ICP Hair Academy and Loreto College. Students travel to the course of their choice.

VET programs include:

- the theoretical background required for work in the industry
- practical, hands on experience gained through work placement
- skills development
- a chance to improve your understanding of the related industry

Some courses require students to complete Structured Workplace Learning as part of the training. Structured Workplace Learning provides you with the opportunity to put your skills and knowledge into practice.

Students entering Year 10 are able to apply for VET programs. However, please note that preference will be given to suitable Year 11 applicants. This is due to most programs being undertaken over a two year period.

Please note:

- VET programs are organised in a four unit structure similar to VCE subjects.
- VET certificates are endorsed for recognition in both the Victorian Certificate of Education and the Victorian Certificate of Applied Learning by the Victorian Curriculum and Assessment Authority (VCAA).
- Most VET programs are two year courses, however, programs will only continue to be offered by the school if there are sufficient numbers of students and the cost of delivering the program is at a level acceptable to both parents and the school.
- VET programs are fee paying programs and students will be expected to contribute to the cost of these programs.

Why choose a VET in Schools program?

VET programs are designed to:

- expand opportunities and pathways for secondary students by offering a VET certificate as well as the VCE or the VCAL
- provide courses that are motivating and engaging
- help meet the needs of business and industry
- prepare students for further education and employment.

Steps in applying for a VET in Schools subject

1. Attend the **BHS Parent Information Evening on Wednesday, July 20, 2016.**
Ask about materials, fees, uniforms, texts, times, transport and work placement.
2. Discuss your choice with your parents, your friends, your learning mentor and your teachers.
3. Complete the online **APPLICATION FORM by Wednesday 17 August, 2016**
4. Attend the interview arranged by the Ballarat VET Cluster.
5. If successful, you will be awarded a place in the course and be informed in writing.
6. You will be required to pay the balance of your VET fees in 2017, after paying a deposit of \$70.00.

VET

VET subjects offered at Ballarat High School may be run during regular class times but sometimes they will run outside of regular classtime. All VET subjects run for two years unless otherwise stated.

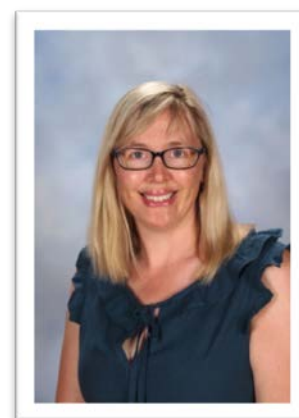
The VET subjects offered exclusively at Ballarat High School include:

- Certificate II in Automotive (Light Vehicle Mechanics)
- Certificate II in Building & Construction (Partial completion)
- Certificate II in Sport and Recreation
- Certificate III in Music Performance
- Certificate IV in Music Performance (Partial completion)

VET subjects offered *both* on and off site at other schools and training organisations that are open to students from other schools also, will generally take place from 1:30pm until 5:30pm and students will be responsible for travelling to and from their class session.

The Highland LLEN VET subjects offered include:

- Certificate II in Agriculture (Partial completion)
- Certificate II in Animal Studies
- Certificate IV in Aviation (Partial completion)
- Certificate II in Community Services
- Certificate II in Dance
- Certificate III in Education for Support (for VCAL students)
- Certificate II in Engineering Studies
- Certificate II in Equine Industry
- Certificate II in Hairdressing
- Certificate III Health Services (Nursing)
- Certificate II in Hospitality (Kitchen Operations) – runs at BHS
- Certificate II in Hospitality (Front of house)
- Certificate II in Integrated Technologies – Electro
- Certificate III in Information, Digital Media & Technology
- Certificate III in Media (Gaming Stream)
- Certificate III in Music Technology (Sound Production)
- Certificate II Plumbing (Partial completion)
- Certificate II in Retail Cosmetics
- Certificate II in Salon Assistant (Hairdressing)



CONTACT: Barb Walscott

For specific information about your VET course, students must consult the Highlands LLEN Cluster Program Booklet 2017 located at www.highlandslLEN.org/programs

This booklet contains information about costs, location and contribution to VCAL and VCE.

HIGHER EDUCATION STUDIES PROGRAM



Ballarat High School students have the opportunity to complete under-graduate Higher Education studies as part of their year 11 and 12 program through Federation University. The listed courses will be offered to years 11 & 12 students and are drawn from the university's undergraduate program and are delivered over two semesters. They will be offered via a blended learning model – online via Moodle in addition to orientation and lectures at the Mt Helen campus. Students will have a mentor at Ballarat High School to support them in their studies.

<p>Faculty of Education & Arts Accredited in Bachelor of Education (B-6 Primary) & Bachelor of Arts</p> <ul style="list-style-type: none"> • Children and Youth Studies (Semester 1) • Introduction to Child Development (Semester 2) • Introduction to Social Inquiry (Semester 1) • Western Civilization in World History (Semester 2) • Drawing • Studio Art Practice 1 	<p>Faculty of Health Accredited in many Bachelor programs (Nursing, Psychology, Health Sciences)</p> <ul style="list-style-type: none"> • Health & Lifestyle (Semester 1, credit in Health Sciences) • Introduction to Health Technologies (Semester 2, credit in Health Sciences) • Anatomy & Physiology for Health Professionals 1 & 2 (Year 12 only Semester 1 & 2)
<p>Faculty of Science & Technology Accredited in Bachelor of Science and Bachelor of Environmental and Conservation</p> <ul style="list-style-type: none"> • Sustainability Practice • Sustainable Earth 	<p>Federation Business School Accredited in the Bachelor of Business and many other faculty programs</p> <ul style="list-style-type: none"> • Marketing (Semester 1) • Consumer Behaviour (Semester 2) • Accounting (Semester 1) • Economics (Semester 2)

Further information

- Students must have done Units 3 & 4 in a related study in Year 11
- Courses count as a VCE unit and may provide an incremental lift to the student ATAR score of up to 10%
- No HECS debt of university fees will be incurred
- Completion of course guarantees at enrolment at Federation University or credit can be transferred to another university

CONTACT: Sharon Eppingstall

Specialist Sports Program

During year 10 students involved in the Specialist Sport program will complete Unit 1&2 of the VET Sport and Recreation certificate.

Sport and Recreation provides students with the skills and knowledge that will enhance their employment prospects in the sport and recreation industries and consists of a range of compulsory and elective units.

Possible employment outcomes may include recreation instructor, aerobics/ fitness instructor and recreation officer.

Students will also participate in two periods of training in their chosen sport (basketball, netball, soccer, badminton, AFL and athletics) to be taken by specialist coaches. These training sessions are designed to develop the student's skills, knowledge and practices.

Selection into the program is based on participation in school activities such as swimming sports, athletic sports and cross country, representation in BAS and SSV and excelling or accomplished for pride, respect and responsibility on the most recent school report. This report must be printed and attached to your application form.



CONTACT: Hayley Munro

GUIDELINES

Guidelines for subject selection at Year 10

The Year 10 Curriculum consists of subjects arranged in 5 period weekly blocks. English and Maths are the only two compulsory subjects that must be taken by all students for the whole year. Year 10 students must do one semester of Science. You are advised to select subjects from a range of learning areas that reflect your interests and strengths.

You need to be aware that:

- English, Mathematics and one year ten, or one year 11 science subject are compulsory in year 10; **It is important to note that Psychology does **not** count as a Science subject.*
- you must consult with your English teacher before choosing the English subject best suited to you;
- you must consult with your Mathematics teacher before choosing the level of mathematics best suited to you;
- subjects which will run for two semesters are:
 - Languages (Japanese and German)
 - English
 - Mathematics
 - Any VET or VCE subjects;
- semester subjects are studied for half a year;
- you may choose to undertake a VCE subject or VET program.



GUIDELINES

COURSE COUNSELLING GUIDELINES 2016

General Guidelines

- All Year 9 students must choose an English, Maths and Science subject in Year 10.
- Students need to select a range of subjects.

VCE Guidelines

- If a student chooses any Unit 1 & 2 study in Year 10 they must complete the **Application to Study VCE Units 1 and 2** (decision will be made on assessment of attitude, motivation and current Year 9 results). This form will need to be signed by the core teacher, student and a parent/guardian.
- There will be a list of Unit 1 & 2 subjects Year 9 students can choose from on the “Application to Study a VCE Subject” form.
- Students cannot select more than one Unit 1 & 2 subject in Year 10 (but they can select one Unit 1 & 2 subject and a first year VET).
- An exception to the above is Year 9 students who have completed Advanced Maths. They can complete VCE maths and one other VCE subject.

Attendance criteria for selecting a Unit 1 & 2 subject

- Students whose attendance is 85% or above are eligible to select one unit 1 & 2 subjects.
- Students whose attendance is 95% or above are eligible to select two unit 1 & 2 subjects.

Those who are under the above percentages due to exceptional circumstances can apply to the VCE Coordinator or Assistant Principal (Y10-12).

VCAL Guidelines

- Year 9 students cannot select VCAL for 2017. This is only an option for students moving from Year 10 into Year 11.
- If a student does plan to study VCAL in Year 11, their performance in Year 10 (including attendance) will determine if they are selected.
- At the end of year 10 all students who wish to study VCAL will be required to attend an Interview with Ms Nicholls and Team Leaders.

VET Guidelines

- If a student selects a VET subject they need to be aware they will miss some classes and be highly organised to catch up on missed classes.
- Students who enrol in a VET subject which is run off-campus, costs incurred travelling to and from the place of study are at the student's own expense

Students can choose a Unit 1 & 2 subject as well as a VET.



Ballarat High School

Application to Study

VCE Units 1 and 2

Who needs to fill out this form?

You need to fill out this form if you are currently a Year 9 student and wish to study a VCE Unit 1 and 2 subject in 2017.

Why make an application?

Year 9 is a year in which some important decisions are made which affect your future, so it is vital that you choose a course that interests you and is suitable for your stage of development as well as meeting your future needs.

When students decide that they would like to undertake an accelerated course it is very important that we look carefully at their past achievements and decide whether this is really in their best interests. You should also consider where this pathway will lead your studies and how it relates to your career intention.

What you need to do

1. You need to show an understanding that the quality and quantity of work will be set at Year 11 level. Check to see if you meet the following criteria (if you don't you should not be completing this application):

- have achieved at expected level or above in your AusVELS results as indicated on your report
- demonstrated strengths in the subject area of the proposed VCE unit of study
- motivation and sound organisational skills

2. If you meet these criteria you then need to complete the application form overleaf.

3. You must also complete the Subject Selection Planning Sheet to show that you have thought about the impact on your Year 11 and 12 studies. Students who complete one Year 12 level subject in Year 11 are required to study five subjects in Year 12.

4. Deliver your application and Subject Selection Planning Sheet to the Pathways Leader, Ms. Nicholls, by Wednesday, August 17.

What happens once your application is lodged?

Your application will be considered at a meeting attended by Pathways Leader, Ms Nicholls, Curriculum Leader, Ms Eppingstall and Learning Area Leaders. Your current teachers may also be asked for feedback on your performance.

Subjects available for acceleration in the VCE

Arts – all subjects*

* If a student is considering undertaking 3 folio subjects it is strongly recommended that they start one in year 10, but it should not be their favourite subject – it is best to do a full three years of their favourite subject.

HAPE – all subjects

Humanities – all subjects

Maths – VCE General Maths if students have completed Year 9 Advanced Maths or on the recommendation of a core teacher.

Performing Arts – all subjects

Science – all subjects

Technology – all subjects

APPLICATION FORM: VCE UNITS 1 AND 2 STUDY

All sections of this form must be completed in your own handwriting before it is submitted or considered.

Name: _____ **Core Teachers:** _____

Subject you are applying for: _____

Why do you want to undertake this subject?

What do you believe are your strengths that would enable you to succeed in this particular subject?

Explain how you believe you meet the required criteria:

Signed:

_____ (Student signature)

_____ (Core Teacher or Elective Teacher signature)

_____ (Parent signature)

APPLICATION TO STUDY VCE UNITS 1 & 2 SUBJECT SELECTION PLANNING SHEET

In the boxes below, plan your pathway for Year 10 and 11 by writing the subjects you intend on studying (VCAL students write in the VCAL strands and your VET)

YEAR 10 (12 UNITS)

If you are planning on completing your VCE, one box must be an English subject

<i>Semester 1</i>	<i>Semester 1</i>	<i>Semester 1</i>	<i>Semester 1</i>	<i>Semester 1</i>	<i>Semester 1</i>
<i>Semester 2</i>	<i>Semester 2</i>	<i>Semester 2</i>	<i>Semester 2</i>	<i>Semester 2</i>	<i>Semester 2</i>

Next Unit 1 & 2 Preference (reserve)

YEAR 11 (10 UNITS)

If you are planning on completing your VCE, one box must be an English subject

<i>Semester 1</i>	<i>Semester 1</i>	<i>Semester 1</i>	<i>Semester 1</i>	<i>Semester 1</i>
<i>Semester 2</i>	<i>Semester 2</i>	<i>Semester 2</i>	<i>Semester 2</i>	<i>Semester 2</i>

Next Unit 3 & 4 Preference (reserve)

VCE COURSE ADVICE

Course selection advice for Years 11 & 12

The following factors should be taken into account when choosing your subjects:

1. **Your ability to handle a subject with a reasonable degree of success.**
Experience has shown that if a student does not enjoy or succeed in a subject at Year 10 level, success at Year 11 would be very doubtful. Students who are unsure about their ability to meet the requirements of a subject should speak with their teacher, Learning Advisor, or Team Leader.
2. **The need to keep options open:** when students are uncertain about their preferred pathway, it is important to pick a range of subjects which leave a variety of options open for future study or employment.
3. **The relevance of a subject to a career and tertiary selection:** some tertiary courses require that students have studied certain subjects (prerequisites) whilst others are recommended.
4. **DO NOT** select certain subjects because you have been told they score better on the ATAR. Students gain their best score when they enjoy the subject and put in the maximum effort to succeed.
5. All Vocational Education and Training (VET) subjects have adopted a VCE unit sequence, thus becoming part of the mainstream. VET in school subjects have been introduced because of the need to broaden the range of vocational studies.
6. **VCAL** – consider whether the employability and personal skills developed through some of the VCAL units will meet your pathway needs and enhance your employment prospects at the end of Years 11 and 12.
7. **Music and Dance:** students who study Music and Dance outside the school and wish to select that subject in their VCE course should consult with their Team Leaders.



VCE LEARNING PATHWAYS

WHAT IS A PATHWAY?

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

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

WHY PATHWAYS?

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

HOW TO USE THE PATHWAYS

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

For students considering higher education (e.g. university), it is important to remember that prerequisites for courses and careers can change from year to year. It is vital that students seek out the most recent information from VTAC’s website (VICTERs) and/or MIPs.

