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Introductory Letter

As a College community, we have been working to develop the direction of the school to ensure that it is meeting the needs of our students in equipping them for their futures. We are focusing on the personalization of learning, building better relationships and expanding our community partnerships.

Every student has skills and talents that they need to develop, with support from their families and teachers. We are working to provide curriculum and learning opportunities both in the classroom and in the community to encourage each student to achieve more than they thought possible.

For learning to occur, students need to be in a safe and caring environment. Our school structures are designed to support our Mentoring program. All teaching staff are working with a small group of students to personally support their overall development and to liaise with their families on the students’ progress.

To expand our students’ knowledge of their career pathways and options we are currently expanding our partnerships with community organisations — locally, nationally and internationally. Our young people will only achieve what they aspire to. It is important that we, as a community, support them to gain the skills, knowledge and experience they will need to achieve in whatever direction they choose to follow.

I welcome you to contact the College at any time.

Mary McPherson
College Principal
College Vision

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

College Values
Pride, Respect, Responsibility

We achieve this by:

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

Mentor Program Structure

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

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

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

The following lists show the personnel allocated to roles in 2014 and may change in 2015

Learning Area Leaders
For subject or course specific enquiries please contact:

- **Arts**
  - Clayton Tremlett
- **English**
  - Paula Jenkins
- **Health/Physical Education**
  - Kerin Lourey
- **Humanities (including Business Studies)**
  - Robyn Schneider
- **Languages Other Than English (LOTE)**
  - Jane McDonald
- **Mathematics**
  - David Butt
- **Science**
  - Vanessa Robinson
- **Technology**
  - Paula Hunter

Programs

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

General Enquiries

- **Booklist and Financial Enquiries — Business Manager**
  - Emily Hordern
- **Bus Enquiries — Bus Coordinator**
  - Ian White

Additional Pathways Support

- **Careers Coordinator**
  - Ian Cook

Leadership Team

Principals:

- **College Principal**
  - Mary McPherson
- **Assistant Principal - Student Engagement and Wellbeing**
  - Paul Frye
- **Assistant Principal - Student Learning**
  - Brian Brasher

Leading Teachers:

- **Curriculum**
  - Dino Cevolatti
- **VCE/VCAL/VET**
  - Stuart Bird
- **Professional Development**
  - Simone Bassett
- **Student Engagement and Wellbeing**
  - Alana Wearne
- **Co-Curricular Programs**
  - Steve Carroll
- **Grade 6 into 7 Transition**
  - Mark Johansson
Choosing a Program — Units, Semesters and Programs

What is a Semester?
The Castlemaine Secondary College year is divided up into two semesters:

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

The advantages of dividing the year into semesters are that:

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

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

What is a Program?
The combination of units you study is called your program. In selecting your program you should:

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

The preliminary process

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

In making their selections, all students should:

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

Useful references include:

- The ‘VTAC Guide 2015’, available in the Careers Room, the Library, and also at http://www.vtac.edu.au (all tertiary course information).
- The Victorian Tertiary Entrance Requirements booklets; ‘VICTER 2016’ (for Year 11 students) or ‘VICTER 2017’ (for Year 10 students) at http://www.vtac.edu.au/publications.html

Key Dates

<table>
<thead>
<tr>
<th>Date</th>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday 21st July 2014</td>
<td>7:30pm – 8:30pm</td>
<td>Year 9 and 10 Steiner Program Information Evening</td>
<td>Etty Street Campus, Music Centre</td>
</tr>
<tr>
<td>Tuesday 22nd July 2014</td>
<td>7:00pm – 8:00pm</td>
<td>Year 9 into 10 Parent and Student Information Evening</td>
<td>Etty Street Campus, Music Centre</td>
</tr>
<tr>
<td>Tuesday 22nd July 2014</td>
<td>8:00pm – 9:00pm</td>
<td>Year 10/11 into 11/12 (VCE/VET/VCAL) Parent and Student Information Evening</td>
<td>Etty Street Campus, Music Centre</td>
</tr>
<tr>
<td>Wednesday 23rd July 2014</td>
<td>7:00pm – 8:00pm</td>
<td>Year 8 into 9 Parent and Student Information Evening</td>
<td>Blakeley Road Campus, Wellbeing Centre</td>
</tr>
</tbody>
</table>

**NOTE:** Some adjustments to students’ programs may be necessary after the teaching blocks have been set in the College timetable for 2014.
Choosing a Program for Year 9

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

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

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

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

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

- **Mathematics** — students must study **two** units of Mathematics for the whole year (one unit per semester)
- **English** — students must study **two** units of English for the whole year (one unit per semester)
- **Science** — students must study **two** units of Science for the whole year (one unit per semester)
- **Humanities** — students must study **two** units of Humanities for the whole year
- **Health and Physical Education** — students must study at least **one** unit of Health and PE

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

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

In addition to these, students may choose 3 other elective units from any of the learning areas, these may be either single semester or year long subjects.

**LOTE** — Students are strongly urged to consider continuing with their LOTE, either French or Indonesian into Year 9 and are encouraged to discuss this with their current LOTE Teacher.

To support students to continue with their LOTE studies, they may have free choice of their electives.

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

Guidelines for choosing Year 9 Programs

<table>
<thead>
<tr>
<th>Students MUST undertake (Core)</th>
<th>Number of Semesters</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Mathematics (Mathematical Methods OR General Mathematics)</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Humanities</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Health and Physical Education</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Students MUST choose (Electives)</th>
<th>Number of Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Arts Learning Area elective (LOTE students exempt)</td>
<td>1</td>
</tr>
<tr>
<td>Technology Learning Area elective (LOTE students exempt)</td>
<td>1</td>
</tr>
<tr>
<td>ANY OTHER Discipline-based electives of interest 1 or 2</td>
<td>3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Plus (Projects)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Project-based Learning electives</td>
</tr>
</tbody>
</table>

**TOTAL NUMBER OF YEAR 9 UNITS** | 16
## Subjects offered to Year 9 students at Castlemaine Secondary College

<table>
<thead>
<tr>
<th>The Arts (Choose at least one)</th>
<th>Technology (Choose at least one)</th>
<th>Projects-based Learning Electives (Choose one per semester — two per year)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Art (2D Works) (1/YL)</td>
<td>Computer Studies (1)</td>
<td>Art vs Street (1)</td>
</tr>
<tr>
<td>Art (3D Works) (1)</td>
<td>Edible Art (1)</td>
<td>CAST (1)</td>
</tr>
<tr>
<td>Ceramics (1)</td>
<td>Foods Technology (1)</td>
<td>CFA Youth Crew (YL)</td>
</tr>
<tr>
<td>Drama (1/YL)</td>
<td>Materials — Electronics (1)</td>
<td>Debating (1)</td>
</tr>
<tr>
<td>Media (1)</td>
<td>Materials — Metals &amp; Plastics (1)</td>
<td>Duke of Edinburgh / Advance Project (YL)</td>
</tr>
<tr>
<td>Music (YL)</td>
<td>Materials — Skills Extension (2)</td>
<td>Energy Breakthrough Team (YL)</td>
</tr>
<tr>
<td>Visual Communication &amp; Design (1/YL)</td>
<td>Materials — Woods (1)</td>
<td>Events Management (1)</td>
</tr>
<tr>
<td></td>
<td>Textiles (1)</td>
<td>Food Crew (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>French Conversation (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Journalism (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Outdoor Education (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>RoboLab (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sports &amp; Fitness (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Theatre Production (1)</td>
</tr>
<tr>
<td>English</td>
<td>Humanities</td>
<td>Science</td>
</tr>
<tr>
<td>English (YL)</td>
<td>Humanities (YL)</td>
<td>Science (YL)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Life Sciences (1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Science &amp; Technology (1)</td>
</tr>
<tr>
<td>PE and Health</td>
<td>LOTE</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Health &amp; Physical Education (1)</td>
<td>LOTE French (YL)</td>
<td>General Mathematics (YL)</td>
</tr>
<tr>
<td>Health &amp; Physical Education (2)</td>
<td>LOTE Indonesian (YL)</td>
<td>OR Mathematical Methods (YL)</td>
</tr>
</tbody>
</table>

**Note:**
- **(YL)** = Year Long subjects which must be undertaken in both semesters if selected
- **(1)** = Single Semester Subjects which may be undertaken in Semester One or Two
- **(2)** = Single Semester Subjects offered in Semester Two with a prerequisite Semester One Subject
- **(1 / YL)** = Some subjects are can be selected as either Year Long or Semester Long
- Compulsory subjects are in **bold**. The College reserves the right to withdraw any unit if insufficient students select it.
Choosing a Program for Year 10

A Broad Curriculum with Plenty of Choice

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

Program Selection

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

- **Mathematics** — students must study **two** units of Mathematics for the whole year (one unit per semester)
- **English** — students must study **two** units of English for the whole year (one unit per semester)
- **Science** — students must study **one** unit of Core Science (at least one semester)
- **Humanities** — students must study one unit of Core Humanities (at least one semester)

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

- **Health and Physical Education** — students must study at least **one** unit of Health and PE
- **The Arts** — students must study at least **one** unit of the Arts
- **Technology** — students must study at least **one** unit of Technology

Students must also select **three** other electives from any of the learning areas, including one VCE and/or VET studies (Units 1 and 2).