Prerequisite subjects for specific courses are not negotiable and should be met. Subjects listed in the “Middle Band” section of VTAC publications will often give direction to desirable units of study students should consider.

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



At this stage students should ask:

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

ART & DESIGN PATHWAYS

Year 1

Unit 1 & 2 – Compulsory Units

Your English subject*

* An English subject is compulsory. You can choose English, English Language or Literature.

Unit 1 – Suggested Units

Studio Arts

Art

Media Studies

Additional Units

Visual Communication Design

Product Design & Technology

Unit 2 – Suggested Units

Studio Arts

Art

Media Studies

Additional Units

Visual Communication Design

Product Design & Technology

Year 2

Unit 3 & 4 – Compulsory Units

Your English subject*

* You should study the same English subject you did in Year 11 to complete your sequence.

Unit 3 & 4 – Suggested Units

Studio Arts

Art

Media Studies

Additional Units

Visual Communication Design

Product Design & Technology

To complete your program choose from any of the other VCE or VET studies:

Make sure you fulfil VCE requirements

- 4 sequences of Unit 3/4 studies, which must include an English
www.vcaa.vic.edu.au/Pages/faqs/vcecurrentstudents.aspx
- Students and parents need to check the prerequisite subjects for all tertiary/TAFE courses**
www.vtac.edu.au/publications.html

This program can lead to the following courses

Bachelor Degrees:

Fine Arts
Painting
Printmaking
Sculpture
Drawing
Graphic Design
Advertising
Photography – Arts
Architecture
Textile Design
Craft
Industrial Design
Technology Design
Fashion
Contemporary Arts
Multimedia Design
Interior/Exhibition Design
Visual Communication
Interior Architecture
Applied Arts
Ceramics
Glass
Jewellery

TAFE Certificates & Diplomas in:

Visual Art Design
Electronic Design & Interactive Media
Illustration
Arts Multi Media
Arts – Wood Design
Arts – Ceramics
Graphic Art

EMPLOYMENT

Teacher, Designer
(Fashion, Industrial, Interior)
Architect, Painter
Potter, Illustrator
Art Administrator
Graphic Artist
Jeweller
Artistic Director
Gallery Curator
State / Set Designer

BIOLOGICAL PATHWAYS

Year 1

Unit 1 & 2 – Compulsory Units

Your
English
subject*

* An English subject is compulsory. You can choose English, English Language or Literature.

Unit 1 – Suggested Units

Chemistry

Biology

Maths
Methods

Additional Units

Unit 2 – Suggested Units

Chemistry

Biology

Maths
Methods

Additional Units

Year 2

Unit 3 & 4 – Compulsory Units

Your
English
subject*

* You should study the same English subject you did in Year 11 to complete your sequence.

Unit 3 & 4 – Suggested Units

Chemistry

Biology

Maths
Methods

Additional Units

To complete your program choose from any of the other VCE or VET studies:

Make sure you fulfil VCE requirements

- 4 sequences of Unit 3/4 studies, which must include an English
www.vcaa.vic.edu.au/Pages/faqs/vcecurrentstudents.aspx
- Students and parents need to check the prerequisite subjects for all tertiary/TAFE courses**
www.vtac.edu.au/publications.html

This program can lead to the following courses

Bachelor Degrees in:

Biological Science
Behavioural Science
Health Science
Agricultural Science
Agricultural & Research
Economics
Medical Laboratory Science
Environmental Health
Consumer Science
Food Science
Some Applied Sciences
Environmental Science
Agribusiness
Marine Science
Medicine
Teacher Education
Forest Science
Surveying (Land Information)
Chiropractic
Cognitive Science/computer
Science
Biotechnology
Pharmacy
Biomedical

TAFE

Courses in Applied Science:

Technology
Biotechnology
Agriculture
Horticulture & Farming
Environment Waste Management
Animal Technology
Medical Technology
Food Technology
Dairy Technology
Environment Information
Management

EMPLOYMENT

Nursing
Lab Technician
Nutritionist
Beauty Therapist
Agronomist
Biochemist
Chiropractor
Dentistry
Doctor
Ecologist
Food Technologist
Wine maker

COMMERCE PATHWAYS

Year 1

Unit 1 & 2 – Compulsory Units

Your English subject*

* An English subject is compulsory. You can choose English, English Language or Literature.

Unit 1 – Suggested Units

Business Management

Legal Studies

Additional Units

Maths Methods/ General Maths

Unit 2 – Suggested Units

Business Management

Legal Studies

Additional Units

Maths Methods/ General Maths

Year 2

Unit 3 & 4 – Compulsory Units

Your English subject*

* You should study the same English subject you did in Year 11 to complete your sequence.

Unit 3 & 4 – Suggested Units

Business Management

Legal Studies

Additional Units

Maths Methods/ General Maths

To complete your program choose from any of the other VCE or VET studies:

Make sure you fulfil VCE requirements

- 4 sequences of Unit 3/4 studies, which must include an English
www.vcaa.vic.edu.au/Pages/faqs/vcecurrentstudents.aspx
- Students and parents need to check the prerequisite subjects for all tertiary/TAFE courses**
www.vtac.edu.au/publications.html

This program can lead to the following courses

Bachelor Degrees in:

Business
Commerce
Economics
Insurance
Marketing
Office Management
Environmental Management
Property
Catering & Hotel Management
Retail Management
Travel & Tourism Management

TAFE Certificates & Diplomas:

Banking & Finance
Business Applications
Business Studies & Office Practices
Customs
Insurance & Credit Management
Legal Practice
Public Relations & Advertising
Sales Management

EMPLOYMENT

Administration
Banking
Insurance
Marketing
Office Management
Retailing
Travel Consultant
Accounting
Investment Analyst
Tax Agent
Foreign Affairs and Trade officer
Auditor
Corporate Treasurer
Economist
Business Manager
Statistician
Project Administrator

COMPUTING/ICT PATHWAYS

Year 1

Unit 1 & 2 – Compulsory Units

Your English subject*

* An English subject is compulsory. You can choose English, English Language or Literature.

Unit 1 – Suggested Units

Information Technology

Maths Methods/
Further Maths

Physics

Additional Units

VET Information Technology

Unit 2 – Suggested Units

Information Technology

Maths Methods/
Further Maths

Physics

Additional Units

VET Information Technology

Year 2

Unit 3 & 4 – Compulsory Units

Your English subject*

* You should study the same English subject you did in Year 11 to complete your sequence.

Unit 3 & 4 – Suggested Units

Information Technology

Maths Methods/
Further Maths

Physics

Additional Units

VET Information Technology

To complete your program choose from any of the other VCE or VET studies:

Make sure you fulfil VCE requirements

- 4 sequences of Unit 3/4 studies, which must include an English
www.vcaa.vic.edu.au/Pages/faqs/vcecurrentstudents.aspx
- Students and parents need to check the prerequisite subjects for all tertiary/TAFE courses**
www.vtac.edu.au/publications.html

This program can lead to the following courses

Bachelor Degrees and/or Applied Science Degrees in:

Economics
Computing
Business
Commerce
Office Management
Information Systems
Games and Software Development
Information Programming

TAFE Certificates & Diplomas in:

Information Technology
Business Administration
Business (Accounting)
Games and Software Development

EMPLOYMENT

Web Designer
Web Developer or Technical Writer
Applications Developer
Programmer
Software Engineer
Systems Administrator
Digital Media Developer
Website Administrator
Computer Engineer
Games Designer
Games Developer
Multimedia Developer
Systems Analyst
IT Analyst
Information Systems Officer
IT Security Analyst
Database Administrator
Network Manager
IT Support Technician
Electronic Commerce Specialist

FASHION & DESIGN PATHWAYS

Year 1

Unit 1 & 2 – Compulsory Units

Your English subject*

* An English subject is compulsory. You can choose English, English Language or Literature.

Unit 1 – Suggested Units

Product Design & Technology Textiles

VET Fashion Design

Visual Communication Design

Studio Arts/ Art

Additional Units

Unit 2 – Suggested Units

Product Design & Technology Textiles

VET Fashion Design

Visual Communication Design

Studio Arts/ Art

Additional Units

Year 2

Unit 3 & 4 – Compulsory Units

Your English subject*

* You should study the same English subject you did in Year 11 to complete your sequence.

Unit 3 & 4 – Suggested Units

Product Design & Technology Textiles

VET Fashion Design

Visual Communication Design

Studio Arts/ Art

Additional Units

To complete your program choose from any of the other VCE or VET studies:

Make sure you fulfil VCE requirements

- 4 sequences of Unit 3/4 studies, which must include an English
www.vcaa.vic.edu.au/Pages/faqs/vcecurrentstudents.aspx
- **Students and parents need to check the prerequisite subjects for all tertiary/TAFE courses**
www.vtac.edu.au/publications.html

This program can lead to the following courses

Bachelor Degrees in:

Bachelor of Arts Fashion

RMIT Diplomas in:

Textiles Design
Clothing & Footwear
Visual Merchandising

TAFE

Textile Design & Production
Fashion & Business Studies
Screen Printing
Design
Studio Textiles

Courses in Visual Arts

Design Courses
Merchandising & Marketing
Textiles Manufacturing
(Technology)
Australian Art Fashion
Business Marketing

EMPLOYMENT

Fashion Design
Pattern Drafting
Visual Display
Fashion Marketing
Retail buying
Stylist
Visual Merchandiser
Retail Buyer
Costume Maker
Tailor
Textiles Designer
Quality Assurance Inspector
Upholsterer
Milliner
Leather worker
Jeweller
Interior Decorator
Clothing Production
Manager
Set Designer

FOOD & HOSPITALITY PATHWAYS

Year 1

Unit 1 & 2 – Compulsory Units

Your English subject*

* An English subject is compulsory. You can choose English, English Language or Literature.

Unit 1 – Suggested Units

VET Hospitality

Maths Methods/ General Maths

Health & Human Development

Additional Units

Unit 2 – Suggested Units

VET Hospitality

Maths Methods/ General Maths

Health & Human Development

Additional Units

Year 2

Unit 3 & 4 – Compulsory Units

Your English subject*

* You should study the same English subject you did in Year 11 to complete your sequence.

Unit 3 & 4 – Suggested Units

VET Hospitality

Maths Methods/ General Maths

Health & Human Development

Additional Units

To complete your program choose from any of the other VCE or VET studies:

Make sure you fulfil VCE requirements

- 4 sequences of Unit 3/4 studies, which must include an English
www.vcaa.vic.edu.au/Pages/faqs/vcecurrentstudents.aspx
- **Students and parents need to check the prerequisite subjects for all tertiary/TAFE courses**
www.vtac.edu.au/publications.html

This program can lead to the following courses

Bachelor Degree Courses in:

Hospitality
Tourism
Consumer Science
Business Management

TAFE Associate Diplomas & Certificate Courses, Apprenticeships & Traineeships in:

Hospitality
Tourism
Chef
Butchery
Waiting
Cook & Bar Service
Gaming

EMPLOYMENT

Small Business
Kitchen Hand
Cooking
Waiting
Bar Service
Management
Dietician
Food Technologist
Health Promotion Officer
Confectioner
Events Coordinator
Pastry Cook
Butcher
Resort Management
Tourism Manager
Winemaker
Food processing technician
Restaurant owner

HEALTH SCIENCE PATHWAYS

Year 1

Unit 1 & 2 – Compulsory Units

Your English subject*

* An English subject is compulsory. You can choose English, English Language or Literature.

Unit 1 – Suggested Units

Maths Methods

Chemistry

Biology/ Physics

Additional Units

Unit 2 – Suggested Units

Maths Methods

Chemistry

Biology/ Physics

Additional Units

Year 2

Unit 3 & 4 – Compulsory Units

Your English subject*

* You should study the same English subject you did in Year 11 to complete your sequence.

Unit 3 & 4 – Suggested Units

Maths Methods

Chemistry

Biology/ Physics

Additional Units

To complete your program choose from any of the other VCE or VET studies:

Make sure you fulfil VCE requirements

- 4 sequences of Unit 3/4 studies, which must include an English
www.vcaa.vic.edu.au/Pages/faqs/vcecurrentstudents.aspx
- **Students and parents need to check the prerequisite subjects for all tertiary/TAFE courses**
www.vtac.edu.au/publications.html

This program can lead to the following courses

Bachelor Degrees in:

Medicine
Physiotherapy
Dentistry
Veterinary Science
Behavioural Neuroscience
Podiatry
Prosthetics & Orthotics
Occupational Therapy
Nursing
(NB: Most of these require Maths Methods & Chemistry and one of Physics / Biology at 3/4level)

You must check each course

TAFE Certificates & Diplomas in:

Nursing: Certificate IV
Allied Health
Applied Science:
Biotechnology
Animal Technology
Medical Laboratory Technology
Myotherapy

EMPLOYMENT

Psychologist
Nurse
Medical imaging
Optometrist
Pharmacist
Podiatrist
Social Worker
Speech Professional
Occupational Therapist
Fitness Instructor
Rehabilitation Therapist
Paramedic
Health Promotion Officer
Midwife
Pilates Instructor
Hydrotherapist
Dental hygienist
Health Promotion Officer
Special Care Worker
Massage Therapist

HUMANITIES PATHWAYS

Year 1

Unit 1 & 2 – Compulsory Units

Your English subject*

* An English subject is compulsory. You can choose English, English Language or Literature.

Unit 1 – Suggested Units

20th Century History

Philosophy

Literature

Additional Units

Maths Methods/
General Maths

Unit 2 – Suggested Units

20th Century History

Philosophy

Literature

Additional Units

Maths Methods/
General Maths

Year 2

Unit 3 & 4 – Compulsory Units

Your English subject*

* You should study the same English subject you did in Year 11 to complete your sequence.

Unit 3 & 4 – Suggested Units

History
Revolutions

Philosophy

Literature

Additional Units

Maths Methods/
General Maths

To complete your program choose from any of the other VCE or VET studies:

Make sure you fulfil VCE requirements

- 4 sequences of Unit 3/4 studies, which must include an English
www.vcaa.vic.edu.au/Pages/faqs/vcecurrentstudents.aspx
- **Students and parents need to check the prerequisite subjects for all tertiary/TAFE courses**
www.vtac.edu.au/publications.html

This program can lead to the following courses

Bachelor Degrees in:

Travel & Tourism
Arts
Communication
Education*
Law
Information Services
Humanities/Social Science
Language & Cultural Studies
Professional Writing
Journalism
Public Relations
Asia-Pacific Studies
* Courses require Units of Maths

TAFE Certificates & Diplomas in:

Professional Writing & Editing
Media
Library & Information Studies
Community Justice Studies
Local Government
Travel Operations

EMPLOYMENT

Archaeology
Anthropology
Journalism
Librarian
Scriptwriter
Education
Public Relations
Archivist
Historian
Marketing
Law & Legal Services
Social Work
Travel & Tourism
Teaching

MEDIA PRODUCTIONS PATHWAYS

VIDEO, AUDIO & ANIMATION

Year 1

Unit 1 & 2 – Compulsory Units

Your English subject*

* An English subject is compulsory. You can choose English, English Language or Literature.

Unit 1 – Suggested Units

Media Studies

Studio Arts

Theatre Studies

Additional Units

Unit 2 – Suggested Units

Media Studies

Studio Arts

Theatre Studies

Additional Units

Year 2

Unit 3 & 4 – Compulsory Units

Your English subject*

* You should study the same English subject you did in Year 11 to complete your sequence.

Unit 3 & 4 – Suggested Units

Media Studies

Studio Arts

Theatre Studies

Additional Units

To complete your program choose from any of the other VCE or VET studies:

Make sure you fulfil VCE requirements

- 4 sequences of Unit 3/4 studies, which must include an English
www.vcaa.vic.edu.au/Pages/faqs/vcecurrentstudents.aspx
- Students and parents need to check the prerequisite subjects for all tertiary/TAFE courses
www.vtac.edu.au/publications.html

This program can lead to the following courses

Bachelor Degrees in:

VCA Film & TV
Swinburne: Film
Contemporary Arts
Advertising
Media & Media Arts
Cinema Studies
Arts and Humanities
*Teaching
Multimedia

* Course requires units of Maths

TAFE Certificates & Diplomas in:

Corporate Video Film
& TV Production
Media Production

EMPLOYMENT

Audio Production
Video Production
Film
TV
Radio
Journalism
Teaching
Advertising
Marketing
Script Writer
Make Up Artist
Set Designer
Publisher
Projectionist
Camera Operator
Disc Jockey
Graphic Designer
Web Designer
Signwriter
Stagehand
Multimedia developer
Museum Curator
Costume maker
Film and Television editor
Advertising
Public Relations

PERFORMING ARTS PATHWAYS

Year 1

Unit 1 & 2 – Compulsory Units

Your English subject*

* An English subject is compulsory. You can choose English, English Language or Literature.

Unit 1 – Suggested Units

Drama

Theatre Studies

Music

Additional Units

Media

Unit 2 – Suggested Units

Drama

Theatre Studies

Music

Additional Units

Media

Year 2

Unit 3 & 4 – Compulsory Units

Your English subject*

* You should study the same English subject you did in Year 11 to complete your sequence.

Unit 3 & 4 – Suggested Units

Drama

Theatre Studies

Music

Additional Units

Media

To complete your program choose from any of the other VCE or VET studies:

Make sure you fulfil VCE requirements

- 4 sequences of Unit 3/4 studies, which must include an English
www.vcaa.vic.edu.au/Pages/faqs/vcecurrentstudents.aspx
- **Students and parents need to check the prerequisite subjects for all tertiary/TAFE courses**
www.vtac.edu.au/publications.html

This program can lead to the following courses

Bachelor of Arts in:

Performance Studies
Arts/Cinema Studies
Arts Media
Performing Arts
Drama
Human Movement
Social Sciences
Humanities
Welfare
Early Childhood Development
*Education
***Course requires units of Maths TAFE**

Certificates & Diplomas in:

Community Studies
Arts
Childcare
Theatre Technology
Community Theatre

EMPLOYMENT

Human Resource Management
Teaching
Service Industries
Acting
Welfare & Childcare
Playwright
Television
Radio
Community Arts
Technical Crew
Sound
Lighting

PHYSICAL SCIENCE ENGINEERING PATHWAYS

Year 1

Unit 1 & 2 – Compulsory Units

Your English subject*

* An English subject is compulsory. You can choose English, English Language or Literature.

Unit 1 – Suggested Units

Chemistry

Physics

Maths Methods

Additional Units

Unit 2 – Suggested Units

Chemistry

Physics

Maths Methods

Additional Units

Specialist maths

Year 2

Unit 3 & 4 – Compulsory Units

Your English subject*

* You should study the same English subject you did in Year 11 to complete your sequence.

Unit 3 & 4 – Suggested Units

Chemistry

Physics

Maths Methods

Additional Units

Specialist Maths

To complete your program choose from any of the other VCE or VET studies:

Make sure you fulfil VCE requirements

- 4 sequences of Unit 3/4 studies, which must include an English
www.vcaa.vic.edu.au/Pages/faqs/vcecurrentstudents.aspx
- **Students and parents need to check the prerequisite subjects for all tertiary/TAFE courses**
www.vtac.edu.au/publications.html

This program can lead to the following courses

Bachelor Degrees in:

Information Systems
Engineering
Mathematics
Medicine
Engineering
Education
Physical Science
Chemical Science
Biological Science
Medical Radiations
Medical Laboratory Science
Building Surveying
Biochemistry
Applied Science
Environmental Health
Computer Science
Forest Science
Engineering: Aerospace
Biotechnology
Polymer Engineering
Pharmacy
Adv. Mathematics & Computing
Biophysics & Instrumentation

TAFE

Applied Science in:

Environmental Waste Management
Dental Technology
Information Technology
Engineering
Animal Technology
Electronics
Engineering: Aerospace
Audio-visual
Civil Engineering
Computer Systems
Electrical
Manufacturing
Mechanical
Mechanical Design Drafting
Plastics Technology

EMPLOYMENT

Environmental & Applied Sciences
Medicine
Engineering
Education
System Analyst

RECREATION PATHWAYS

Year 1

Unit 1 & 2 – Compulsory Units

Your English subject*

* An English subject is compulsory. You can choose English, English Language or Literature.

Unit 1 – Suggested Units

Physical Education/
Sport & Rec

Outdoor Education

Additional Units

Unit 2 – Suggested Units

Physical Education/
Sport & Rec

Outdoor Education

Additional Units

Year 2

Unit 3 & 4 – Compulsory Units

Your English subject*

* You should study the same English subject you did in Year 11 to complete your sequence.

Unit 3 & 4 – Suggested Units

Physical Education/
Sport & Rec

Outdoor Education

Additional Units

To complete your program choose from any of the other VCE or VET studies:

Make sure you fulfil VCE requirements

- 4 sequences of Unit 3/4 studies, which must include an English
www.vcaa.vic.edu.au/Pages/faqs/vcecurrentstudents.aspx
- Students and parents need to check the prerequisite subjects for all tertiary/TAFE courses**
www.vtac.edu.au/publications.html

This program can lead to the following courses

Bachelor Degrees in:

Environmental Studies
*Teaching
Travel & Tourism
Catering
Hotel Management
Hospitality Studies
Nursing
Human Movement
Sports Coaching
Recreation
Arts
Landscape Architecture
Urban Planning
Social Sciences
Parks Recreation & Heritage
Farm Management
Horticulture
Surveying (land information)
Cartography
Ecotourism & Heritage
Arts – Cultural Heritage Studies
Park Management
Eco-Communications
**Course requires Units in Maths*

TAFE Certificates & Diplomas in:

Trades
Hospitality
Recreation
Fitness & Recreation
Resource Management
Environmental Waste Management

EMPLOYMENT

Police
Armed Forces
Childcare
Youth Work
Teaching
Hospitality & Travel
Park Ranger
Environmental Management
Paramedic
Leisure & Sports Centres
Local Council
Recreation Centres
International Camps /holidays

SOCIAL SCIENCE PATHWAYS

Year 1

Unit 1 & 2 – Compulsory Units

Your English subject*

* An English subject is compulsory. You can choose English, English Language or Literature.

Unit 1 – Suggested Units

Psychology

Health & Human Development

Biology

Additional Units

Maths Methods/
General Maths

Unit 2 – Suggested Units

Psychology

Health & Human Development

Biology

Additional Units

Maths Methods/
General Maths

Year 2

Unit 3 & 4 – Compulsory Units

Your English subject*

* You should study the same English subject you did in Year 11 to complete your sequence.

Unit 3 & 4 – Suggested Units

Psychology

Health & Human Development

Biology

Additional Units

Maths Methods/
General Maths

To complete your program choose from any of the other VCE or VET studies:

Make sure you fulfil VCE requirements

- 4 sequences of Unit 3/4 studies, which must include an English
www.vcaa.vic.edu.au/Pages/faqs/vcecurrentstudents.aspx
- **Students and parents need to check the prerequisite subjects for all tertiary/TAFE courses**
www.vtac.edu.au/publications.html

This program can lead to the following courses

Bachelor Degrees in:

Social Science
Behavioural Sciences
Nursing
Hospitality
Health Sciences
Intellectual Disability
Education
Psychology
Humanities
Social Welfare

TAFE Certificates & Diplomas in: Social Sciences

Welfare Community Studies
Childcare
Environ. Waste Management
Animal Technology
Health Science
Beauty Therapy
Fitness & Recreation

EMPLOYMENT

Social Work
Childcare
Nursing
Recreational Leadership
Veterinary Nursing
Youth Work
Welfare
Paramedic

VISUAL COMMUNICATION PATHWAYS

Year 1

Unit 1 & 2 – Compulsory Units

Your English subject*

* An English subject is compulsory. You can choose English, English Language or Literature.

Unit 1 – Suggested Units

Visual Communication Design

Studio Arts

Art

Additional Units

Information Technology

Unit 2 – Suggested Units

Visual Communication Design

Studio Arts

Art

Additional Units

Information Technology

Year 2

Unit 3 & 4 – Compulsory Units

Your English subject*

* You should study the same English subject you did in Year 11 to complete your sequence.

Unit 3 & 4 – Suggested Units

Visual Communication Design

Studio Arts

Art

Additional Units

Information Technology

To complete your program choose from any of the other VCE or VET studies:

Make sure you fulfil VCE requirements

- 4 sequences of Unit 3/4 studies, which must include an English
www.vcaa.vic.edu.au/Pages/faqs/vcecurrentstudents.aspx
- **Students and parents need to check the prerequisite subjects for all tertiary/TAFE courses**
www.vtac.edu.au/publications.html

This program can lead to the following courses

Bachelor Degrees in:

Architecture
Building & Planning Interior
Visual Arts
Industrial Design
Interior Design
Visual Communications
Graphic Design
Creative Studies
Interior/Exhibition Design
Computer Mediated Art
Cartography
Landscape Architecture
Advertising Creative Design
Interior Architecture

TAFE Certificates & Diplomas in:

Building Construction
Mechanical Engineering
Drafting
Visual Art / Design
Interior Decorating
Design & Interactive Media
Landscape Gardening
Electronic Design
Arts – Multimedia
Arts – Illustration
Electronic Publishing

EMPLOYMENT

Teaching
Architect
Designer
Urban Planning
Building & related industries
Web Design
Landscape Design
Visual Merchandising

WOOD/BUILDING PATHWAYS

Year 1

Unit 1 & 2 – Compulsory Units

Your English subject*

* An English subject is compulsory. You can choose English, English Language or Literature.

Unit 1 – Suggested Units

Product Design & Technology Wood

Maths Methods/ General Maths

Visual Communication Design

VET Building Construction

Additional Units

Unit 2 – Suggested Units

Product Design & Technology Wood

Maths Methods/ General Maths

Visual Communication Design

VET Building Construction

Additional Units

Year 2

Unit 3 & 4 – Compulsory Units

Your English subject*

* You should study the same English subject you did in Year 11 to complete your sequence.

Unit 3 & 4 – Suggested Units

Product Design & Technology Wood

Maths Methods/ General Maths

Visual Communication Design

VET Building Construction

Additional Units

To complete your program choose from any of the other VCE or VET studies:

Make sure you fulfil VCE requirements

- 4 sequences of Unit 3/4 studies, which must include an English
www.vcaa.vic.edu.au/Pages/faqs/vcecurrentstudents.aspx
- **Students and parents need to check the prerequisite subjects for all tertiary/TAFE courses**
www.vtac.edu.au/publications.html

This program can lead to the following courses

Bachelor Degrees in:

Wood Design
Building Construction
Planning

TAFE Certificates & Diplomas in:

Architectural Design
Building & Construction
(Carpentry)
Cabinet Making &
Shop fitting
Furniture Technology

EMPLOYMENT

Building & Construction
Industry
Shop fitting
Cabinet Making
Production Turning
Plastic Fabrication
Manufacturing Industry

MY PATHWAY

VCE/VCAL/VET Planning Guide

This template should be used as a planning guide to map out your VCE/VCAL/VET pathway over the next 1–2 years. Once you have read through High Facts with your parents and made a preliminary decision about subjects you would like to study, complete the grid below and bring into Learning Mentors to discuss with your teacher before entering your final selections online.

YEAR 11 (12 UNITS)

If you are planning on completing your VCE, one box must be an English subject

Semester 1	Semester 1	Semester 1	Semester 1	Semester 1	Semester 1
Semester 2	Semester 2	Semester 2	Semester 2	Semester 2	Semester 2

Next Unit 1 & 2 Preference (reserve)

--

YEAR 12 (10 UNITS)

If you are planning on completing your VCE, one box must be an English subject

Semester 1	Semester 1	Semester 1	Semester 1	Semester 1
Semester 2	Semester 2	Semester 2	Semester 2	Semester 2

Next Unit 3 & 4 Preference (reserve)

--

YEAR 10 ARTS

LEARNING AREA	YEAR 10	(Units 1 & 2)	(Units 3 & 4)
ARTS	Art 2D	Art	Art
	Art: Drawing/ 3D Sculpture	Studio Art: Drawing, 3D Sculpture, Painting	Studio Art: Drawing, 3D Sculpture, Painting
	Photography	Studio Art: Photography	Studio Art: Photography
	Media (Video Making)	Media Studies	Media Studies
	Visual Communication Design	Visual Communication Design	Visual Communication Design

Year 10 Art: Drawing/ 3D Sculpture

Course Outline:

- This unit will involve students drawing ideas and making 3D artworks, using construction techniques with ceramics and various other materials (plaster, papier mache, wire, plastics).
- Through observation, drawing and experimentation students will develop their own ideas in response to different creative topics.
- Students will research and discuss how other artists, past and present, have developed ideas and used materials in their sculptures.

Assessment

- Finished Artworks
- Visual Diary of ideas and the design process.
- Artist research project and artwork analysis.

CONTACT: Kaitlyn Fry

Year 10 Art 2D

Course Outline

- This unit will introduce students to creating 2D artworks including; painting, drawing, printmaking and multimedia tasks.
- Students will also research various artists' work practices and specific art periods and styles.

Assessment

- A folio of work using various mediums such as painting, drawing, printmaking and multimedia will be produced.
- Research assignment
- Art analysis of specific artists
- Investigations into the design process will be required in the visual diary

CONTACT: Kaitlyn Fry

Year 10 Photography

Course Outline

- This unit will introduce students to the basics of black and white photography, digital photography and computer manipulation.
- Students will be required to maintain a workbook of ideas and processes and present a research assignment.