**LOTE** — Students are strongly urged to consider continuing with their LOTE, either French or Indonesian into Year 10 and are encouraged to discuss this with their current LOTE Teacher.

To support students to continue with their LOTE studies, they may have free choice of their electives.

**Rules For Choosing a Year 10 Program**

<table>
<thead>
<tr>
<th>Units</th>
<th>Students MUST undertake (Core)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students MUST undertake (Core)</td>
<td></td>
</tr>
<tr>
<td>TWO units of English</td>
<td>6</td>
</tr>
<tr>
<td>TWO units of Mathematics (either General Mathematics OR Mathematical Methods)</td>
<td></td>
</tr>
<tr>
<td>ONE unit of Core Science</td>
<td></td>
</tr>
<tr>
<td>ONE unit of Core Humanities</td>
<td></td>
</tr>
<tr>
<td>Students MUST also choose (Electives)</td>
<td></td>
</tr>
<tr>
<td>at least ONE unit of Health &amp; Physical Education (LOTE students exempt)</td>
<td>3</td>
</tr>
<tr>
<td>at least ONE unit of Arts (LOTE students exempt)</td>
<td></td>
</tr>
<tr>
<td>at least ONE unit of Technology (LOTE students exempt)</td>
<td></td>
</tr>
<tr>
<td>Plus</td>
<td></td>
</tr>
<tr>
<td>Students may choose THREE other units from any Learning Area</td>
<td>3</td>
</tr>
</tbody>
</table>

**TOTAL NUMBER OF UNITS** 12

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

### Arts
- **Art (1/YL)**
- **Art vs Street**
- **3D Art/Ceramics**
- **Drama**
- **Media Studies**
- **Photography**
- **Visual Communication & Design (1/YL)**

**VCE/VET Units Available in Yr 10**
- VCE Media Studies
- VCE Music Performance
- VCE/VET Music Industry (Technical Production)
- VCE Studio Art Photography

### Technology
- **Design Technology — Materials**
- **Edible Art & Food Technology (1/YL)**
- **Information Technology**
- **Multimedia**
- **Science & Technology**
- **Workshop**

**VCE/VET Units Available in Yr 10**
- VCE Information & Communications Technology
- VCE Food & Technology
- VCE / VET Building & Construction
- VCE / VET Automotive Studies
- VCE / VET Engineering Studies
- VCE / VET Applied Fashion Design & Technology
- VCE / VET Catering Operations

### Health & Physical Education
- **Health & Human Development**
- **Physical Education — Individual Sports**
- **Physical Education — Team Sports**
- **Outdoor Recreation**

**VCE/VET Units Available in Yr 10**
- VCE Health & Human Development
- VCE Outdoor Environmental Studies
- VCE Physical Education
- VCE / VET Outdoor Recreation

### Humanities
- **Core Humanities**
- **Extension Humanities**

**VCE Units Available in Yr 10**
- VCE Accounting
- VCE Business Management
- VCE History
- VCE Legal Studies

### Mathematics
- **General Mathematics (YL)**
- **Mathematical Methods (YL)**

**Core Science**
- **Extension Science**

**VCE Units Available in Yr 10**
- VCE Biology
- VCE Psychology

### Science
- **VCE Units Available in Yr 10**
- VCE Psychology

### English
- **English (YL)**

**VCE Units Available in Yr 10**
- VCE Literature

**LOTE**
- **French (YL)**
- **Indonesian (YL)**

**VCE Units Available in Yr 10**
- None

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

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

Requirements of the VCE
To obtain a VCE you must satisfactorily complete a minimum of 16 units. Of these:
- at least three units from the English group (English, Foundation English, Literature, English Language) with at least 1 unit at Unit 3 or 4 level;
- at least three sequences of Units 3 and 4 studies, other than English, including VCE VET Unit 3 and 4 sequences;
VCE students study 6 units per semester in Year 11 and in Year 12 they study a unit from the English group plus four other sequences for the whole year.

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

VCE (Baccalaureate)
The VCE (Baccalaureate) provides an additional form of recognition for those students who choose to undertake the demands of studying both a higher level mathematics and a language in their VCE program of study. To be eligible to receive the VCE (Baccalaureate) the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.
The VCE program of study must include:
- a Units 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above; or a Units 3 and 4 sequence in EAL with a study score of 33 or above
- a Units 3 and 4 sequence in either Mathematics Methods (CAS) or Specialist Mathematics
- a Units 3 and 4 sequence in a VCE Language
- at least two other Units 3 and 4 sequences

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

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

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

What is a VCAL Program?
A Victorian Certificate of Applied Learning (VCAL) program is a set of at least 10 credits taken over 1 year or longer. One VCAL credit at Intermediate or Senior level is equivalent to 1 VCE unit, a VCE VET unit or 100 hours of Vocational Education and Training (VET) or Further Education (FE) modules. A VCAL program is individual; it will depend on what the student wants to study, what has already been completed and what must be completed to gain the award. The certificate can be undertaken at the Foundation, Intermediate or Senior award level and this allows students to come into the VCAL at Year 11 or 12. The units chosen in an individual program and the teacher’s evaluation of a student’s competency at various levels determines the award level of the VCAL program.
Requirements of the VCAL
To obtain a VCAL certificate you must satisfactorily complete a minimum of 10 credits. You must study:
- at least 1 credit in each of the 4 VCAL strands
  - Literacy and Numeracy Skills (English and Maths)
  - Industry Specific Skills (certified training / a VET subject)
  - Work Related Skills (VCAL subject)
  - Personal Development Skills (VCAL subject)
- 6 credits at the same award level (including satisfactory completion of a Literacy unit and a Personal Development Skills unit)
- at least 1 VET Certificate credit for the Intermediate and Senior awards levels.

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

VCE and VCAL Credit Transfer
Students who start a VCE program may decide to move into a VCAL program at some stage. Similarly, students who start a VCAL program may elect to move into a VCE program. Credit transfers between VCE and VCAL units can be counted towards the award of either certificate as follows:
- VCE Units 1 and 2 = VCAL Intermediate unit credits
- VCE Units 3 and 4 = VCAL Senior unit credits*

Recognising Prior Studies in VCAL
Prior formal studies in the VCE, at a Further Education or Adult and Community Education provider are acknowledged and credit transfer is possible for the award of a VCAL certificate. This helps make up the 10 credits needed to satisfy the certificate.
Prior learning from activities undertaken (eg: Duke of Edinburgh Award, community volunteering, paid employment, extensive participation in a sport, hobby or interest group) may be acknowledged and credit transfer is possible (this helps make up the ten credits needed for the award of a certificate).

VET Courses
Vocational Education and Training (VET) certificates can be taken by students as part of their VCE or VCAL studies. VET certificates generally take two years to complete and students can start a certificate in either Year 10 or Year 11. Students should be aware that only in exceptional circumstances is it possible to start a VET certificate mid-year. VCAL students enrolled in Intermediate or Senior Level must complete at least 100 hours of VET training.
VET Certificate courses are made up of various modules or units of competence. Completion of all modules leads to the awarding of a nationally recognised VET Certificate eg.; Certificate II in Automotive Technology Studies. Completion of some of the modules in a semester or year leads to the awarding of a Certificate of Attainment.
VET Certificates are issued by a Registered Training Organisation (usually a TAFE college eg. Kangan Institute), thus all VET courses are taught in partnership with a RTO.

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

VET Certificates (Units of Competence) also contribute towards students’ VCE or VCAL program:
- Year 1 of a VET certificate usually equals Units 1 and 2 of VCE
- Year 2 of a VET certificate usually equals a 3 and 4 sequence in Year 12 VCE
A number of VET certificates allow students to sit an end of year exam where they achieve a study score which contributes towards an ATAR score.