Topics covered

Each topic will require students to learn about photography by planning and taking photos and then processing, printing and presenting their images.

- Camera basics, including manual SLR camera use, exposure, lighting effects, lenses.
- The art of photography, including composition, camera angle, depth of field, lighting techniques, exposure and exploring subject matter, genres (styles) of photography
- Digital image development: using Photoshop to create interesting effects with your images
- Black and white darkroom photography, analogue (film) photography
- The history of photography, including the study of influential photographers, the history of the camera.

Assessment

- Photography Folio
- Visual Diary of ideas and the design process
- Research assignment

CONTACT: Kaitlyn Fry

Year 10 Video–Making

Course Outline

The course covers both theory and practical work. Students are taught to plan shot sequences (storyboard), film (shot composition) and edit the final master tape (editing occurs on Ballarat High's editing suite).

Eventually the class divides into four groups to produce a major project. These groups may produce an interview, a documentary, a pop clip, dance clip, comedy sketch or dramatic sketch, depending on class interests and abilities. Students will be taken through a range of activities and topics including:

- Camera work and shot composition.
- Storyboards planning shot sequences cf. "live" TV studio approach
- One camera approach
- Editing
- Possible excursion to see television production

The course offers an excellent understanding of how television and film works by 'doing it'.

Assessment

- Two assignments
- Exam
- Participation in practical work and theory

CONTACT: Jamie Greenwood

Year 10 Visual Communication Design

Course Outline

Visual Communication Design focuses on the design, drawing and presentation techniques which are used in a variety of design industries such as: graphic design, product design, fashion design, interior design, illustration, engineering, drafting, computer aided design, architecture, landscape architecture, packaging design, web design and game design.

Assessment

1. Develop an understanding of the ways in which creative professionals generate ideas and develop them into high quality presentations.
2. Use key terminology (words) to describe and understand visual presentations and the design process.
3. Learn to generate imagery using a variety of methods including:
 - Freehand illustration (drawing)
 - Technical (Engineering) Drawing – Orthogonal and Isometric
 - Adobe Photoshop – photo manipulation
 - Adobe Illustrator – digital illustration
 - Rhino – 3 Dimensional computer modelling and rendering

CONTACT: Kaitlyn Fry

YEAR 10 DIGITAL TECHNOLOGIES

LEARNING AREA	YEAR 10	(Units 1 & 2)	(Units 3 & 4)
DIGITAL TECHNOLOGIES	Digital Technologies	Computing - Informatics /Programming	Information Technology - Software Development
			Information Technology - Informatics

Year 10 Digital Technologies

Course Outline

In Digital Technologies, students are actively engaged in the processes of analysing problems and opportunities, designing, developing and evaluating digital solutions, and creating and sharing information that meets a range of current and future needs. Students learn to safely and ethically exploit the capacity of information systems to create digital solutions.

This course will have a dual focus on informatics and programming. With informatics students will use a range of software applications (such as databases, spreadsheets and other data systems) to analyse, visualise and model salient aspects of data.

The programming aspect of the course will aim to develop specific coding skills as well as developing standard thinking routines used to develop problem solutions or algorithms.

Throughout the course students will be encouraged to evaluate their solutions and information systems in terms of risk, sustainability and potential for innovation. Hardware and software concepts/issues will also be covered in the course.

Assessment

- Networking, Hardware and Data Structure Test
- Folio of Application Tasks: Spreadsheets, Databases and other data repositories
- Website Project: Collaborative Google Site - Evaluation of Risks and Sustainability Issues
- Folio of Programming Modules
- Semester Examination

CONTACT: Daryl Cavender

YEAR 10 ENGLISH

LEARNING AREA	YEAR 10	(Units 1 & 2)	(Units 3 & 4)
ENGLISH	English	English	English
		English Language	English Language
	Foundation English	VCAL Literacy	VCAL Literacy
	Literature	Literature	Literature

Year 10 English

Course Outline & Assessment

Year 10 English seeks to extend the skills students have gained in Years 7 to 9 and provide an introduction to a range of knowledge and skills required to undertake VCE English.

Year 10 students undertake 7 major units of work over the year:

1. **Novel Study** – “Tigerfish” by David Metzenthen – students complete both analytical and creative responses to the text. The focus is on developing essay writing skills
2. **Analysing Persuasive Language** – students study a range of media texts, persuasive language techniques and analyse how authors seek to persuade us.
3. **Reading and Responding** – students study a novel and engage in a variety of analytical tasks examining themes, characters and how the author constructs meaning.
4. **English Language** – the students complete a short unit on some features of the English Language, giving them an insight into this area of study.
5. **Film as Text** – students learn to recognise and analyse different elements of filmmaking and respond to the film analytically.
6. **Using Persuasive Language** – students study a range of persuasive techniques used in advertising and media and respond in written and oral format.
7. **Comparative Analysis** – The students examine a common theme in different texts and respond to it in different ways, formal and creative.

Year 10 Literature

What is Literature?

- ❖ It is reading poetry, drama and fiction, and learning about culture and tradition.
- ❖ It represents a language or a people and introduces us to new worlds of experience.
- ❖ It is important to us because it speaks to us, it is universal and it affects us.

If you like reading and exploring what a writer says and how they say it, Literature will provide you with new, challenging experiences and open up the world of great writers, poets and playwrights. This subject runs for one semester only.

Course Outline

Poetry: We read a range of classic poems, explore poetic techniques and styles and produce a class anthology.

Short stories: We study how a short story is structured, read a range of short stories from around the world and complete related activities.

Play as text: We read a classic play as a class, explore the characters and plot and compare the play with other versions.

Assessment

There will be a range of assessment for, of and about your learning, including:

- Short answer responses
- Essays
- Text Analysis
- Exam

CONTACT: Seán Ó Caollaidhe

Year 10 Foundation English

Course Outline

The VCE Foundation English course offered at Year 10 is designed for students who may require a more vocationally orientated approach to English because they aim to enter the workforce or undertake the VCAL Certificate in Years 11 & 12. It is also aimed at students who need additional time and assistance to strengthen and refine their literacy skills.

The course integrates speaking, listening, reading, viewing and writing across all areas of study to enhance students' knowledge about the structures and functions of written and oral language. The course allows students to improve their skills in comprehending and responding to a variety of texts, and to enhance their communication skills.

Assessment

The Foundation English course is designed around one compulsory area of study, Essentials of English. The teacher will then choose from the five optional areas of study: Communication and the workplace; Technology and communication; The study of texts; The analysis and construction of argument; Information literacy.

CONTACT: Seán Ó Caollaidhe

YEAR 10 EXTENDED INVESTIGATION

Year 10 Extended Investigation

This subject is a prerequisite for VCE Extended Investigation Units 3 & 4.

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 of their choice. Through this study, students develop their capacity to explore, justify and defend their research findings in both oral and written forms to a general, non-specialist audience. Rationale: Extended Investigation develops students' understanding of what constitutes a good research question. They develop an ethical, robust, disciplined and rational approach to gathering, interpreting and evaluating evidence in order to answer the research question.

Aims

This study is designed to enable students to:

- Develop and construct a rigorous research question
- Understand and apply research methods
- Explore a chosen area of investigation in depth
- Develop as independent, critical and reflective learners
- Develop research project management knowledge and skills
- Analyse and evaluate findings and results
- Develop skills in written and oral presentation of research findings

Structure

The structure reflects the Unit 3 and 4 study design, which includes two major areas:

- Designing an Extended Investigation
- *Presenting an Extended Investigation*

**For examples of past Unit 3/4 research questions, see VCE Extended Investigation*

Assessment

- 2000-2500 word research paper
- Oral presentation to explain research
- Journal

This course will work in collaboration with Federation University staff.

YEAR 10 HAPE

LEARNING AREA	YEAR 10	(Units 1 & 2)	(Units 3 & 4)
HAPE	Health and the Community	Health and Human Development	Health and Human Development
	Health for the Individual		
	Year 10 PE: Sports Science	Outdoor & Environmental Studies <i>*Recommend to be completed in Year 10</i>	Outdoor & Environmental Studies <i>*Recommended to be completed in Year 11</i>
	Year 10 PE: Active Lifestyles	Physical Education	Physical Education
		VET Certificate II in Sport & Recreation	VET Certificate II in Sport & Recreation

It is government policy that all students participate in physical activity every week in Year 10. Students are encouraged to choose a minimum of one Physical Education subject each semester to fulfil this requirement.

Contact: Hayley Munro

Year 10 PE - Active Lifestyles

PE-Active Lifestyles aims to cater for those students who are willing to physically push themselves and further their knowledge about different training methods. Student will enhance their overall general fitness and wellbeing through three periods of theoretical content and a double period of practical participation.

Theoretical topics covered:

- Training for healthy lifestyles- principles and methods
- Designing an exercise program
- Bodies response to exercise- energy systems
- Supplement programs- ergogenic aids

Practical topics covered:

- Activities to improve speed, strength, balance, endurance, coordination and flexibility while increasing confidence and having fun

Assessment

- Assignments and investigations
- Topic test
- End of semester exam

Year 10 PE - Sports Science

PE- Sports Science studies how the healthy body works during exercise, and how sport and physical activity promote health for the whole body. Students will use ICT to develop an understanding of enhancements in the sport and recreation area.

Theoretical topics covered:

- Anatomy- muscular, skeletal and cardiorespiratory system
- Physiology- responses to exercise and energy systems
- Biomechanics- technological advancements
- Sports coaching

Practical topics covered:

- Coaching
- Lab activities relating to biomechanics and responses to exercises
- Sport activities

Assessment

- Assignments and investigations
- Topic test
- End of semester exam

Year 10 Health and the Community

Students in Health and the Community will focus on the emotional, physical and social health of adolescents. This unit aims to address issues and provide practical skills that can be used in everyday lives.

Topics covered include:

- Body Image
- Nutrition
- Homelessness
- Being Physically Active

Assessment:

- Assignments and investigations
- Topic test
- End of semester exam

Year 10 Health and the Individual

Using adolescent health issues as a base, students will develop their knowledge and understanding of prevention, harm minimisation and support services.

Topics covered include:

- Mental health
- Relationships and sexuality
- Drugs

Assessment:

- Assignments and investigations
- Topic test
- End of semester exam

YEAR 10 HUMANITIES

LEARNING AREA	YEAR 10	(Units 1 & 2)	(Units 3 & 4)
HUMANITIES	Business Studies	Business Management	Business Management
	Law	Legal Studies	Legal Studies
	Our World - Past & Present	History 20th Century	History Revolutions
	World War II History		
	Philosophy	Philosophy	Philosophy

Year 10 Business Studies

This subject is an introduction to VCE Business Management, Economics and Accounting. Students will study personal finance (budgeting, saving and credit); investment options (property, shares and superannuation); small business management, incorporating business planning, marketing, location and structure, focusing on local businesses; and small business record keeping as an introduction to accounting, including the balance sheet and the cash journal. Students will also look at the Basic Economic Questions, how markets work and explore a current economic issue in Australia.

Topics:

- Personal Finance
- Accounting
- Business Management
- Economics

Assessment

Managing your personal finances assignment, business simulation assignment, accounting assessment task, an economic test and an end of semester examination of 1½ hours.

CONTACT: Matt Richardson

Year 10 Law

Course Outline

Law is an introduction to VCE Legal Studies. Students study the structure of parliament, law making, the distinction between criminal and civil law, and the impact of law on society and law reform. They investigate the concepts of being a global citizen focusing on human rights. There will be a visit to the Ballarat Magistrates Court.

Topics

- The government and you
- The law and you
- Human Rights & Global Citizenship

Assessment

- Political parties presentation
- Court visit report
- Police poster
- Human rights/ global citizenship report
- Semester examination of 1½ hours

CONTACT: Matt Richardson

Year 10 Our World – Past & Present

Course Outline

In Our World – Past & Present students study both Geography and History. Students examine Australian History post 1945 covering such topics as Australia during the Cold War and the Indigenous civil rights movement. They will look at resource use in Australia as well as a range of environmental issues. Students will then choose an inquiry related to one of these topics and research their area of interest.

Assessment

- Class tasks
- Research assignments
- Semester examination of 1½ hours

CONTACT: Matt Richardson

Year 10 World War II History

Course Outline

Australia's involvement in the Second World War influenced the way in which Australians thought about the role their country played in world politics. It changed the emphasis of our allegiance from Britain to the United States of America.

In WWII, for the first time, conflict actually reached our shores, with the bombing of Darwin and Broome, and midget subs entering Sydney Harbour. Our POWs were brutalised, starved and became slaves to the Japanese and those at home agonised over the fate of their loved ones. Together the Allies defeated Hitler's bold plans for a superior race and world domination. The dropping of atomic bombs on two Japanese cities both ended the war and heralded in the nuclear age.

Assessment

- Class tasks
- Assignments
- Presentations

CONTACT: Matt Richardson

Year 10 Philosophy

Course Outline

Philosophy is about thinking clearly in the search to find answers to the really big questions. Have you ever wondered where the universe comes from? Whether there is a god? Whether a machine might think? Why there is evil in the world? What the difference is between a cult and a religion? If so, you have begun to think philosophically.

Philosophy helps students to think critically and clearly, to explore beliefs and values, to learn to use reasoning and logical argument, to address different points of view and explore alternatives. Philosophy has challenged the best minds that have ever existed but that does not mean you have to be one of the all-time great thinkers to take part – all that is needed is a sense of wonder or curiosity. You want to know, you want to figure things out for yourself, you want to explore the ideas of others and work things out together.

Topics studied include:

- Metaphysics/ Introduction to Philosophy – themes and thinkers. What's out there?
- Study of Existence –the nature of being and the world.
- Philosophy of religion – A study of diverse religious traditions; the purpose and nature of religion today.
- Philosophical reasoning – Where do we start? Philosophy is not only about ideas; it's also about arguments. Learn the basic skills of philosophical argument and debate – fact, opinion and interpretation, logical argument and critical thinking.
- Political philosophy – What actions are permissible? Political philosophy is the study of government and the relationship of individuals and communities to the state. It includes questions about justice, the good, law, property, and the rights and obligations of the citizen.
- Ethics – What should I do? Ethics and moral philosophy is associated with notions of right and wrong and how people ought to act. A range of current and enduring ethical issues will be studied.
- Aesthetics – Why is this art? What can life be like? Aesthetics deals with beauty, art, enjoyment, sensory– emotional values, perception, and matters of taste and sentiment.

Assessment

A range of assessment strategies will be used: Oral presentations/reflection, class discussion/dialogue, multi– media presentation, research report, short answer responses, extended essays, group work, exam.

CONTACT: Matt Richardson

YEAR 10 LANGUAGES

LEARNING AREA	YEAR 10	(Units 1 & 2)	(Units 3 & 4)
LANGUAGES	Japanese	Japanese	Japanese
	German	German	German

Year 10 - German

Prerequisite: Satisfactory completion of year 9 German.

Year 10 German continues to build skills in grammar and fluency, focusing on practical language skills for everyday communications. Students continue to gain an understanding of what it is like to use the language in real-life situations, complemented by exposure to authentic texts such as films, stories and interviews.

Topics are particularly relevant to social settings and integrate speaking and listening, reading and writing. The biennial exchange with our sister school in Germany, reciprocated by their exchange to BHS, provides further opportunities for in-depth language use with native German speakers, and further promotes cross-cultural communication and understanding. Friendships developed through these three-week exchanges are often long-lasting and lead to significant travel opportunities and ongoing cultural exchange.

Completion of year 10 German will allow students to proceed to VCE German, which has the added advantage of an ATAR increase (for Units 3-4) of around 10% scaled up.

Contact: Anja Tusek

Year 10 - Japanese

Prerequisite: Satisfactory completion of year 9 Japanese.

Year 10 Japanese continues to build skills in grammar and fluency, focusing on practical language skills for everyday communications. Students continue to gain an understanding of what it is like to use the language in real-life situations, complemented by exposure to authentic texts such as films, stories and interviews.

Topics are particularly relevant to social settings and integrate speaking and listening, reading and writing. The biennial exchange with our sister school in Japan, reciprocated by their exchange to BHS, provides further opportunities for in-depth language use with native Japanese speakers, and further promotes cross-cultural communication and understanding. Friendships developed through these three-week exchanges are often long-lasting and lead to significant travel opportunities and ongoing cultural exchange.

Completion of year 10 Japanese will allow students to proceed to VCE Japanese, which has the added advantage of an ATAR increase (for Units 3-4) of around 10% scaled up.

Contact: Hwaja Johnston

YEAR 10 MATHS

Mathematics pathways at Ballarat High School:

LEARNING AREA	Year 10	Year 11	Year 12
MATHS	Modified Mathematics	VCAL Numeracy	
	Modified Mathematics	Foundation Maths 1&2	
	General Mathematics	Foundation Maths 1&2	
	General Mathematics	General Maths: <i>Further 1&2</i> or General Maths: <i>Advanced 1&2</i>	Further Maths 3&4
	General Mathematics	Maths Methods 1&2 and General Maths: <i>Advanced 1&2</i>	Further Maths 3&4 and/or Maths Methods 3&4
	VCE General Mathematics	Further Maths 3&4 and/or Maths Methods 1&2	Further Maths 3&4 and/or Maths Methods 3&4
	VCE General Mathematics	Further Maths 3&4 and/or Maths Methods 1&2 and/or Specialist Maths 1&2	Further Maths 3&4 and/or Maths Methods 3&4 and/or Specialist Maths 3&4

Year 10 Modified Mathematics

This subject is intended for students who have found Maths in Year 9 difficult and do not wish to study Mathematics in Year 12. It does not provide enough background for students to complete Year 11 General Mathematics but students can move into Year 11 Foundation Maths as a Unit 1 & 2 subject only.

Year 10 Modified Maths

↓ leads onto studies in...

Foundation Maths Unit 1 & 2

or

VCAL Numeracy Year 11

Year 10 General Mathematics

This subject is the standard Australian Curriculum Mathematics course. It is the subject that satisfies the requirements for all the VCE Mathematics courses available in Year 11 and 12. Students who wish to study a Year 12 mathematics course need to enrol in either Year 10 Core Mathematics or VCE General Mathematics.

Year 10 Core Maths

↓ leads onto studies in...

Year 11 General Maths: *Further*

Year 11 General Maths: *Advanced*

(for students who have demonstrated outstanding levels at Year 10 Core Maths)

Year 11 Math Methods 1/2

(for students who have demonstrated outstanding levels at Year 10 Core Maths)

Year 11 Specialist Maths 1/2

(for students who have demonstrated outstanding levels at Year 10 Core Maths)

Year 12 Further Maths

Year 12 Math Methods 3/4

(for students who have satisfactorily completed Year 11 Math Methods)

Year 12 Specialist Maths 3/4

(for students who have satisfactorily completed Year 11 Specialist Maths)

Year 10 VCE General Mathematics

This subject is intended for capable mathematics students. It is recommended for students who completed Advanced Maths in Year 9. It is Units 1 and 2 of Year 11 General Mathematics and not only provides students the option of completing a VCE subject in Year 10 but is also an excellent preparation for Mathematical Methods in Year 11. Students intending to study Specialist Mathematics in Year 11 and 12 are strongly advised to select VCE General Mathematics in Year 10. Students intending to study Specialist Mathematics 3/4 in Year 12 must concurrently study Mathematical Methods 3/4. These students must study Mathematical Methods 1/2 in Year 11 and it is highly recommended they concurrently study Specialist Maths 1/2.

Year 10 VCE General Mathematics

↓ leads onto studies in...

Year 11 Mathematical Methods 1/2

(for students who have demonstrated outstanding levels at Year 10 VCE General)

Year 11 Specialist Mathematics 1/2

(for students who have demonstrated outstanding levels at Year 10 VCE General)

Year 12 Further Mathematics

Year 12 Mathematical Methods 3/4

(for students who have satisfactorily completed Year 11 Math Methods)

Year 12 Specialist Mathematics 3/4

(for students who have satisfactorily completed Year 11 Specialist Maths)

YEAR 10 PERFORMING ARTS

LEARNING AREA	YEAR 10	(Units 1 & 2)	(Units 3 & 4)
PERFORMING ARTS	Drama	Drama	Drama
		Theatre Studies	Theatre Studies
	Music Classroom	Music Performance: Solo	Music Performance: Solo
	Music Performance		
	VET Certificate III Music Performance	VET Certificate III Music Performance	VET Certificate III Music Performance

Year 10 - Drama

Course Outline

This is an activity based course which will offer experience in a variety of dramatic techniques – movement, mime, voice, improvisation, scripted work and role play. Students will work towards the performance stage and be involved in learning the technical aspects involved in performance. The course is designed to develop life skills of communication, co-operation, leadership, use of initiative, self-confidence and self-discipline. Students learn skills related to both performance and technical aspects of theatre.

Assessment

- Practical Workshop: Students must attend and participate in all practical classes.
- Performance analysis of live theatre.
- Successful completion is based on, contributions to workshops, rehearsals and performances.
- Assessment is based on a major assignment and a variety of practical activities. It is expected that students will see at least one piece of theatre.

CONTACT: Ellie Jones

Year 10 - Music Classroom

Course Outline

This subject is intended for those students who wish to further develop their listening, creative and performing skills. Students will have the use of a fully equipped practical room consisting of drum kits, PA's, electric guitars, bass guitars and keyboards.

Students will develop skills through activities such as:

- Compositions
- Playing in class practical activities
- Studying basic music theory and writing
- Studying various music styles
- Music technology

Assessment

Performance – any group performance will be assessed. Unit Tasks – includes listening, creative work and all work undertaken throughout the semester.

CONTACT: Damien Woods

Year 10 - Music Performance

Course Outline

- Students can do Music Performance through to Year 12. Almost any instrument can be studied (although the standard expected at Year 12 is quite high).
- Students doing Year 10 Music Performance should, therefore, be interested in pursuing Music through to Year 11 or 12 as well as furthering their skills in Year 10
- Students should be able to play an instrument at a reasonable standard – this would require a minimum of 2–3 years of study.
- As students must present a solo performance, they are strongly encouraged to have a teacher for their instrument. If students are not being taught at school, private lessons may be required.
- *Examples include voice, guitar, electric bass, drum-kit, piano, brass and woodwind. Many of these are offered at school.*

Assessment

Practical: there are two areas of work: solo and group Listening: development of aural skills Creativity: creating original music through improvisation, arranging music, and melody writing Performance: ensemble and solo performance to an audience Unit tasks: students will keep a workbook or folio of all classroom activities including the set theory work

CONTACT: Damien Woods

VET Certificate III in Music Performance

SEE subject description and career opportunities in VCE & VET section (page 71).

CONTACT: Damien Woods

YEAR 10 SCIENCE

LEARNING AREA	YEAR 10	(Units 1 & 2)	(Units 3 & 4)
SCIENCE	Biology Earth and space science	Biology	Biology
	Chemistry	Chemistry	Chemistry
	Physics	Physics	Physics
		Psychology	Psychology

All students entering Year 10 must complete at least one semester of science. Students can complete more than one semester of science but should not choose the same subject twice. If Unit 1 & 2 of Psychology is undertaken at year 10, a semester of science is still required.

Year 10 - Biology

Course Outline

Biology is the study of living things. It is the science which examines the way in which individual organisms function, how they are structured, and how they co-exist with other life on Earth. In addition, this subject introduces students to more in-depth analysis of biological issues, which affect them and their environment. This unit provides a sound basis for biological studies at higher levels.

Topics include:

- Structure of cells
- Genetics
- Inheritance
- Evolution

Assessment

- Practical work and reports
- Topic tests
- End of semester exam
- Reports and assignments

CONTACT: Elizabeth Kent

Year 10 - Chemistry

Course outline

Chemistry is the science that asks questions about materials, the differences between them, how they react with one another, and how heat or other forms of energy affect them. What is water made of? What happens when hydrogen burns? How are plastics made? All these questions are of interest to chemists. This unit is an introduction to chemical theory and techniques, as well as providing an insight into the study of Chemistry at higher levels.

Topics studied include:

- | | |
|---------------------------------|---------------------|
| • Matter | • Atomic Structure |
| • Formation of Compounds | • Chemical Change |
| • Writing of Chemical Equations | • Acids and Bases |
| • Precipitation Reactions | • Rate of Reactions |

Assessment

- Topic tests
- End of semester exam
- Lab reports
- Assignments and investigations
- Research project

CONTACT: Elizabeth Kent

Year 10 - Earth and space science

Course Outline

This unit is an investigation of global systems and how humans impact on environments. Scientists are working on solutions to the current issues of renewable energy resources and sustainability with some remarkable results, but further research is needed before all the problems are solved.

Topics include:

- Climate change
- Biodiversity and the effects of human activity
- Global systems and cycles
- The greenhouse effect and global warming

Assessment

Wherever possible, topics will be introduced and developed by practical exercises and experiments. Assessment includes:

- Practical work and reports
- Topic tests
- Research investigations
- Reports and assignments
- Investigations
- End of semester exam

CONTACT: Elizabeth Kent

Year 10 - Physics

Course Outline

This subject introduces you to the study of Physics, its practical uses and some of the social issues it raises. Physics doesn't just happen in laboratories. It is all around you, in the school, home, farms and factories. It takes place deep inside the Earth and far out in space. You will find physics everywhere.

Topics include:

- Motion: speed, velocity and acceleration.
- Forces: speeding up and slowing down, gravity and weight, reaction forces.
- Energy: potential and kinetic energy, energy changes.
- Electro-magnetic radiation: production, uses and properties.
- Electricity: charges, currents, voltage, resistance and circuits.

Assessment

Topics are covered through theory and practical work, research and investigations. Assessment includes:

- Topic tests
- End of semester exam
- Investigations
- Practical reports
- Research project

CONTACT: Elizabeth Kent

YEAR 10 TECHNOLOGY

LEARNING AREA	YEAR 10	(Units 1 & 2)	(Units 3 & 4)
TECHNOLOGY	VET Certificate II in Automotive (Light Vehicle Mechanics)	VET Certificate II in Automotive (Light Vehicle Mechanics)	VET Certificate II in Automotive (Light Vehicle Mechanics)
	Design & Technology: Metal		
	Electronics	Certificate II in Integrated Technologies – Electro (offered through VET cluster)	Certificate II in Integrated Technologies – Electro (offered through VET cluster)
	Product Design & Technology: Wood	Product Design & Technology: Wood	Product Design & Technology: Wood
	VET Certificate II in Building & Construction (partial)	VET Certificate II in Building & Construction (partial)	VET Certificate II in Building & Construction (partial)
	Home Economics: Advanced Foods	VET Certificate II in Hospitality (Kitchen Operations)	VET Certificate II in Hospitality (Kitchen Operations)
	Home Economics: Food by Design		
	Home Economics: Food for Life		
	Textiles/Fashion Design & Production	Product Design & Technology: Textiles/Fashion Design	Product Design & Technology: Textiles/Fashion Design
		VET Certificate II (and partial Certificate III) in Fashion Design	VET Certificate II (and partial Certificate III) in Fashion Design

VET Certificate II in Automotive (Light Vehicle Mechanics)

SEE subject description and career opportunities in VCE & VET section on page 75.

CONTACT: Steve White

VET Certificate II (partial) in Building and Construction

SEE subject description and career opportunities in VCE & VET section on page 75..

Contact: Malcolm Clarke

Year 10 - Electronics

Course outline

Electronics is designed to cater to students with a special interest in developing their skills in the electronics field. Students will undertake to design and produce a small electronic model. There will be theory on the use and function of various electronic components. Students will research and investigate component design, function, and work tasks leading to model production.

Assessment

- A strong practical focus, with students undertaking a research project that leads to the production of a practical model
- Students then evaluate what they have produced with a view to improvements

CONTACT: Malcolm Clark

Year 10 - Design and Technology: Metal

Course Outline

In Metal, students run through a program of skill building exercises to further enhance their metal-working techniques. Topics covered include:

- Safe use of tools and equipment
- Steel fabrication
- Working from plans
- Pattern making
- Welding and design

Assessment

- Skill building exercises
- Exam

CONTACT: Peter Every

Year 10 - Design and Technology: Wood

Course Outline

This unit focuses upon the function, form and design of wood and associated materials in Australian society. Fundamental construction processes will be taught along with the safe use of modern power tools. Students will have the opportunity to use a variety of timbers during the construction phase. Folio presentation and design is an integral part of assessment.

Design and development

- The design elements and principles
- The design process
- Design briefs
- Development of evaluation criteria
- Research techniques
- Illustration techniques
- Design development techniques
- Presentation techniques

Computer design

- Scanning processes
- Research & development techniques
- Computer composite mood boards and client profiles

- Layouts, presentation justifications, production plans & evaluation plans This content will be developed to specifically encourage participating students to feel comfortable utilising these types of programs.

Production

- Students will investigate traditional and new materials to determine appropriate qualities and processes
- Students will be introduced to a range of techniques and processes which could be incorporated into production work

- Students will assess product design according appropriate to purpose and function
- Students will undertake production activities related to their given work brief.
- Student will investigate and apply the most appropriate quality finishes related to their product
- Production planning

Assessment

- Two major practical projects which focus upon the practical development of furniture
- An assignment relating to timber used in furniture construction
- Folio of designs and research relating to practical activities
- Extended test

CONTACT: Malcolm Clark

Year 10 - Home Economics: Advanced Foods

Course Outline

Students undertaking this course will be expected to develop advanced abilities in preparation, cooking and service of foods for formal functions.