The VET certificates currently offered at Castlemaine Secondary College which have an exam and coursework which contributes towards a study score and ATAR score are:
- Certificate II in Engineering Studies
- Certificate II in Catering Operations
- Certificate III in Technical Production (Music Industry)
- Certificate II in Outdoor Recreation

The other VET certificates offered at CSC are:
- Certificate II in Building and Construction
- Certificate II in Automotive Technology Studies
- Certificate II in Applied Fashion Design and Technology
VCE/VET/VCAL Subjects offered at Castlemaine Secondary College

<table>
<thead>
<tr>
<th>Arts</th>
<th>Technology</th>
<th>Health &amp; Physical Education</th>
<th>Science</th>
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<tbody>
<tr>
<td>VCE Art</td>
<td>VCE Food &amp; Technology</td>
<td>VCE Health &amp; Human Development</td>
<td>VCE Biology</td>
</tr>
<tr>
<td>VCE Drama/Theatre Studies (alternating)</td>
<td>VCE Information Technology</td>
<td>VCE Outdoor &amp; Environmental Studies</td>
<td>VCE Chemistry</td>
</tr>
<tr>
<td>VCE Media Studies</td>
<td>VCE / VET Engineering Studies</td>
<td>VCE Physical Education</td>
<td>VCE Physics</td>
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<tr>
<td>VCE Music Performance — Solo &amp; Group</td>
<td>VCE / VET Catering Operations</td>
<td>VCE / VET Outdoor Recreation</td>
<td>VCE Psychology</td>
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<tr>
<td>VCE Studio Arts — Photography</td>
<td>VCE / VET Building &amp; Construction</td>
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<tr>
<td>VCE Visual Communication &amp; Design</td>
<td>VCE / VET Applied Fashion Design &amp; Technology</td>
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<tr>
<td>VCE / VET Technical Production (Music Industry)</td>
<td>VCE / VET Automotive Studies</td>
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<tr>
<td>VCE Music Investigation — Solo (Unit 3 and 4 Only)</td>
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<tr>
<th>Humanities</th>
<th>LOTE</th>
<th>Mathematics</th>
<th>English</th>
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</thead>
<tbody>
<tr>
<td>VCE Accounting</td>
<td>VCE French</td>
<td>VCE Further Mathematics</td>
<td>VCE English</td>
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<tr>
<td>VCE Business Management</td>
<td>VCE Indonesian</td>
<td>VCE General Mathematics</td>
<td>VCE Foundation English</td>
</tr>
<tr>
<td>VCE History</td>
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<td>VCE General Mathematics (Methods)</td>
<td></td>
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<tr>
<td>VCE History — Revolutions</td>
<td></td>
<td>VCE Mathematical Methods</td>
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<tr>
<td>VCE Legal Studies</td>
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<td>VCE Specialist Mathematics</td>
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<td></td>
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<td>VCE Foundation Mathematics</td>
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<table>
<thead>
<tr>
<th>VCAL only</th>
<th>Other</th>
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<tbody>
<tr>
<td>VCAL Numeracy Skills (Year Long Study)</td>
<td>VCE Extended Investigation (Unit 3 and 4 only)</td>
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<tr>
<td>VCAL Personal Development Skills</td>
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<tr>
<td>VCAL Work Related Skills</td>
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<tr>
<td>VCAL Literacy Skills (Year Long Study)</td>
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NOTE: VCAL subjects are only offered to students enrolled in a VCAL program and VCAL Personal Development Skills/Work Related Skills are offered as a combined class.
Transitions and Pathways

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

Careers

At Castlemaine Secondary College careers guidance is available to all students. The Careers Office at the Etty Street Campus is located in the Canteen building and offers a vast array of pathway resources and information. Career and tertiary study advice is an important feature of our program at all year levels. Students are encouraged to explore their aspirations to maximise their career objectives.

Year 9: Etty Street Campus Transition Program

As a multi-campus school, we offer our Year 9 students opportunities to experience life and learning on the Etty Street Campus (Years 10–12). Students attend classes and undertake transition activities where they meet Etty Street Campus staff and develop an understanding of the layout, processes and resources available to them on the Etty Street Campus. The Transition Program gives students a ‘taste’ of Year 10 electives, assists students in making informed choices about their Year 10 subject selections and encourages them to utilise the resources situated on the Etty Street Campus.

Year 10: Work Experience

During Term 3, students in Year 10 continue their pathway planning and prepare to participate in work experience for a one week period. Students are strongly encouraged to arrange a placement with a business of their choice early in the unit to ensure a valuable and successful work experience. Subjects offered in Year 10 allow each student to enhance their individual strengths and talents. For example, students may choose a Year 11 subject and enrol in a Vocational Education and Training (VET) course or selecting Year 10 Applied Learning subjects which lead into the Victorian Certificate of Applied Learning (VCAL).

Part Time Study

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

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

You will not be able to enrol in a three year VCE/VCAL program without consulting carefully with the pathways team from the Etty Street Campus. Please see your mentor teacher, the Careers Coordinator or a member of the Transitions and Pathways team for advice about individual pathway programs.

Managed Individual Pathways (MIPs)

The College team of staff ensure that all students have an opportunity to develop their managed individual pathway plan. These plans will be utilised to assist students with their pathway planning for Years 11 and 12 at the scheduled course counselling session in Term 3. Ian Cook, our Careers Coordinator is available for further appointments upon request. Managed Individual Pathway (MIP) plans are documents that require ongoing review and update as students interests mature and change. MIPs are complemented by the Student Careers Action Plans undertaken by all students at each year level with the assistance and guidance of their Mentors.
The college ensures that curriculum offerings provide challenge for all students, including students who are highly able. Highly-able students and their parents have the option of developing an Individual Education Plan, which can provide guidance and assist in developing long-term mentoring relationships. In addition to this, Castlemaine Secondary College offers activities and programs aimed at extending our highly-able students, some of these are:

### Acquisitions Exhibition

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

### Instrumental Music

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

### Mathematics Challenge

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

### Science and Engineering Challenge

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

### Writing Workshops

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

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**Year 9 Project Based Learning Electives**

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

**Distance Education Studies**

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

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

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

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

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

VCE Extended Investigations

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

VCE Baccalaureate

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

The VCE program of study must include:

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

Other Units and Programs

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

- Year 9 Projects
- Year 9 and 10 Steiner
- VCE Extended Investigation
- Year 11 and 12 VCAL
Assessment Task
Graded activities within Units such as, sitting a 1.5 hour test, writing an essay, producing a folio of work or a research report. A student’s performance on the Assessment Tasks shows the teacher that they have achieved the relevant Learning Outcome/s for the Unit.

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

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

ENTER

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

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

Learning Outcomes
What a student must know, or be able to do, to satisfactorily complete, or pass, a Unit.

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

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

School-assessed Coursework
The assessment of work, done mainly in class time, to establish how a student is performing in Units 3–4. The scores received for SAC work contributes towards the calculation of a student’s ATAR score.

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

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

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

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

Study Score
A score from 0 to 50 which shows you how you performed in a Study, relative to all other students doing the same Study. It is based on your results in school assessments and examinations.

Unit
A self-contained course of a semester’s length.

Units 1 and 2
The first 2 units of a study. Level of difficulty usually associated with Year 11.

Units 3 and 4
Must be done as a sequence. Usually associated with Year 12.

VCAA
Victorian Curriculum and Assessment Authority

VCAL
Victorian Certificate of Applied Learning — alternative program to VCE

VCE
Victorian Certificate of Education

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

VTAC
Victorian Tertiary Admissions Centre — the organisation which processes applications to most courses in tertiary colleges and universities.
The Arts Learning Area

Performing Arts Pathways

YEAR 9

Drama Performance (1/YL)

VCE Units 1 & 2 Drama

YEAR 10

Drama

VCE Units 1 & 2 Theatre Studies

VCE Units 3 & 4 Music Performance

YEAR 11

VCE Units 1 & 2 Theatre Studies

YEAR 12

VCE Units 3 & 4 Drama

VCE Units 3 & 4 Theatre Studies

VET Units 1–4 Technical Production (Music Industry)

VCE Units 3 & 4 Music Performance

VCE Units 3 & 4 Music Investigation

see page 75 for Pathways Diagram Symbol Key
Visual Arts Pathways

YEAR 9
- Art (2D Works) (1/YL)
- Ceramics
- Art (3D Works)
- Visual Communication & Design (1/YL)

YEAR 10
- Art (1/YL)
- Art V Street
- 3D Art/Ceramics
- Media Studies
- Photography

YEAR 11
- VCE Units 1 & 2 Art
- VCE Units 1 & 2 Visual Communication & Design
- Non-VCE Art Folio Enrichment
- VCE Units 3 & 4 Visual Communication & Design

YEAR 12
- VCE Units 3 & 4 Art
- VCE Units 1 & 2 Media Studies
- VCE Units 3 & 4 Media Studies
- VCE Units 1 & 2 Studio Art Photography
- VCE Units 3 & 4 Studio Art Photography

Refer to page 75 for Pathways Diagram Symbol Key.
The Arts — Year 9 Units

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

Art (2D Works) {1/YL}

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

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

Other:
Cost $25.

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

Art (3D Works) {1}

Unit Focus and Areas of Study:
The unit focus and areas of study: This course is designed for students who wish to develop their skills, appreciation of art and ideas using the visual arts, with an emphasis on 3D work. Students will produce artworks using drawing and sculpture techniques with a range of skills and materials. Students will be encouraged to use their work to express their ideas and responses to the world around them. Sculpture from different times and places will be studied in order to stimulate the students’ own creativity, interest and understanding of art.

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

Other:
Cost $25.

Ceramics {1}

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

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

Other:
Cost $25.

Media {1}

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

Special Requirements:
An excursion to a live show costing approximately $10.

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

Students will have the chance to continue the use of skills learned in the production of live theatre. Students have the opportunity to crew and manage live shows to participate in acting and other stagecraft related to live theatre. Students are required to participate in some performances, with an emphasis on gaining basic skills and understanding of theatre lighting, rigging, make-up, wardrobe, stage management, set design and construction. Students have the opportunity to specialise in one or more of these areas, according to interest. Students will have a major role in negotiating performance projects.

Special Requirements:
An excursion to a theatre to study stage craft and mechanics view live performances:

Other:
Cost approximately an additional $10.