This course provides a broad grounding for students wishing to enter careers in catering, and can assist VCE/VET Hospitality.

Theory application includes nutrition, menu planning, time management, meal service, budgeting and assignments.

Areas of practical study will include:

- Garnishes and hors-d'oeuvres
- Soups and entrees
- Fish, meat and poultry dishes
- Vegetable preparation
- Desserts

Assessment

- Investigations/folio
- Written and/or practical exam

CONTACT: Michelle Farquhar

Year 10 - Home Economics: Food by Design

Course Outline

This unit uses the technology process of investigate, design, produce and evaluate to introduce Year 10 students to concepts that are important in enabling them to build their food skills.

Using the daily meal plan of breakfast, lunch and dinner, practical session will include interesting and challenging ways to prepare and cook suitable foods, developing important skills they will keep for life.

The activities undertaken during this unit will extend students' knowledge, experiences, skills and understanding of many foods related topics. This will also help develop students' skills in solving problems, time management and decision making.

Assessment

Various design plans, self-evaluations, worksheets, skill development and practical applications, practical and/ or written exam.

CONTACT: Tania Maple

Year 10 - Home Economics: Food for Life

Course Outline

- The primary focus of this unit is food and nutrition, incorporating the technology process of investigate, design, produce and evaluate. Topics such as 'nutrition', 'culinary terminology', 'factors influencing food choice' and 'meal planning' are incorporated into the investigations, whilst practical activities use designing, producing and evaluating techniques.
- The activities undertaken during this unit will extend students' knowledge, experiences, skills and understanding of many food and nutrition related topics. This will also help develop students' skills in solving problems, time management, decision making and understanding how good food choices affect future health.

Assessment

- Investigations
- Design projects
- Skill development and practical applications
- Practical and/or written exam

CONTACT: Michelle Farquhar

Year 10 - Textiles/Fashion Design & Production

Course Outline

This course could be taken as a stand alone unit which would benefit students entering Graphics, Studio Arts, Textiles, Wood or Metal at VCE units 1, 2, 3 & 4. It is designed to extend student understanding of the design process. Students will undertake a series of exercises designed to build confidence and understanding of both

- CAD and freehand approaches to the design process.
- Students will develop a folio designed to promote and present design ideas.
- Students will learn how to effectively plan and undertake production activities.

Assessment

1. Computer design

- Scanning processes
- Research & development techniques
- Computer composite mood boards and client profiles
- Layouts, presentation justifications, production plans & evaluation plans

2. Design and development

- The design elements and principles
- The design process.
- Design briefs
- Development of evaluation criteria
- Research techniques
- Fashion illustration techniques
- Design development techniques
- Presentation techniques

3. Textiles/fashion production

- Students will investigate traditional and new materials to determine appropriate qualities and processes
- Students will be introduced to a range of traditional and new techniques and processes which could be incorporated into production work
- Students will assess product design according appropriate to purpose and function
- Students will undertake production activities related to their given work brief
- Student will investigate and apply the most appropriate quality finishes related to their product
- Production planning
- Evaluation of final product and production activities

CONTACT: Rowan Jones

VCE ARTS

VCE Art

ART is designed to introduce students to ‘life’ as a practising Artist. Each student will learn how to work through the Artistic process – working through or continuing with a specific theme, mediums or techniques to suit each individual student’s needs. Students will explore ideas and demonstrate effective working methods as well as explore a range of technical skills. Students will develop skills in a variety of materials and techniques including painting, drawing, printmaking and mixed media. Students will also be trained to respond to art in an articulate and informed manner.

UNIT 1 – ART AND MEANING

This unit focuses on artworks as objects and examines how formal qualities such as art elements, materials and techniques communicate meaning. Students examine artists in different societies and cultures, and historical periods, and develop their own points of view about the meanings and messages of the studied artwork. In their own practical work, they explore the characteristics and qualities of materials and areas of personal interest to generate their own artworks.

UNIT 2 – ART AND CULTURAL EXPRESSION

In this unit students become aware that artworks can be created as forms of cultural expression for specific contexts, and discuss the differing roles and purposes of art in these contexts. Students identify ways in which art expresses and reflects culture. In their practical work, students continue to explore techniques and develop personal and creative responses in their art making. They explore the effects on their own artwork of cultural contexts and social attitudes to art.

UNIT 3 and 4

Practical – INVESTIGATION AND INTERPRETATION THROUGH ARTMAKING (Unit 3) and REALISATION AND RESOLUTION (Unit 4) Theoretical – INTERPRETING ART (Unit 3) and DISCUSSING AND DEBATING ART (Unit 4)

Students work on their folio across both units 3 and 4. Students work as if they are a practising artist; developing ideas, letting them evolve, reflecting and evaluating and then resolving ideas into finished artworks. In Unit 3, students study artists to look for specific meanings and message within the artworks being studied, make comparisons and judgements about the artworks and students are encouraged to interpret their own meanings and messages from within the artworks studied. In Unit 4, students study art issues such as street art and public art and form their own opinion on these issues based on their research.

CONTACT: Kaitlyn Fry

VCE Studio Art

Studio Art is designed to provide students with the opportunity to specialise in a particular art form because of special interest or career aspiration or to prepare for further Art based studies at a tertiary level.

Studio Art has been divided into 2 major separate Art practices. These will run as separate courses as outlined below....

Studio Art: Photography Unit 1 and 2 / Unit 3 and 4

Studio Art: Painting and Drawing Unit 1 and 2 / Unit 3 and 4

Therefore, you can ONLY select to do –

Units 1 & 2 Photography OR Units 1 & 2 Painting and drawing

Units 3 & 4 Photography OR Units 3 & 4 Painting and drawing

Careful consideration will need to be given when deciding the choice of which Studio Art course a student will undertake. It is recommended that you follow through your choice of Art form from Unit 1 & 2 into Units 3 & 4, giving you the advantage of very well developed skills and ideas for Units 3 & 4, where more independent study is required.

Studio Art: Painting, Drawing, Printmaking or 3D The Art forms studied in this course could include Painting, Drawing, Printmaking, Sculpture, Ceramics and related processes such as air brush, collage and mixed media.

UNIT 1 – ARTISTIC INSPIRATION AND TECHNIQUES

The focus is mainly on methods of developing and documenting ideas and inspirations. Students will also develop skills in using various art materials and techniques. By experimenting with a variety of art materials, students can decide which art form/s they are interested in so they can develop their skills further in future. This will be achieved by responding to different topics, such as portraits, landscapes and still life, in a variety of ways, and recording their findings in a WORKBOOK. These workbook experiments will then lead to some finished artworks which will form a FOLIO. Students are required to study current and past artists, their inspirations, subject matter, techniques and materials, and to submit this as written research.

UNIT 2 – DESIGN EXPLORATION AND CONCEPTS

The focus of this unit is to explore the process of designing and making a finished artwork, from initial inspiration and trialling, through to completed artwork. Students will explore how art elements effect the communication of ideas within an artwork. Students will study how established artists communicate ideas and meaning within their artwork.

UNIT 3 – STUDIO PRODUCTION AND PROFESSIONAL ART PRACTICES

The focus of this unit is to develop ideas and specific art techniques that will be used to create a folio of finished artworks in Unit 4. Students will select their own theme for this exploration, write a plan for how they will develop their ideas and art skills, and then follow through this plan, presenting all this exploration work in a folio. Students will study how established artists develop ideas, use specific materials and techniques and develop their own unique style of art.

UNIT 4 – STUDIO PRODUCTION AND ART INDUSTRY CONTEXTS

The focus of this Unit is to create a Folio of finished artworks based on the ideas and trials developed in Unit 3. The aim is to refine skills and imagery to complete artworks which demonstrate a high level of skill. Students will also study the art industry, including all aspects involved in the exhibition of artworks in a professional Art Gallery.

CONTACT: Kaitlyn Fry

VCE Studio Art: Photography

The art form studied in this course is photography and its related processes. Students will be able to explore their interests in Digital SLR photography, image processing and printing techniques– including some black and white film photography and darkroom techniques.

Note: Students need to be aware that they will be expected to provide their own photographic paper, which will incur some cost. It is also highly recommended that students provide their own SLR 35mm camera.

UNIT 1 – ARTISTIC INSPIRATION AND TECHNIQUES

The focus is mainly on methods of developing and documenting ideas and inspirations. Students will also develop skills in using various art materials and techniques. This will be achieved by responding to different topics, such as portraits, landscapes and still life, in a variety of ways, and recording their findings in a WORKBOOK. These workbook experiments will then lead to some finished artworks which will form a FOLIO.

UNIT 2 – DESIGN EXPLORATION AND CONCEPTS

The focus of this unit is to explore the process of designing and making a finished artwork, from initial inspiration and trialling, through to completed artwork. Students will explore how art elements effect the communication of ideas within an artwork. Students will study how established artists communicate ideas and meaning within their artwork.

UNIT 3 – STUDIO PRODUCTION AND PROFESSIONAL ART PRACTICES

The focus of this unit is to develop ideas and specific art techniques that will be used to create a folio of finished artworks in Unit 4. Students will select their own theme for this exploration, write a plan for how they will develop their

ideas and art skills, and then follow through this plan, presenting all this exploration work in a folio. Students will study how established artists develop ideas, use specific materials and techniques and develop their own unique style of art.

UNIT 4 – STUDIO PRODUCTION AND ART INDUSTRY CONTEXTS

The focus of this Unit is to create a Folio of finished artworks based on the ideas and trials developed in Unit 3. The aim is to refine skills and imagery to complete artworks which demonstrate a high level of skill. Students will also study the art industry, including all aspects involved in the exhibition of artworks in a professional Art Gallery.

CONTACT: Kaitlyn Fry

VCE Media

Students take an analytical and creative approach to studying aspects of the media, ranging from film, television, radio, internet and print. They will have the opportunity to explore texts from different eras as well as creating their own media products.

UNIT 1 – REPRESENTATION AND TECHNOLOGIES OF REPRESENTATION

In this unit you will learn about how images are presented, related and ordered. Also the codes and conventions involved in creating images will be explored. The equipment used to produce images will be examined and used by you to create a media product.

UNIT 2 – MEDIA PRODUCTION AND THE MEDIA INDUSTRY

You will discover how the TV News is constructed and how newspapers are produced, and gain experience in developing your own product.

UNIT 3 – NARRATIVE AND MEDIA PRODUCTION DESIGN

You will study two films and learn how to analyse the various components. You will devise a project of your own and design a plan for it. While doing this you will gain the appropriate technical expertise to complete your project in Unit 4.

UNIT 4 – MEDIA: PROCESS, INFLUENCE AND SOCIETY'S SOCIAL VALUES

You will complete your project and also examine society's social values as expressed on TV. You will also discuss the influence of the media on society e.g. violence.

CONTACT: Jamie Greenwood

VCE Visual Communication Design

Visual Communication focuses on the development of design skills and can be of benefit to students with an interest in any design field. Graphic, Industrial, Product, Interior, Landscape, Fashion, Web and Architecture are some examples. Students work through practical projects to develop drawing, illustration and presentation skills, including the use of digital techniques and processes. They also study the vocabulary and grammar of visual communication, which includes an understanding of, and application of drawing and drawing convention, design elements, and principles and function of design in communication.

UNIT 1 – INTRODUCTION TO VISUAL COMMUNICATION DESIGN

Students focus on the development of essential drawing skills, the use of the design elements and principles through design projects and explore the historical and cultural factors which impact on design.

UNIT 2 – APPLICATIONS OF VISUAL COMMUNICATION DESIGN

Students study Technical Drawing, Typography and undertake a series of increasingly advanced design projects.

UNIT 3 – DESIGN THINKING AND PRACTICE

Students analyze the professional practice of existing designers from a variety of fields and use this learning to inform and refine their own design process. Students establish a plan for their major design task in unit 4.

UNIT 4 – DESIGN DEVELOPMENT AND PRESENTATION

Students engage in a highly developed design process from initial brainstorming through to final presentation. They then present their designs back to the class.

CONTACT: Jamie Greenwood

VCE DIGITAL TECHNOLOGIES

VCE Information Technology

Year 11 – Computing: Informatics Unit 1

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. In Area of Study 1 students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. In Area of Study 2 students investigate how networks with wireless capability allow data and information to be exchanged locally and within the global environment. Area of Study 3 students are encouraged to work in small group and use web authoring software to create a website which presents an overview of an issue associated with the use of mobile devices.

Year 11 – Computing: Programming Unit 2

Students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. In Area of Study 1 students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. In Area of Study 2 students develop a sound understanding of data and how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. In Area of Study 3 students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

At Year 12 students can choose either Software Development or Informatics

Year 12 – Software Development Unit 3

In Software development Units 3 and 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. In Area of Study 1 students respond to given software designs and develop a set of working modules through the use of a programming language. Students examine a range of software design representations and interpret these when applying specific functions of a programming language to create working modules. In Area of Study 2 students analyse a need or opportunity, plan and design a solution and develop computational, design and systems thinking skills.

Year 12 – Software Development Unit 4

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 programming language used in Unit 3. In Area of Study 1 students further their computational thinking skills by transforming their detailed design prepared in Unit 3 into a software solution. They evaluate the efficiency and effectiveness of the solution in meeting needs or opportunities. They also assess the effectiveness of the project plan in monitoring project progress. In Area of Study 2 students apply systems thinking skills when explaining the relationship between two information systems that share data and how that dependency affects the performance of the systems.

Year 12 – Informatics Unit 3

In Informatics Units 3 and 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Area of Study 1 students investigate the way organisations acquire data using interactive online solutions, such as websites and applications (apps), and consider how users interact with these solutions when conducting online transactions. They examine how relational database management systems (RDBMS) store and manipulate data typically acquired this way. Students use software to create user flow diagrams that depict how users interact with online solutions, and acquire and apply knowledge and skills in the use of an RDBMS to create a solution.

Students develop an understanding of the power and risks of using complex data as a basis for decision making. In Area of Study 2 students complete the first part of a project. They frame a hypothesis and then select, acquire and organise data from multiple data sets to confirm or refute this hypothesis. This data is manipulated using tools such as spreadsheets or databases to help analyse and interpret it so that students can form a conclusion regarding their hypothesis. Students take an organised approach to problem solving by preparing project plans and monitoring the progress of the project.

Year 12 – Informatics Unit 4

In this unit students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. In Area of Study 1 students draw on the analysis and conclusion of their hypothesis determined in Unit 3, Outcome 2, and then design, develop and evaluate a multimodal, online solution that effectively communicates the conclusion and findings. The evaluation focuses on the effectiveness of the solution in communicating the conclusion and the reasonableness of the findings.

Students use their project plan to monitor their progress and assess the effectiveness of their plan and adjustments in managing the project. In Area of Study 2, students explore how different organisations manage the storage and disposal of data and information to minimise threats to the integrity and security of data and information and to optimise the handling of information.

CONTACT: Daryl Cavender

VCE ENGLISH

VCE English

English is concerned with enhancing a student's communication skills through the modes of reading, writing and speaking.

UNIT 1: In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts to position audiences.

UNIT 2: In this unit, students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

UNIT 3: In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

UNIT 4: In this unit, students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

VCE English Language

This study aims to combine learning about the nature of language in human thought and communication with learning how to use English more effectively and creatively. It is informed by the discipline of linguistics and integrates a systematic exploration of the nature of the English Language. Students develop skills in the description and analysis of a diverse range of spoken and written English texts.

UNIT 1 & 2: Language and communication and Language change: The use of language is an essential aspect of human behaviour, the means by which individuals relate to each other and to their own particular communities. Unit One is concerned with the nature and functions of language and the way language is organised so that it provides its users with the means by which they can make sense of their experience and have contact with others. Unit 2 looks at the inevitability and the continual process of change. The unit explores the development of English in its many forms.

UNITS 3 & 4: Language variation and social purpose and Language variation and identity: these units can be studied without having studied Units One and Two. They involve extensive study of how people use language and what can be learnt about people and their background from the way they use language, how they write and how they speak. There is scope to examine film and television, the print media, advertising, letters, speeches, extracts from literature, indeed any area where language, in whatever form, is used.

VCE Literature

When you study literature you develop knowledge and enjoyment of a wide range of literary texts, poetry, novels, short stories, plays and films. The study will require you to respond creatively and critically to the texts, discuss the ideas expressed and participate in excursions to view plays. Texts will include novels, poetry, plays, short stories and films both contemporary, and from the past.

UNIT 1: In this unit, students focus on the ways in which the interaction between text and reader creates meaning.

UNIT 2: In this unit, students explore the ways literary texts connect with each other and with the world.

UNIT 3: In this unit, students consider how the form of a text affects meaning, and how writers construct their texts.

UNIT 4: In this unit, students develop critical and analytic responses to texts.

CONTACT: Seán Ó Caollaidhe

VCE EXTENDED INVESTIGATION

VCE Extended Investigation

Extended Investigation is a research based subject in which the students develop, refine and carry out an investigation of their choice. The investigation can be conducted across any discipline that interests the student. The investigation may be an extension of an area of the curriculum or it may be completely independent of any VCE study.

UNIT 3 – Designing an Extended Investigation UNIT 4 – Presenting an Extended Investigation

Extended Investigation enables students to develop, and extend knowledge and skills in independent research. Through this study, students develop their capacity to explore, justify and defend their research findings to a general audience in both oral and written forms.

This subject allows students to work independently, develop and maintain their own timelines for completing their research. The student's research project will be undertaken over the course of the year.

Assessment is school based coursework, a written presentation of 4,500 words and 2 oral presentations to a non-specific audience – one in unit 3 and one in unit 4 at the completion of the project. There is no exam for this subject, but an online critical thinking test/assessment.

Students need to be committed to learning. They need to be organised; be able to work independently and maintain their research and motivation over the course of the year. The skills that students develop in this study are transferable to any higher education course or vocational education and training program.

VCE Extended Investigation is a Unit 3 and 4 subject. There are no Units 1 & 2 in this study.

CONTACT:

VCE/VET HAPE

VCE Health & Human Development

UNIT 1 – THE HEALTH AND DEVELOPMENTS OF AUSTRALIA'S YOUTH

Students develop understanding of the concepts of youth health and individual human development. Students become aware of the differing methods for measuring health status and develop a greater understanding of the health status of youth. Students will also develop an understanding of a range of determinants and their ability to influence youth health and individual human development. They will explore the importance of nutrition and the developmental functions it performs in the body.

UNIT 2 – INDIVIDUAL HUMAN DEVELOPMENT AND HEALTH ISSUES

Students develop an understanding of the health and individual human development of Australia's unborn children and the physical changes that occur from conception to birth. Students investigate how determinants, including physical environment, biological, behavioural and social, influence prenatal health and individual human development. Students develop an understanding of the health and individual from birth to approximately twelve years. They explore the physical, social, emotional and intellectual changes.

UNIT 3 – AUSTRALIA'S HEALTH

Students will develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students use key health measures to compare health in Australia and analyse how determinants of health contribute to variations in health status. The students examine different models of health and health promotion. They investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives.

UNIT 4 – GLOBAL HEALTH AND HUMAN DEVELOPMENT

The students explore global health, human development and sustainability. Students identify similarities and differences in the health status between people living in developing countries and Australians, and analyse reasons for the differences. They will explore the role of international organisations including the UN and WHO in achieving sustainable improvements in health and human development. Students consider strategies designed to promote health and sustainable human development globally, as well as Australia's contribution to international health programs and contributions to non-government organisations.

CONTACT: Hayley Munro

VCE Outdoor Education and Environmental Studies

It is recommended that students, who wish to undertake OES, complete it in Year 10 and Y11 to minimise the impact on Year 12 studies.

UNIT 1 - EXPLORING OUTDOOR EXPERIENCES

Students will examine motivations for and responses to nature and outdoor experiences. They investigate a range of contemporary uses and meanings of the term 'nature', and examine a variety of different types of outdoor environments. Students are introduced to a cultural perspective on the ways humans relate to nature. Camp: Torquay \$220

UNIT 2 - DISCOVERING OUTDOOR ENVIRONMENTS

Students are introduced to a variety of outdoor environments from a number of perspectives. They develop appropriate practical skills for safe and sustainable participation in outdoor experiences. Camp: Otways Adventure \$190 OR Rubicon \$230

UNIT 3 - RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS

Students explore how Australians have understood and interacted with outdoor environments over time. Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various Indigenous cultural experiences, through to the influence of a number of major events and issues subsequent to European settlement. They also study the social, cultural, economic and political factors that influence these relationships between humans and the environment. Camp: Mt Arapiles Rock climbing trip \$200

UNIT 4 - SUSTAINABLE OUTDOOR RELATIONSHIPS

Students explore the contemporary state of environments in Australia and the importance of natural environments for individuals and society. They examine the nature of sustainability and evaluate the health of outdoor environments. Students also focus on the sustainability of environments in order to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen. Camp: Falls Creek Snow trip \$800 * There are fundraising opportunities available, which can reduce camp costs ** Costs of camp are an approximate and are subject to change.

CONTACT: Hayley Munro

VCE Physical Education

Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity.

Unit 1 – The human bodies in motion

In this unit students explore 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 the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Unit 2: Physical activity, sport and society

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 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.

Unit 3: Movement skills and energy for physical activity

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. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Unit 4 – Training to improve performance

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

Contacts: Michael Sordello and Jill Muir

VCE HUMANITIES

VCE Business Management

VCE Business Management examines the way businesses manage resources to achieve their objectives. Students develop an understanding of the challenges, complexity and rewards that come from managing a business.

UNIT 1 – PLANNING A BUSINESS

This unit provides an opportunity for students to explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. There will be an excursion to a local shopping centre to observe and analyse business practices.

UNIT 2 – ESTABLISHING A BUSINESS

Students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping.

UNIT 3 – MANAGING A BUSINESS

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.

UNIT 4 – TRANSFORMING A BUSINESS

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.

CONTACT: Matt Richardson

VCE History – Twentieth Century

This unit allows students to examine some of the world's major political, economic and cultural events in the twentieth century.

UNIT 1: TWENTIETH CENTURY HISTORY (1900–1945)

1900 to 1945 in Europe can be considered an exciting time because of the many social, political and economic changes that occurred. Many of these changes led to conflicts between individuals and nations. Through a study of Europe in 1914 at the beginning of and during World War 1 and the rise of Hitler and Germany during World War 2 students can come to understand the issues and events, which have shaped the modern world. Students study the conflicts during World War 1, the changes to German society in the 1930's, the influence of propaganda and the issues of the Holocaust complicity.

Areas of Study:

- Crisis and conflict • Social life • Cultural expression

UNIT 2: TWENTIETH CENTURY HISTORY (1945–2000)

This unit allows students the opportunity to investigate major themes and principal events of post war history: the Cold War, the Vietnam War, the emergence of social movements such as the Black Civil Rights movement and peace movements, the collapse of the Soviet bloc, the end of apartheid and the development of organisations such as the European Union and the North American Free Trade Agreement (NAFTA).

Areas of Study:

- Ideas and political power • Movements of the people • Issues for the millennium

VCE History – Revolutions

Revolutions have always tried to destroy regimes that do not represent the interests of its people. They quickly try to build new societies or governments but in so doing cause destruction and construction, dispossession and liberation. As processes of dramatically accelerated social change, revolutions have a profound impact on the country in which they occur, as well as important international repercussions. Students will examine a number of issues related to revolutions. What was the cause of the revolution and what led to a loss of confidence in the previous government? With the collapse of the old order what revolutionary ideas or movements will replace it? What roles do individuals play in change? What difficulties were faced in changing society?

Units 3 & 4 – Students will study two out of the following four– the American, French, Russian or the Chinese Revolution.

Areas of Study:

- Revolutionary ideas, leaders, movements and events
- Creating a new society

CONTACT: Matt Richardson

VCE Philosophy

UNIT 1 – EXISTENCE, KNOWLEDGE AND REASONING

What is knowledge? Do we have free will? What does it mean for something to be good? What is justice? These are some of the fundamental questions which have engaged students of philosophical enquiry over millennia, and they are just as relevant today. This Unit begins the journey to explore the philosophical concepts and processes behind such questions.

Areas of Study

- Metaphysics – Self and Identity, Mind and Body.
- Epistemology – the nature and sources of knowledge, rationalism and empiricism
- Introduction to logic and reasoning

UNIT 2 – ETHICS AND PHILOSOPHICAL INVESTIGATION

This area of study explores practical philosophical issues relevant to living in the contemporary world.

Areas of Study

- Ethics – meta-ethics, normative ethics and applied ethics with a focus on animal rights
- Other great questions in philosophy – a negotiated area of study
- Techniques of reasoning

UNIT 3 – MINDS, BODIES AND PERSONS

This unit considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time?

Areas of Study

Minds and Bodies: Armstrong, Descartes, Plato Personal Identity: Conze, Hume, Locke, Santideva

UNIT 4 – THE GOOD LIFE

This unit explores ideas concerning the nature of the good life as developed by ancient and modern philosophers, and encourages students to compare these ideas with the notions of the good life in traditions with which they may be familiar. We will look at the answers that different philosophical traditions give to the question, 'Is there a purpose, or meaning to life?'

Areas of Study

- Ancient Greek conceptions of the good life: Socrates, Plato, Aristotle
- Nineteenth- and twentieth-century discussion of the good life: Nietzsche, Singer

CONTACT: Chris Hutton

VCE Legal Studies

VCE Legal Studies is an introduction to the study of Australian law. It looks at how law affects us in our everyday lives and what our rights and responsibilities are. We study both criminal and civil law and how cases are presented in court.

UNIT 1 – CRIMINAL LAW IN ACTION

This unit focuses on the importance of criminal law. It examines the role of police and the punishments imposed on guilty parties.

UNIT 2 – ISSUES IN CIVIL LAW

This unit looks at civil rights. We study areas of contract law and tort law such as negligence. Students study the jury system and the role of courts and tribunals. The students then study some specific areas of law in such as Marriage and divorce, technology and the law and so on.

UNIT 3 – LAW-MAKING

This unit explores how we as citizens are affected by parliament. We also look at how the constitution protects our rights. The role of courts in our system is also evaluated.

UNIT 4 – RESOLUTION AND JUSTICE

This unit looks at how we resolve criminal and civil disputes peacefully. We look at each of the courts from the Children's Court to the High Court. Is our legal system a fair one? Is the law accessible to all?

CONTACT: Matt Richardson

VCE LANGUAGES

VCE German

German is the most widely spoken language in Europe. It is spoken by 100 million native speakers in Germany, Austria, Switzerland and bordering areas. Another 20 million native speakers of German live in countries in and outside Europe. German has always had a strong standing as a language for science and technology. Every seventh publication in the world is in German. Economists predict that German will soon be one of the major trading languages in the world. It is already a leading trading language in the European community. Germany is Australia's fourth largest trading partner. Also German forms part of the Australian cultural heritage. It is marked as a priority language in the national Languages Policy. There is a notable community interest in reviving the knowledge of German.

Unit 1

In Unit 1, students study topics related to everyday life. This may include family, sport and health, or school. They demonstrate their increased understanding of German through assessments such as listening tests, an interview and reading comprehensions.

Unit 2

In the second semester of Year 11, students study German cities, the environment or fairy tales. They continue to develop their ability to communicate in German in both spoken and written forms. Possible assessments include a journal entry, an interview or a formal letter.

Unit 3

In Unit 3, students begin their detailed study. In School Assessed Coursework they write a 250 word personal or imaginative piece. They also analyse and use information from spoken texts and complete a 3 to 4 minute role play.

Unit 4

In this unit, students are preparing for the end of year oral and written exams. School Assessed Coursework includes a 3 to 4 minute interview and a 250–300 word persuasive, informative or evaluative piece.

CONTACT: Dani Bjelanovic

VCE Japanese

Japanese is spoken by over 120 million people and Japan is one of Australia's largest trading partners. Japanese language and cultural sensitivity is vital for a growing number of employers. Learning a foreign language, and particularly an Asian language, can give a student an advantage ahead of other applicants seeking employment, not only for their ability to communicate in another language, but for their proven capability to learn one. Australians' interest in Japanese cuisine, lifestyle and culture (such as martial arts, sports and flower arranging) is growing rapidly, and so learning this language provides opportunities to expand a student's interest.

Unit 1

Students will learn structures related to describing, explaining and commenting on past, present or future events. Students also practice listening to spoken texts (e.g. conversation, interviews, broadcasts) to obtain information.

Unit 2

This unit focuses on vocabulary and expressions appropriate to the themes of giving advice or assistance, suggesting, explaining, and agreeing. Over the course of the unit, students will exercise both oral and written skills in Japanese.

Unit 3

In this unit students will practise creating a personal or imaginative text focusing on an event or experience in the past or present, using a range of text types to organise and sequence ideas.

Unit 4

In the final unit students will show awareness of different social contexts required for different types of language. They will select and make use of relevant reference materials related to detailed study. The students' level of achievement for unit 4 will be determined by school-assessed course work and the end-of-year examinations.