Drama (Performance) {1/YL}

Unit Focus and Areas of Study:
Students will participate in a range of drama activities. These will include scripted pieces, improvisation, stagecraft, elements and characterisation. Students will be involved in live performances. The students will have a major role in negotiating performance projects.

Special Requirements:
An excursion to a live show costing approximately $10.

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

Students will have the chance to continue the use of skills learned in the production of live theatre. Students have the opportunity to crew and manage live shows to participate in acting and other stagecraft related to live theatre. Students are required to participate in some performances, with an emphasis on gaining basic skills and understanding of theatre lighting, rigging, make-up, wardrobe, stage management, set design and construction. Students have the opportunity to specialise in one or more of these areas, according to interest. Students will have a major role in negotiating performance projects.

Special Requirements:
An excursion to a theatre to study stage craft and mechanics view live performances:

Other:
Cost approximately an additional $10.

Ceramics offers the opportunity to experience the complete process of production of works in the ceramics room. Students will design and produce a number of ceramic articles using a range of construction techniques. They also explore building, decoration, glazing and firing techniques. Students look at the history and development of ceramics from a diverse range of cultures and times.

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

Other:
Cost $25.
Special Requirements:
A sound understanding of computer software and an ability to easily access internet is beneficial. A USB drive is essential.

Other:
Cost $15.

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

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

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

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

Visual Communication & Design (1/YL)
Unit Focus and Areas of Study:
This course aims to promote an understanding of the process by which ideas and information are developed and communicated to others through visual design presentations. The course focuses on the development of freehand and instrumental drawing skills, problem solving, design analysis and presentation of information and data. In Visual Communication, students will undertake practical folio development work, including completing tasks such as; orthogonal and perspective drawing, layout and design, mock ups of design solutions, lettering and symbols and representational illustration. In Visual Design students will complete folio development tasks, including, layout, advertising, corporate identity, design packaging. The emphasis is on using the design process to incorporate the design elements and principles, developing freehand drawing and rendering skills to fulfil a design brief. Students will also study visual communication via discussion, research, and demonstrating an understanding of the different types of visual communication. Students investigate the different uses of visual communication in a variety of cultural and historical contexts.

Other:
Cost $20.

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

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

Other:
Cost $20.

Art (1/YL)
Note: This subject can be undertaken all year or for one semester.

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

Assessment Tasks:
Folio, Major Artwork and Written tasks

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

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

Assessment Tasks:
Folio of sculpture, Visual Diary, A study of sculpture

Other:
Students will be required to pay a fee of approximately $25 for materials used in class.
| Focus: | Students will study the street art scene as it has developed since the 1960's. Students will explore the street art scene in Melbourne as it is now recognised as a world leader in the art discipline. Students will work independently and collaboratively and develop public art for the Castlemaine Community and the school environment. They will explore stencils, graffiti and paste-ups as well as the emerging field of street sculpture. |
| Assessment Tasks: | Collaborative Learning, Exploring and Responding, and Creating and Making tasks through production of a Community Mural. |
| Other: | Cost $25. |

**Drama**

| Focus: | Drama at Year 10 explores a range of practical drama skills, such as improvisation, role play, mime, movement and script writing. Students have the opportunity to explore stagecraft areas such as sound, lighting, costume, stage management, theatre make-up and set design. Students will also attend live theatre performances. |
| Other: | Cost $15. |

**Media Studies**

| Focus: | Students work individually and in groups to create their own movies and media productions. Students watch movies to analyse and appreciate the techniques used by motion picture directors. Understand how the media manipulates and communicates factual information in the news and documentaries. |
| Assessment Tasks: | • Creating and Making: Media productions demonstrating use of production elements, conventions and techniques. • Exploring and Responding: Film Analysis Production: podcast/audio commentary/panel. • Essay/short question on news media • End of semester examination |
| Other: | Students are required to pay a levy of approximately $60 and materials will be supplied from this. It would be an advantage if students have access to a digital camera and digital video camera to use for the duration of the course. |

**Photography**

| Focus: | The aim of the unit is to develop digital photographic techniques and processes that will enable the student to use photography as a tool for artistic expression. The unit aims to provide a basic understanding of significant photographic artists. Students will explore digital photography processes, Photoshop skills and other basic design skills. This study has been structured to prepare students with the language and skills that will directly assist them in VCE Studio Arts Photography. |
| Assessment Tasks: | • Creating and making: Photographic body of work • Exploring and responding: Research projects classroom theory and homework tasks • Exam: The exam will cover material from the semester. |
| Other: | Students are required to pay a fee of approximately $20 for materials used in class for each semester. |

**Visual Communication & Design (1/YL)**

| Focus: | This course aims for students who wish to further develop their understanding of the process by which ideas and information are developed and communicated to others through visual design and presentations. The course focuses on the development of freehand and instrumental drawing skills, problem solving, design analysis and presentation of information and data. In Visual Communication, students will undertake practical folio development work, including completing tasks such as; orthogonal and perspective drawing, layout and design, mock ups of design solutions, lettering and symbols and representational illustration. In Visual Design, students will complete folio development tasks, including, layout, advertising, corporate identity, design packaging. The emphasis is on using the design process to incorporate the design elements and principles, developing freehand drawing and rendering skills to fulfil a design brief. Students will also study visual communication via discussion, research, and demonstrating an understanding of the different types of visual communication. Students investigate the different uses of visual communication in a variety of cultural and historical contexts. |
| Assessment Tasks: | Research tasks, Folio of work, Visual Diary |
| Other: | Students will be required to pay a fee of approximately $20 for materials used in class for each semester. |
The Arts – VCE/VET Units
Available for Year 10

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

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

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

VCE Art

UNIT 1
Focus:
Development of 2D artworks; exploration of techniques, materials and ideas; application of formal and personal frameworks to interpret the meanings and messages of artworks.

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

Other:
Students will be required to pay a fee of approximately $40 for materials used in class. Students may be required to purchase their own art supplies for working on projects at home. They will require a journal and A4 display book.

UNIT 2
Focus:
Development of artworks from students’ own ideas and the study of how art expresses and reflects culture.

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

Other:
Students will be required to pay a fee of approximately $40 for materials used in class. Students need to purchase art materials for use at home. Possible additional excursion cost approximately $25.

UNIT 3
Focus:
Create artworks through a broad and innovative investigation of ideas in one or more media and develop a sustained body of work. Respond critically to artworks in writing, using analytical frameworks.

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

Other:
Students will be required to pay a fee of approximately $40 for materials used in class. Students need to purchase art materials for use at home.

UNIT 4
Focus:
Progressive resolution of an innovative body of work leading to the completion of major artworks; and the discussion and debate of art issues.

Assessment Tasks:
Folio/body of work, Discussing and debating art — written task

Other:
Students will be required to pay a fee of approximately $40 for materials used in class. Students need to purchase art materials for use at home.
### VCE Media Studies

**UNIT 1**

**Focus:**
The purpose of this unit is to enable students to develop an understanding of the relationship between the media, technology and the representations present in media forms.

**Assessment:**
A written project, production of two or more media forms and a group media presentation based on ‘new media’ in Australia.

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

**UNIT 2**

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

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

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

**UNITS 3 and 4**

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

**UNIT 3**

**Focus:**
Narrative and Media Production Design

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

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

**UNIT 4**

**Focus:**
Media Process, Social Values and Media Influence

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

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

### VCE Visual Communication & Design

**UNIT 1**

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

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

**Other:**
Folio, Fine-liner, Visual Diary ($10)
Cost $25.

**UNIT 2**

**Focus:**
Communication in context

**Assessment Tasks:**
Folio of instrumental drawings, Folio of freehand drawings and renderings, Folio of developmental work and final presentation, Written report.

**Other:**
Folio, Fine-liner, Visual Diary ($10)
Cost $25.

**UNIT 3**

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

Other:

UNIT 4
Focus:
The focus of this unit is on the preparation of a design brief, generation of development work and two presentations based on the brief.

Assessment Tasks:
A brief, A folio, Two final presentations

Other:

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VCE Studio Arts — Photography

UNIT 1 — Artistic Inspiration and Techniques

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

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

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

Other:
Students are required to pay a levy approximately $120 (whole year) and materials will be supplied from this. Students also go on excursions to Melbourne (approximate cost $30 each). Students should have access to a digital SLR camera to use for the duration of the course.

UNIT 2 — Design Exploration and Concepts

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

Assessment tasks:
Two folios of finished art, Workbook, Research papers, Exam.

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

UNIT 3 — Studio Production & Professional Practices

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

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

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

Other:
Students are required to pay a levy approximately $120 (whole year) and materials will be supplied from this.

UNIT 4 — Studio Production & Industry Contexts

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

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

Other:
See Unit 3. Production of final artwork are at students’ own cost.
VCE Music Performance

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

UNIT 1

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

**Assessment Tasks:**
Solo and group performance recital, Technical work and unprepared performance test, Aural and written test and a written report.

**Other:**
Cost $20.

UNIT 2

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

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

Students also devise an original composition or improvisation.

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

**Other:**
Cost $20.

UNIT 3

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

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

**Other:**
Cost $20.

UNIT 4

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

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

**Other:**
Cost $20.

VCE Music Investigation

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

UNIT 3

**Focus:**
In this unit students select a work from a prescribed list as the basis for an investigation of a Focus Area. They explore the Focus Area through three complementary areas of study: Investigation, Composition/arrangement/improvisation and Performance. Area of Study 1, Investigation involves research into background contextual issues relevant to performance practice, critical listening to recordings of performances and examination of texts including musical scores. Area of Study 2, Composition/arrangement/improvisation involves applying these research findings to create a folio of exercises, sketches or recorded improvisations that demonstrate understanding of the characteristics of the
Focus Area. Students plan, rehearse and perform a program of works that are representative of the Focus Area and in doing so develop relevant instrumental and performance techniques and apply performance practices. Together, these areas of study require students to apply extensive skills in performance, aural awareness, transcription, music theory and analysis.

Other:
Cost $20.

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

Other:
Cost $20.

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VCE / VET Technical Production (Music Industry)
CERTIFICATE III IN TECHNICAL PRODUCTION
UNITS 1 AND 2 — VCE / VET

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

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

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

Example Units of Competency for First Year are:
Repair and Maintain Sound Equipment, Perform Basic Sound Editing, Assist with Sound Recording, Provide Event Staging Support.

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

Example Units of Competency for Second Year are:
Record and mix basic music demo, Set up and disassemble audio equipment, Provide sound reinforcement

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

Other:
Cost $75.

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VCE Drama
(alternating with VCE Theatre Studies)

At Castlemaine Secondary College, the VCE Studies of Drama and Theatre Studies are offered in alternate years to maximise pathway options for performing arts students. In 2014, Units 1–4 Theatre Studies will be offered to all Year 11 and 12 students. In 2015, Units 1–4 Drama will be offered to all Year 11 and 12 students. Typically, a student would complete Unit 1 and 2 Theatre Studies in 2014 and then Units 3 and 4 Drama in 2015. Alternately, Year 11 students may choose to study Units 3 and 4 Theatre Studies in 2014 and then Units 3 and 4 Drama in 2015, giving them two Unit 3 and 4 performing arts sequences.

UNIT 1 — Dramatic storytelling

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

Assessment Tasks:
Development of Ensemble or Solo, Performance of Ensemble or Solo, Workbook/Folio

Other:
Cost $20.

UNIT 2 — Non-naturalistic Australian drama

Focus:
This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.
UNIT 3 — Devised non-naturalistic ensemble performance

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

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

Other:
Cost $20.

UNIT 4 — Non-naturalistic solo performance

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

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

Other:
Cost $20.

UNIT 3 — Playscript interpretation

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

Assessment Tasks:
Production and Stagecraft, Folio and Evaluation, Performance Analysis.

Other:
Cost $20.

UNIT 4 — Performance interpretation

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

Assessment Tasks:
Monologue Exam, Scene Interpretation, Performance Analysis, Written Exam.

Other:
Cost $20.
The English Learning Area

English Pathways diagram

YEAR 9

YEAR 10

YEAR 11

YEAR 12

VCE
Foundation English

VCE
Units 1 & 2
English

VCE
Units 1 & 2
Literature

VCAL
Literacy Skills (YL)

VCE
Units 3 & 4
English

VCE
Units 3 & 4
Literature

see page 75 for Pathways Diagram Symbol Key
English — Year 9 Units

**English (YL)**

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

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English — Year 10 Units

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

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

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

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

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English — VCE/VET/VCAL Units

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

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

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

Our students have four ‘English’ subject choices:
- Foundation English (Units 1 and 2)
- English (Units 1–4)
- Literature (Units 1–4)

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

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

**UNIT 1**

**Focus:**
In this unit students will read of a range of set texts (particularly narrative, non-print, persuasive print and non-print texts) for comprehension, analysis and enjoyment. They develop competence and confidence in creating written, oral or multimodal texts and in manipulating language according to specific purposes, contexts and audiences.

*Please note — the term ‘set text’ refers to the texts chosen by the school / teacher.*

**Assessment Tasks:**
Critical written analysis of a set text, folio of writing pieces in response to the Context, oral presentation based on a current issue in the media, written analysis of the way in which language is used to persuade (based on written and visual texts) and an end of semester written examination.

**Other:**
See Unit 1.

**UNIT 3**

**Focus:**
This unit is centred on developing a variety of oral and written responses to a range of texts. Students analyse how the authors create meaning and the ways in which these texts can be interpreted. They develop an increasing competence in creating written texts and the ability to explain the choices they make as authors. The writing pieces they create will have been prompted by their exploration of the ideas suggested in their general reading from the selected Context.

**Assessment Tasks:**
Complex written analysis of a selected text, ‘finished’ writing for different audiences and purposes in response to the selected Context (either one sustained piece, or three to five smaller pieces) and an end of year written examination consisting of an essay on one of the set texts, a response to the Context and an analysis of persuasive writing.

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

**UNIT 2**

**Focus:**
Students develop a variety of responses to an expanded range of texts and genres. They analyse the construction and possible interpretations of texts and develop their competence and confidence in creating written, oral and/or multimodal texts for different audiences, purposes and contexts.

*Please note — the term ‘set text’ refers to the texts chosen by the school / teacher.*

**Assessment Tasks:**
Critical written analysis of a set text, folio of writing pieces in response to the Context, oral presentation based on a current issue in the media, written analysis of the way in which language is used to persuade (based on written and visual texts) and an end of semester written examination.

**Other:**
See Unit 1.

**UNIT 4**

**Focus:**
The focus of this unit is on reading and responding, in writing, to a range of texts, in order to analyse their construction and to provide a sustained and supported interpretation of these texts. Students will construct written or multimodal texts, as suggested by their reading from the selected Context. They will also be expected to explain the choices they have made as authors, in relation to the form, purpose, language, audience and context of their writing.

**Assessment Tasks:**
Complex and supported written interpretation of a set text, ‘finished’ writing for a specific audience and purpose in response to the set Context (either one sustained piece, or three to five smaller pieces) and an end of year written examination consisting of an essay on one of the set texts, a response to the Context and an analysis of persuasive writing.

**Other:**
See Unit 3.
VCE Literature

UNIT 1

Focus:
This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of any text. Students respond to a range of texts personally, critically and creatively. The ideas and concerns of texts will be explored. The emphasis will be on the students’ close engagement with language to explore texts. Students will build on their knowledge of the conventions associated with different forms of text, for example, poetry, prose, drama and/or non-print texts.

Assessment Tasks
• Readers and the responses
• Ideas and concerns in texts
• Interpreting non-print texts

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

UNIT 2

Focus:
This unit focuses on students’ critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of their interpretations and shape different meanings. Students make comparisons between texts and the relationships that exist through features such as language, characterisation and ideas.

Assessment Tasks
• Text, the reader and their contexts
• Comparing Texts

Other:
See Unit 1.

UNIT 3

Focus:
In this unit, students read a range of literary texts and consider the views and values of authors; they study how form can change meaning, and analyse and respond to a range of reviews on a set text. Students will combine these skills and develop their abilities to closely analyse and discuss passages in texts, as well as reflect on meaning found within the prose, poetry and drama studied.

Assessment Tasks:
• Adaptations and transformations
• Views, values and contexts
• Considering alternative viewpoints

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

UNIT 4

Focus:
This unit looks at how forms of literature are constructed, the nature of interpretations and judgements about texts, explorations and the use of language in texts, and the process by which the readers construct their readings of texts. Students will be required to develop their own writing as a creative response to a set text, and develop skills in close analysis of set passages in preparation for the end of year exam.

Assessment Tasks:
• Creative responses to texts
• Close analysis of a text
• Examination (external, end-of-year)

Other:
Cost of Year 12 Literature camp (if possible) — approximately $65 (one only for the year); USB memory stick for data storage.

VCE Foundation English

Unit 1

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

Assessment Tasks:
Summaries of texts, concepts maps, visual and diagrammatical representations, narrative and personal writing.

Other assessments to be completed will depend on the Area of Study selected.

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

Co-curricular Activities:
Castlemaine Secondary College writing competition, guest speakers and workplace visits, plays and films related to the subject ($20).
Unit 2

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

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

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

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

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

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

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

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

Physical Education and Health Pathways diagram

YEAR 9

Health & Physical Education

YEAR 10

Physical Education Team Sports

Health & Physical Education 2

Physical Education Individual Sports

YEAR 11

YEAR 12

VCE Units 1 & 2
Physical Education

VCE Units 3 & 4
Physical Education

VCE Units 1 & 2
Health & Human Development

VCE Units 3 & 4
Health & Human Development

VCE Units 1 & 2
Outdoor Environmental Studies

VCE Units 3 & 4
Outdoor Environmental Studies

VET Units 1-4
Outdoor Recreation

see page 75 for Pathways Diagram Symbol Key
Health & Physical Education (1)

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

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

Activities selected from:
Minor Games; Archery; Swimming; Gymnastics; Soccer; Fitness and Conditioning; Netball; Volleyball; Tennis, and; Orienteering

Theory topic covered:
Designing a Minor Game; Fitness for a healthy life; Personal fitness evaluation; Designing fitness programs, and; Current Issues in Sport

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

Health & Physical Education (2)

Unit may be selected in addition to Health & Physical Education (1).