CONTACT: Hwaja Johnston

VCE MATHS

Mathematics is a study of function and pattern in number, logic, space and structure, and of randomness, chance, variability and uncertainty in data and event. It provides a symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage the environment.

There are four mathematics subjects offered at VCE Units 1 and 2 level:

- **Foundation Mathematics – 1 & 2**
- **General Mathematics: *Further* – 1 & 2**
- **General Mathematics: *Advanced* - 1 & 2**
- **Mathematical Methods - 1 & 2**
- **Specialist Mathematics - 1 & 2**

There are three Mathematics subjects offered at the VCE Units 3 and 4 level:

- **Further Mathematics - 3 & 4**
- **Mathematical Methods - 3 & 4**
- **Specialist Mathematics - 3 & 4**

VCE Units 1 & 2 Foundation Mathematics

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. It is recommended for students who may still require VCE maths but have not coped with Year 10 Core Mathematics.

- Space, Shape and Design
- Patterns and Number
- Data
- Measurement

VCE Units 1 & 2 General Mathematics: Further

General Mathematics: *Further* is designed to prepare students for Further Mathematics 3 & 4; however it can also be taken by students who only wish to study two units of mathematics in their VCE.

- Statistics
- Networks
- Financial Arithmetic
- Matrices
- Sequences and Series

VCE Units 1 & 2 General Mathematics: Advanced

General Mathematics: *Advanced* is recommended for students who have completed Year 10 Core Maths, but also want to study Mathematical Methods in Year 11. It can also be studied by students who have completed Year 10 Core mathematics as a pathway to Further Mathematics 3 & 4.

Areas of Study:

- Linear Equations and Graphs
- Shape and Measurement
- Number Systems
- Financial Arithmetic
- Sequences and Series
- Trigonometry
- Statistics

VCE Units 1 & 2 Mathematical Methods

Mathematical Methods 1 & 2 is designed as a preparation for Mathematical Methods 3 & 4. Students will develop CAS technology skills and apply these to solve mathematical applications. There is a strong emphasis in the course on Graphing and Algebra.

Areas of Study:

- Functions and Graphs
- Algebra

- Calculus
- Probability

VCE Units 1 & 2 Specialist Mathematics

Specialist Mathematics 1 & 2 is designed as a preparation for Specialist Mathematics 3 & 4. Students will be introduced to topics like complex numbers, vectors and conics which will be developed further the following year.

Areas of Study:

- Algebra and structure
- Arithmetic and number
- Geometry, measurement and trigonometry
- Graphs of non-linear relations
- Statistics

VCE Units 3 & 4 Further Mathematics

Further Mathematics has a prescribed core of Data Analysis and recursion and financial modelling plus two modules selected from:

- Geometry and measurement
- Graphs and Relations
- Networks and Decision Mathematics
- Matrices

VCE Units 3 & 4 Mathematical Methods

This subject will satisfy entry requirements into many Tertiary courses such as Applied Sciences, Engineering, Physiotherapy, Applied Chemistry, Architecture and Commerce.

Areas of Study:

- Coordinate Geometry
- Circular Functions
- Calculus
- Algebra
- Statistics and Probability

VCE Units 3 & 4 Specialist Mathematics

This subject is an extension of many of the topics covered in Specialist maths 1 & 2 and must be studied concurrently with Methods 3 & 4.

The topics covered are:

- Vectors
- Complex Numbers
- Circular Functions
- Differentiation
- Integration
- Kinematics
- Differential Equations
- Dynamics

CONTACT: Debra Hutchinson

VCE PERFORMING ARTS

VCE Music Performance (Solo Performance)

This subject is for instrumentalists / singers who would like to continue developing on their instrument as part of their school study. These students can pursue an enormous range of options from bagpipes, electric bass and violin to modern vocal. Students **MUST** have a teacher from within or outside the school. In the five periods, students work on performances (solo and group), developing their aural/listening skills, creative work and investigating music styles. Being able to read music is an advantage in the aural section of the course. Because units 1 and 2 measure improvement, it is easier to do year 11 than year 12 (where very high standards are set.) Students should see Mr. Woods before selecting to do units 3 and 4.

UNITS 1 & 2

You will focus on improving on your solo instrument. The grade you receive will reflect this growth rather than an absolute standard. You will perform in groups, develop listening skills (aural), engage in a range of creative activities (composing, arranging, improvising) and investigate musical styles. All assessment is carried out by the school.

UNITS 3 & 4

The school assesses 25% of the final mark, 50% is assessed on the solo performance externally, 25% aural and written test assessed externally. The solo performance is graded by an external examiner based on absolute standards.

CONTACT: Damien Woods

VET Certificate III in Music Performance

Description

In this subject, students will extend their music skills which will enhance their employment prospects within the Music Industry. Students who complete this program will obtain the expertise to compose and record their own music, work in a group and solo, improvisation, work at a music event, explore career options and understand copyright. The course runs for two years.

Career Opportunities

On completion of this course, you will have the opportunity to pursue an occupation in such areas as musician, music teacher, singer, songwriter or jingle writer, stage producer, music technician, stage manager, director or music editor, broadcaster, and disk jockey.

CONTACT: Damien Woods

VET Certificate IV in Music Performance

(Partial Completion)

Description

This course offers a broadening experience for students and provides training in practical skills and background knowledge related to the music industry. It extends their knowledge of the music industry including its commercial aspects, copyright and OH&S issues. The course runs for one year.

More specifically this course aims to give students the opportunity to achieve the following outcomes:

- Music performance and presentation before live audiences
 - Progress to higher level tertiary studies in music and employment opportunities in the music industry

Career Opportunities

There are a number of employment opportunities resulting from this course, and graduates can look forward to careers in the music industry, in roles that include performing, recording or multimedia music production.

CONTACT: Damien Woods

VCE Drama

The study of Drama both continues and introduces skills and activities associated with performance Drama, such as role play, solo performance, and ensemble work. It also involves the examining of theatre styles through theatre excursions so there will be some cost involved.

Areas of Study

UNIT 1 – DRAMATIC STORYTELLING

You will develop characters from theatre history and modern situations and transform these into performance in both group and solo activities.

UNIT 2 – CREATING AUSTRALIAN DRAMA

Here you will use play scripts to create and present dramatic performances, as well as analyse the work of professional theatre companies.

UNIT 3 ENSEMBLE PERFORMANCE

You will work as an ensemble and perform to explore non-realistic drama.

UNIT 4 – SOLO PERFORMANCE

In this unit you will study theatre history and select from a list of topics, develop a solo performance.

CONTACT: Ellie Jones

VCE Theatre Studies

You will study the traditions, styles, conventions and crafts of theatre. It also involves the examining of theatre styles through theatre excursions so there will be some cost involved.

Areas of Study

UNIT 1 – THEATRICAL STYLES OF THE PRE-MODERN ERA

Stagecraft in this unit forms the basis by which students learn to realise play scripts. Stagecraft includes equipment and materials, design, construction, artistic and business management. You will focus on works prior to the 1880s.

UNIT 2 – THEATRICAL STYLES OF THE MODERN ERA

You will focus on plays from the 1880s to the present. Here you will explore a range of performance styles and the theatrical conventions that are appropriate to these styles.

UNIT 3 – PRODUCTION DEVELOPMENT

Here you will produce a play or excerpts to explore the production process.

UNIT 4 – PERFORMANCE INTERPRETATION

You will select a monologue from a prescribed text and develop it to performance.

CONTACT: Ellie Jones

VCE SCIENCE

VCE Biology

UNIT 1: HOW DO LIVING THINGS STAY ALIVE?

This unit focuses on the activities of cells, their processes and their importance. Study is made of the systems of organisms and how they function to maintain a constant environment.

UNIT 2: HOW IS CONTINUITY OF LIFE MAINTAINED?

Students investigate the relationships between environmental factors, and adaptations and distribution of living things. Types of ecosystems are studied and the effects of environmental changes are analysed.

UNIT 3: HOW DO CELLS MAINTAIN LIFE?

In this unit an investigation is undertaken of the activities of cells, their diversity and the reactions occurring within them. A study of pathogens and the response of organisms to disease are also made.

UNIT 4: HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?

This unit investigates the basis of inheritance and the importance of DNA in the development all aspects of gene technology. A study of evolution, natural selection and the evolution of humans is undertaken.

CONTACT: Elizabeth Kent

VCE Chemistry

Chemistry Chemical processes have led to new drugs, synthetic materials, biotechnology, microelectronics, new forms of food preservation, fuels, transportation and communication systems. Chemical processes are important in improving human health, preventing environmental problems and rehabilitating degraded environments.

UNIT 1 – HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

In this unit students focus on the nature of chemical elements, their atomic structure and their place in the periodic table. Students will also investigate the nature of metals and their properties, including metallic nanomaterials. Fundamental quantitative aspects of chemistry are introduced.

UNIT 2 – WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?

This unit introduces the role of water in the environment and the principles of green chemistry. Acid–base and redox reactions are developed, and the use of chemical calculations is extended. Students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

UNIT 3 – HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

In this unit students focus on the options for energy production and how can the yield of a chemical product can be optimised

UNIT 4 – HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?

In this unit students investigate how the diversity of carbon compounds are explained and categorised, and the chemistry of food

CONTACT: Elizabeth Kent

VCE Physics

Physics aims to develop an understanding of the behaviour of the material world. It has been a challenge to the human mind. Great scientists like Einstein, Newton and Galileo have given us some of the answers as to how the Universe operates, from the smallest nucleus in an atom to the enormity of space. Their imagination and ingenuity have given us a fundamental understanding which applies to a wide range of rewarding careers in science and technology. Users of physics get excited by exploring all sorts of physical things like sound, movement, electricity, light, atoms, astronomy, health, materials, machines and electronics. They have fun experimenting to gain a better knowledge of these physical phenomena.

UNIT 1: WHAT IDEAS EXPLAIN THE PHYSICAL WORLD?

- Thermodynamics
- Electricity
- Matter

UNIT 2: WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

- Motion
- Student/Teacher negotiated area of study
- Extended practical investigation (thermodynamics or electricity)

UNIT 3 - HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

- How do things move without contact
- How are fields used to move electrical energy
- How fast can things go

UNIT 4 - HOW CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT AND MATTER?

- How can waves explain the behaviour of light
- How are light and matter similar
- Practical investigation

CONTACT: Elizabeth Kent

VCE Psychology

Psychology is the systematic study of behaviour and mental processes. In learning about their own and others' behaviour, students become aware of the complexities and variations involved in all kinds of behaviour. Students also develop knowledge and skills about scientific research methods, including an appreciation of ethics and controversial issues involved in psychology.

Psychology is relevant to most careers dealing with people, and is included as a component, in a broad range of tertiary studies including education, health, welfare, industry, business and administration. Psychology is also a career path for students interested in counselling and/or behavioural research. Fields include early childhood learning, industrial relations, criminal matters, sports motivation and personal development.

Unit 1 - HOW ARE BEHAVIOUR AND MENTAL PROCESSES SHAPED?

Students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. They consider the complex nature of psychological development and the development of thoughts, feelings and behaviours.

Unit 2 - HOW DO EXTERNAL FACTORS INFLUENCE BEHAVIOUR AND MENTAL PROCESSES?

Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Unit 3 - HOW DOES EXPERIENCE AFFECT BEHAVIOUR AND MENTAL PROCESSES?

Students investigate the nervous system and how it influences behaviour. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge.

Unit 4 - HOW IS WELLBEING DEVELOPED AND MAINTAINED?

Students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach.

CONTACT: Elizabeth Kent

VCE/VET TECHNOLOGY

VET Certificate II in Automotive (Light Vehicle Mechanics)

Description This course will suit you if you are looking towards a career in the automotive industry. It covers the competency to carry out research activities and perform generic mechanical tasks that are encountered in the automotive industry sector. The program is of approximately 400 hours duration to be taken over two full years of study and delivered in class time at Ballarat High School. The units selected are from the pre-apprenticeship descriptor for motor mechanics.

Career opportunities On completion of this course, you will have the opportunity to pursue a career in such areas as automotive mechanics, engine reconditioning, automotive electrician and electronics, vehicle body repair, painting, panel beating and trimming.

CONTACT: Steve White

VET Certificate II (partial) in Building and Construction

Description This program provides students with the knowledge and skills to enhance their employment prospects in the building and construction industry. The certificate provides completion of two thirds of the pre-apprenticeship program in the carpentry stream. Units in the program include safe handling of plant and power tools, quality principles for the building industry, calculations and workplace documents and plans. The course runs for two years.

Career opportunities Completion of this VET course can lead to a carpentry apprenticeship, building engineer, building surveying and quality surveying, architecture and mechanical engineering.

CONTACT: Mike Cook

VET Certificate II in Hospitality (Kitchen Operations)

Description

This course aims to provide students with the skills and knowledge to be competent in a range of kitchen functions and activities to work in various hospitality enterprises where food is prepared and serviced. This includes restaurants, hotels, catering operations, clubs, pubs, cafes, cafeterias and coffee shops. It will also provide credit towards an apprenticeship. The course runs for two years.

Career opportunities

Completion of Certificate II and (partial) III in Hospitality will assist students in entering the hospitality industry. With additional training and experience, future employment outcomes may include food & beverage attendant, hospitality manager, chef, cafe owner/manager or kitchen assistant.

CONTACT: Shona Maloney

VCE Product Design and Technology

This study is designed to give students a greater understanding of the importance design plays in our everyday lives. It determines the form and function of the products we use and wear. In Design and Technology students will take on the role of the designer-maker and develop skills and knowledge to produce creative, effective solutions to design challenges.

The study is made up of four units that may be undertaken with a different materials focus:

- **TEXTILES / FASHION DESIGN**
- **WOOD/TIMBER**

UNIT 1: PRODUCT RE-DESIGN AND SUSTAINABILITY

This unit focuses on the analysis, modification and improvement of a product design with consideration on the materials used and issues of sustainability. Area of Study 1: Product redesign for improvement Area of Study 2: Producing and evaluating a re-designed product

UNIT 2: COLLABORATIVE DESIGN

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics, materials and sustainability. Area of Study 1: Designing within a team Area of Study 2: Producing and evaluating a collaboratively designed product

UNIT 3: APPLYING THE PRODUCT DESIGN PROCESS

In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or end-user, developed through a design process and influenced by a range of complex factors. Area of Study 1: The designer, client and/or end-user in product development Area of Study 2: Product development and industry Area of Study 3: Designing for others

UNIT 4: PRODUCT DEVELOPMENT AND EVALUATION In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Area of Study 1: Product analysis and comparison Area of Study 2: Product manufacture Area of Study 3: Product evaluation

CONTACT: Malcolm Clarke (Wood), Rowan Jones (Textiles)