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

Activities selected from:
Indoor cricket; Hockey; Golf; Baseball, and; Badminton

Theory topic covered:
Skeletal System; Muscular System; Sporting Injuries; Treatment of injuries, and; Teaching a skill

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

Health & Human Development

Focus:
This unit focuses on developmental changes that occur throughout the human lifespan. It begins by identifying the health needs necessary to promote and maintain growth and development, followed by significant transitions across the lifespan including puberty. It also focuses on personal identity development. Students will develop an understanding of the right to be safe and explore the concepts of challenge, risk and safety. Through the exploration of Australian health online sites, it develops an understanding of the importance of community/government services in promoting health and knowledge. Students investigate the concept of the determinants and their influence on the dimensions of health – physical, social, mental and emotional. They investigate issues within these dimensions which includes lifestyle choices, dietary needs and the interrelationship of multiple factors that impact on their health.

Assessment Tasks:
Examples — Media analysis, written report, written response, pamphlets, power-point presentations, a “blog”, posters, and internet research.

Single semester - Taster Program from VCE / VET Certificate II in Outdoor Recreation

Focus:
This subject offers a taster or introduction to VET Certificate II in Outdoor Recreation. Students would be enrolled in 5 of the 10 Units of Competency that comprise the first year of the certificate, thus providing a direct pathway into VCE.

Outdoor education focuses on personal development through interaction with others as well as responsible use of the natural environment. It aims to develop appreciation of the outdoors through adventures activities. These include Bushwalking, Navigation, Canoeing, Climbing/Abseiling and Mountain Bike riding.
Assessment Tasks:
Detailed Logs of each activity, assignments and field assessments.

Note: This is a single semester subject. Students wishing to undertake the subject as a full year study need to select Year 11 VCE / VET Certificate II in Outdoor Recreation

Other:
VET Fee - $40.00 plus Cost of 4 trips $280

Physical Education — Individual Sports

Focus:
This unit aims to assist students develop skills and strategies that will improve performance in individual sports. Emphasis is placed upon the application of skills in a range of individual sporting activities. Topics include: Fitness; Body Systems; Movement and performance; Health and sport initiatives, and; Health related issues in sport.

Assessment Tasks:
Fitness evaluation, project work, theory test, examination.

Physical Education — Team Sports

Focus:
This unit aims to assist students develop skills and strategies that will improve their performance in team sports. Emphasis is placed upon the application of skills and tactics in a range of sporting activities. Topics include: Sports Nutrition, Sports participation in Australia, SEPEP, Tactics and Strategy, Game Sense, Injury Prevention and Management.

Assessment Tasks:
Fitness evaluation, project work, theory test, examination.

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

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

Health & Physical Education — VCE/VET Units

VCE Health & Human Development

UNIT 1 — Youth Health and Development

Focus:
This unit provides an opportunity for students to explore the physical, social, emotional and intellectual changes that occur in the transition from childhood to adulthood and the inherited and environmental factors that influence health and development. Students will also identify a range of challenges, and have the opportunity to investigate one challenge in detail and justify recommendations for action that could optimise the health and development of youth.

Assessment Tasks:
A written response, a case study analysis, a data analysis.

UNIT 2 — Individual and Community Health and Development

Focus:
Families play a major role in providing for the physical, social and emotional requirements of their members. This unit examines diversity in, and the changing roles of family within the broader social and cultural context of Australian society. It also includes the influences upon health and development associated with community services and programs, especially for specific social and cultural groups.

Assessment Tasks:
Written report, Case Study, Data analysis, Written response.

UNIT 3 — Nutrition, Health and Development

Focus:
This unit examines adversity of health outcomes that are evident within our population as a result of a range of determinants that include factors such as biology, socio-economic, environment, inherited lifestyle, behaviour, knowledge, attitudes and beliefs. It includes a study of nutrition as a protective factor against disease and the role of government and non-government initiatives to promote health and development for all.

Assessment Tasks:
Written response, Written report, Case study.

UNIT 4 — Global Health and Development

Focus:
This unit examines the developmental changes that occur as individuals move through the life-span and explore inherited factors that determine developmental potential. Students will also analyse the impact of a range of environmental factors that contribute to variations in health and development both within industrialised and developing countries.

The range of sustainable health care initiatives developed by governments and international agencies to optimise health and development globally will be evaluated.

Assessment Tasks:
Written report, Case study analysis, Written response.

VCE Physical Education

UNIT 1

Focus:
This unit looks at a range of factors that influence learning and improving physical skills and the role of the coach in making this happen.

Students will also focus on general principles that are common to analysing physical performance and learning physical skills, and the biochemical principles of movement involved in these skills.

Assessment Task:
Written report, test, data analysis, examination.

UNIT 2

Focus:
This unit introduces students to an understanding of physical activity, including relationships between body systems and physical activity, the place of physical activity in contributing to well being in students’ own lives as well as within the wider community and the classification of physical activity in terms of type and experience.

Assessment Tasks:
Written report, test, oral presentation, multimedia presentation.
UNIT 3 — Physiological and participatory perspectives of physical activity

Focus:
This unit introduces students to an understanding of physical activity from a physiological perspective. In particular, the contribution of the energy systems to performance in physical activity is explored as well as the health benefits to be gained from participation in regular physical activity.

Assessment Tasks:
Laboratory Report, Written Report and Tests.

UNIT 4 — Enhancing physical performance

Focus:
This unit examines improvements in physical performance through training. Students experience a variety of practical activities involving a range of training methods and fitness activities.

Assessment Tasks:
Laboratory Report, Written Report and Tests.

VCE Outdoor Environmental Studies

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

UNIT 1

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

Assessment Tasks:
Oral presentations, practical reports, journals of observations from practical experiences, tests, written responses.

Other:
Cost — Two trips — Approximately $200 in total.

UNIT 2

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

Assessments Tasks:
Oral presentations, practical reports, short reports, tests, written responses.

Other:
Cost — Approximately $125 for field trips.

UNIT 3

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

Assessment Tasks:
Written reports, essays, analysis of data.

Other:
Cost — Practical Trips Approximately $200.

UNIT 4

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

Assessment Tasks:
Written reports, essays, analysis of data.

Other:
Cost — Practical Trips Approximately $150–$300.

VCE / VET Outdoor Recreation

CERTIFICATE II IN OUTDOOR RECREATION

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

UNITS 1 and 2

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

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

Other:

UNITS 3 and 4

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

Assessment Tasks:
Scored Assessment

Other:
Cost — $75 materials fee and approximately $225 each year for camps (student choice)
Humanities Learning Area

Humanities Pathways

YEAR 9

Humanities (YL)

Core Humanities

YEAR 10

VCE Units 1 & 2
Business Management

VCE Units 1 & 2
Accounting

VCE Units 1 & 2
Legal Studies

YEAR 11

Humanities Extension

VCE Units 1 & 2
History
Twentieth Century People & Power

YEAR 12

VCE Units 3 & 4
Business Management

VCE Units 3 & 4
Accounting

VCE Units 1 & 2
History
Revolutions

see page 75 for Pathways Diagram Symbol Key
Humanities — Year 9 Units

The study of Humanities is compulsory for two semesters.

The unit focus and areas of study:
The Humanities incorporates studies in the fields of economics, geography, history, civics and citizenship. Year 9 Humanities is designed to foster and develop key characteristics outlined by AusVELS: Looking towards adulthood, making choices about the future, having a career orientation, participating as a community member both within and beyond school, building expertise through formal methods of inquiry.

Humanities — Year 10 Units

Core Humanities

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

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

Assessment Tasks:
An essay on World War II depth study, a timeline of important events of World War II, and an assignment on migration to Australia.

Extension Humanities

Focus:
This subject is designed to prepare students for a range of VCE Humanities subjects including, VCE History, VCE Accounting, VCE Business Management, and VCE Legal Studies. This subject will continue the themes of geography, economics, and history from 1945 to the present, through depth studies from a selection of the following areas:

- Rights and Freedoms
- Economics and Commerce
- Civics and citizenship

Assessment Tasks:
As this is a new course being developed in response to the introduction of the National Curriculum the Assessment Tasks are yet to be determined.

Humanities — VCE Units Available For Year 10

- Accounting
- Business Management
- History
- Legal Studies
**Humanities — VCE Units**

**VCE Accounting**

**UNIT 1**

**Focus:**
Establishing and operating a service business, including: going into business; recording and reporting accounting data and information, and financial decision making.

**Assessment Tasks:**
Folio of exercises, tests, case studies, assignments.

**UNIT 2**

**Focus:**
Accounting for a Trading Business, including: recording and reporting accounting data and information; ICT in accounting, and; evaluation of business performance.

**Assessment Tasks:**
Folio of exercises (including exercises using accounting software package), tests, assignments, case studies.

**UNIT 3**

**Focus:**
This unit focuses on the double entry system of recording using the accrual basis of accounting, including: recording financial data into appropriate accounting records using double entry for a sole trader, and; Balance Day adjustments and reporting of accounting information.

**Assessment Tasks:**
Practical exercises, theory questions, case studies, tests, exam.

**UNIT 4**

**Focus:**
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in the decision-making process.

**Assessment Tasks:**
Practical exercises, theory questions, case studies, tests, exam.

**VCE Business Management**

**UNIT 1**

**Focus:**
Small business management, including: Business Concepts — small, medium and large businesses, macro and operating environments support services, performance measures; Small Business — decision making, planning and evaluation, and; Day to Day operations — managing money, people and other resources.

**Assessment Tasks:**

**UNIT 2**

**Focus:**
Communication and management, including: communication in business; managing marketing and public relations.

**Assessment Tasks:**
Test, Analytical Exercise, Case Studies, Report.

**UNIT 3**

**Focus:**
Corporate Management, including: large organisations in context; internal environment of larger scale organisations, and; the operations management function.

**Assessment Tasks:**
Case studies, structured questions, test, media analysis.

**UNIT 4**

**Focus:**
Managing people and change, including: Human Resource Management examines human resource management practices and processes within large-scale organisations in Australia, and; the management of change examines the importance of change management to large scale organisations and how it can be managed effectively.

**Assessment Tasks:**
Case studies, test, structured questions, media analysis.

**VCE Legal Studies**

**UNIT 1**

**Focus:**
Criminal Law and Justice, including: Criminal Law — focuses on an investigation of the importance of criminal law and the nature of criminal liability. Includes the role of the police and criminal sentencing, and; The Courtroom — focuses on the court hierarchy, its personnel and the adversary system of trial and use of juries.

**Assessment Tasks:**
Structured assignment, Test, Folio and Report, Group Oral Presentation.

**UNIT 2**

**Focus:**
Civil Law and The Law In Focus, including: Civil Disputes — investigate civil rights and compares civil with criminal law. Includes a study of the basic principle of contract and tort law; Civil Law in Action — Civil processes including the use of juries as well as alternative dispute resolution, and; the Law in Focus — looks at the functions of the law and changing the law for some specific examples: family law, law and technology and young people and the law.

**Assessment Tasks:**

**UNIT 3**

**Focus:**
Law-Making, including: Parliament and the citizen — the principles of the Australian parliamentary system and the passage of a bill through Parliament; the overall effectiveness of law-making by parliament; how and why laws change; Constitution and the protection of rights — the role of the Commonwealth Constitution in establishing and restricting the jurisdiction of the law-making powers of Parliament; methods used to change the Constitution; the importance of the Constitution in protecting democratic and human rights, and; the Role of the courts — role of the courts in law-making; the reasons for the interpretation of statues by courts and effect of interpretation by judges; the effectiveness of courts as law-maker.
Assessment tasks:
Tests; Written Reports; Structured Questions

UNIT 4

Focus:
Dispute Resolution, including: criminal cases and civil disputes — jurisdictions and functions of courts in the State and Federal court hierarchy; tribunals and alternative methods of dispute resolution, and; court processes and procedures — elements of an effective legal system; criminal and civil pre-trial and trial procedures.

Assessment tasks:
Tests; Annotated Visual Display; Structured Questions; Analysis of contemporary commentary

VCE History

UNIT 1 — 20th Century History 1900–1945

Focus:
World War One Causes and Outcomes, Modernism – New ideas and rejection of past ideas, The Roaring Twenties, Depression Era in Australia, Development and Rise of Communism and Fascism, the impact of Nazism on Europe.

Assessment Tasks:
Analytical exercises, Essays and Research reports.

UNIT 2 — Focus changes;

Focus:
Series of short historical contexts showing how each gained and maintained control of Europe. Ancient Rome, Christian Church, Napoleon, Stalin’s Russia as the in depth study. Individual in depth study of an individual or group either maintaining or gaining power.

Assessment Tasks:
Analytical exercises, Essays and Research reports.

VCE History — Revolutions

UNIT 3

Focus:
Russian Revolution, including: Revolutionary Ideas, Events, Movements and Leaders (1905–1917), and; Creating a New Society (1917–1924) following the Bolshevik Revolution.

Assessment Tasks:
Historiography, Research Reports and Document Analysis.

UNIT 4

Focus:
Chinese Revolution, including: Revolutionary Ideas, Leaders, Movements and Leaders (1898–1949), and; Creating a New Society (1949–1976) under the rule of Mao.

Assessment Tasks:
Historiography, Research Reports and Document Analysis and Essay.
Languages Other Than English (LOTE) Learning Area

Languages Other Than English (LOTE) Pathways

YEAR 9
- French
  - French Prerequisite (YL)

YEAR 10
- French
  - French (YL)
- Indonesian
  - Indonesian Prerequisite (YL)

YEAR 11
- VCE Units 1 & 2
  - French
- VCE Units 3 & 4
  - French
- VCE Units 1 & 2
  - Indonesian

YEAR 12
- VCE Units 3 & 4
  - Indonesian

see page 75 for Pathways Diagram Symbol Key
LOTE — Year 9 Units

IMPORTANT SELECTION NOTICE: The study of LOTE at Year 9 is a prerequisite for study of LOTE at Year 10 and beyond. In other words, if you don’t choose LOTE at Year 9 you cannot choose it for Year 10. Students who are adept at LOTE are strongly recommended to continue their study into Year 9. LOTE teachers will send home a letter of recommendation to students who they believe have the skills to continue LOTE into Year 9. Please discuss your selection with your LOTE teacher.

LOTE French (YL)

This study is sequential and continues for the whole year. Students wishing to undertake this subject must nominate “French (YL)”.

The unit focus and areas of study:

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

Special Requirements:

Students will require: the Collins French and Grammar Bilingual Dictionary. Dictionaries are used for four years (Years 9–12). Students may be required to pay for extracurricular activities such as: Australian Language Certificates; excursions such as language trails, film festivals, restaurants and in house cooking.

LOTE — Year 10 Units

The study of a LOTE at Year 9 is a prerequisite for the study of that LOTE at Year 10 and beyond. In other words, if you do not progress successfully in a LOTE at Year 9 you cannot choose that LOTE in Year 10.

LOTE French

Focus:

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

Assessment Tasks:

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

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

Other:

Dictionary (retain from Year 9) — $28.00

The following optional co-curricular opportunities are usually available:

- Language camps $99.00
- Language Trails $35.00
- Film / Restaurant $50.00

LOTE Indonesian (YL)

Focus:

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

Special Requirements:

Saya Bisa 2 Workbook. Retained for both year 9 & 10. Students may be required to pay for extracurricular activities such as the Immersion camp, excursions to film festivals, restaurants and in house cooking.

Assessment Tasks:

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

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

Other:

Dictionary): Echols/Shadily - $70 (including GST)

The following optional co-curricular opportunities are usually available:

- Language camps $99.00
- Language Trails $35.00
- Film / Restaurant $50.00
LOTE — VCE Units

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

VCE Indonesian OR VCE French

UNIT 1

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

Assessment Tasks:
Participate in a role-play involving making arrangements, or giving an oral presentation. Listen to spoken texts and reorganise information in different text type and read written texts and reorganise information in a different text type, Journal entry or personal account or short story. Students level of achievement will be determined by school assessed coursework and an end of unit written examination.

Other:
See LOTE Requirements

UNIT 2

Focus:
Continuing from Unit 1

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

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

Other:
See LOTE Requirements

UNIT 3

Focus:
Continuing from Unit 2

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

UNIT 4

Focus:
Continuing from Unit 3

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

Other:
See VCE LOTE requirements

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

VCE LOTE Requirements

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

French
- Retain Dictionary from Year 9/10
- Elan Grammar Workbook
  (Retain from Year 10/11) $12
Mathematics Learning Area

Mathematics Pathways

YEAR 9

General Mathematics (YL)

YEAR 10

Mathematical Methods (YL)

YEAR 11

YEAR 12

Mathematical Methods

Mathematical Methods (Methods)

Further Mathematics

Specialist Mathematics

see page 75 for Pathways Diagram Symbol Key
Year 9 Mathematics

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

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

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

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

Mathematical Methods {YL}

The study of Mathematics is compulsory for two semesters.

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

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

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

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

Special Requirements
All students must have their own scientific calculators. These can be purchased from the College.

General Mathematics {YL}

The study of Mathematics is compulsory for two semesters.

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

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

Special Requirements
All students must have their own scientific calculators. These can be purchased from the College.
Year 10 Mathematics

General Mathematics

UNIT 1
Focus:
This course aims to cover a range of topics from Levels 9 to 10 of mathematics as outlined in the Victorian Essential Learning Standards (AusVELS). It aims to cover topics to a level appropriate to prepare students for VCE General Mathematics and Further Mathematics. Topics include:

Measurement and Geometry: Application of Pythagoras’ theorem and trigonometry in two.
Probability and Statistics: display and manipulation of univariate data, stem and leaf, box and whisker plots, measures of spread.
Number and Algebra: simplification, linear equations and graphs, parallel lines, Euler’s rule, index laws and scientific notation.

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

Other
A CAS calculator (TI-nspire cost $190) is required for students continuing to VCE Mathematics. A scientific calculator is suitable for students not intending to continue to VCE Mathematics.

UNIT 2
Focus
This course aims to cover a range of topics from Levels 9 to 10 of mathematics as outlined in the Victorian Essential Learning Standards (AusVELS). It aims to cover topics to a level appropriate to prepare students for VCE General Mathematics and Further Mathematics. Topics include:

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

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

Other
See General Mathematics Unit 1.

Mathematical Methods

UNIT 1
Focus:
This course aims to complete Level 10 of mathematics as outlined in the AusVELS in a comprehensive manner. In so doing it aims to prepare students for VCE Mathematical Methods CAS and Specialist Mathematics. Topics include:

Measurement and Geometry: Applications of Pythagoras’ theorem, trigonometry, area, surface area and volume of simple and complex shapes/objects.
Number and Algebra: Linear graphs and equations and Simultaneous equations.
Probability and Statistics: Linear modelling of real data.

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

Other
See Mathematical Methods Unit 1.

UNIT 2
Focus
This course aims to complete Level 10 of mathematics as outlined in the AusVELS in a comprehensive manner. In so doing it aims to prepare students for VCE Mathematical Methods CAS and Specialist Mathematics. Topics include:

Measurement and Geometry: Applications of Pythagoras’ theorem, trigonometry, area, surface area and volume of simple and complex shapes/objects.
Number and Algebra: Linear graphs and equations and Simultaneous equations.
Probability and Statistics: Linear modelling of real data.

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

Other
See Mathematical Methods Unit 1.
Mathematics

VCE/VCAL Units

VCAL Numeracy Skills (Year Long)

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

Focus:
The purpose of these units is to enable students to develop everyday numeracy skills to make sense of their daily personal and public lives. The mathematics involved includes measurement, shape, numbers and graphs applied to tasks which are part of the student’s normal routine and also extending to applications in the workplace and general community. Topics include: Numeracy for practical purposes — design and measurement; Numeracy for personal organisation — money, time and location; and; Numeracy for interpreting society — data and numerical information.

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

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

UNIT 1

Focus:
VCAA requires students to study 4 or more topics from at least three different areas of study. The content of this course covers topics which will enable students to study Units 3 and 4 of Further Mathematics. Topics include: Data analysis and simulation; Geometry and trigonometry, and; Arithmetic.

Assessment Tasks:
Tests, summary notes, assignments, project, problem solving and modelling tasks.

Other:
See Unit 1

VCE Further Mathematics

UNITS 3 and 4

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

Topics include: Data analysis; Number patterns; Geometry and trigonometry, and; Business related mathematics Unit 3 has a prescribed core (data analysis) and one selected module (number patterns). Unit 4 has two selected modules (geometry and trigonometry, business related mathematics).

Assessment:
School Assessed Coursework: Unit 3 — one application task and one analysis task 1. Unit 4 — two analysis tasks.

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

Other:
All VCE students doing General Mathematics need to have their own CAS (Computer Algebra System) calculator.

UNIT 2

Focus:
VCAA requires students to study 4 or more topics from at least three different areas of study. The content of this course covers topics which will enable students to study Units 3 and 4 of Further Mathematics. Topics include: Data analysis and simulation; Geometry and trigonometry, and; Arithmetic.

Assessment Tasks:
Tests, summary notes, assignments, project, problem solving and modelling tasks.

Other:
See Unit 1

VCE Mathematical Methods

UNIT 1 and 2

Focus:
Unit 1 Mathematical Methods aims to extend student competencies in algebra based mathematics in preparation for Units 3 and 4 of Mathematical Methods. Topics include: Algebra; Functions and graphs; Rates of change and calculus; and; Probability.

Assessment Tasks:
Tests, summary notes, assignments, project, problem solving and modelling tasks.

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

UNITS 3 and 4

Focus:
Maths Methods is a study which prepares students for tertiary courses. When taken in conjunction with Specialist Maths 3 and 4 the subject prepares students (mathematically) for science and engineering tertiary courses. Algebra; Functions and graphs; Rates of change and calculus, and; Probability

Assessment:
School Assessed Coursework: Unit 3 — one application task, two tests. Unit 4 — two analysis tasks.

End of Year Examinations: The student’s level of achievement will also be assessed by two end of year examinations.
Other: Students will need to purchase their own text book (approximate cost $80) as an annotated text book is allowed in one of the end of year examinations.

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

- CAS TI-Inspire, Cost: $190

VCE General Mathematics (Mathematical Methods)

UNIT 1
Focus: This course is designed for students who are currently undertaking Mathematical Methods Units 1 and 2 and who desire a greater depth of Mathematical understanding. It provides a foundation for topics encountered both in Specialist Maths Units 3 and 4 and Mathematical Methods Units 3 and 4. Topics include: Data analysis and simulation; Algebra; and; Graphs of linear and non-linear relations.

Assessment Tasks:
Tests, summary notes, assignments, project, problem solving and modelling tasks.

Other: All students doing General Mathematics (Methods) need to have their own CAS (Computer Algebra System) calculator.

- CAS TI-Inspire, Cost: $190

UNIT 2
Focus: This course is designed for students who are currently undertaking Maths Methods Units 1 and 2 and who desire a greater depth of Mathematical understanding. It provides a foundation for topics encountered both in Specialist Maths Units 3 and 4 and Maths Methods Units 3 and 4. Topics include: Arithmetic; Algebra; Graphs of linear and non-linear relations; and; Geometry and trigonometry.

Assessment Tasks:
Tests, summary notes, assignments, project, problem solving and modelling tasks.

VCE Specialist Mathematics

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

Assessment:
School Assessed Coursework: Unit 3 — two analysis tasks. Unit 4 — one application task, two tests.
End of Year Examinations: The student's level of achievement will also be assessed by two end of year examinations.

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

- CAS TI-Inspire, Cost: $190

VCE Foundation Mathematics

UNITS 1 and 2
Focus: Foundation Mathematics provides for the continuing mathematical development of students entering VCE, who need mathematical skills to support their other VCE subjects and who do not intend to undertake Units 3 and 4 studies in VCE Mathematics. Topics include: Space, shape and design; Patterns and number; Handling data, and; Measurement.

Assessment:
Investigations, projects, assignments, summary notes and tests.

Other: Students should have their own scientific calculator.
Science Learning Area

Science Pathways

YEAR 9

Science (YL)

Science & Technology

YEAR 10

Science

YEAR 11

VCE Units 1 & 2 Psychology

VCE Units 1 & 2 Biology

YEAR 12

VCE Units 3 & 4 Psychology

VCE Units 3 & 4 Biology

VCE Units 1 & 2 Chemistry

VCE Units 1 & 2 Physics

VCE Units 3 & 4 Chemistry

VCE Units 3 & 4 Physics

see page 75 for Pathways Diagram Symbol Key
Science — Year 9 Units

Science (YL)

The study of Science is compulsory for two semesters.

The unit focus and areas of study:
This course is designed to extend students’ scientific knowledge and understanding. It is also designed to prepare students for future Science studies. In Year 9, the Science curriculum is progressively inquiry-based and integrated with the students’ Humanities and English studies. The main topics for the year are:

- Term 1: Biology – Human Psychology: “How do I learn what’s important to me?”
- Term 2: Chemistry – Atoms and Reactions: “What’s my burning question?”
- Term 3: Physics – Electricity and Light: “How can a bright spark help?”

Life Sciences

The unit focus and areas of study:
This course is designed to extend students’ scientific knowledge and understanding. It is also designed to extend students’ knowledge for future Science studies in the fields of Microbiology, Genetics and Psychology.

Microbiology: The study of disease and its causes, growing microbes and the study of where microbes can be found.
Genetics: The study of the structure of DNA and how this is related to the mechanisms for inheritance.
Psychology: The study of the function of parts of the brain and how this affects the things we do and the way we feel.

Science & Technology

The unit focus and areas of study:
This course is designed to extend students’ scientific knowledge and understanding. It is also designed to prepare students to different scientific technologies.

The scientific skills and procedures required to work scientifically are:
Design — Students pose scientific questions and design and carry out extended investigations involving the systematic collection of data and the recognition and control of variables.
Measurement — Students consistently use instruments and measurement procedures in a way that ensures a high degree of reliability in their data and validity in application.
Data handling and interpretation — Students take account of the limitation of techniques and equipment. Students present a well-reasoned report supported by relevant and properly processed data.
Acting Responsibly — Students use information sources to assess risks, and are consistent in their adoption of safe and responsible practices.

Students recognize ethical and social complexities in the application of science at the personal and community level.
Over the semester, students will consider the following topics.

Practical Chemistry — Including making and testing everyday products such as soap, glue and plastic.
Flight — Including the investigation of the forces involved in flight, building balsa planes and rocket science.
Solar Energy — There are two parts to this topic; students can choose to research and build a Passive Solar House or they can design and build a Solar Car (solar cars could be entered in the Solar Car Challenge, a state-wide competition).

Science — Year 10 Units

Core Science

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

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

Extension Science

Focus:
This unit builds on the Core Science unit and provides an extra preparation for VCE Science subjects. Students should have successfully studied Core Science prior to this unit.
Topics include: Chemical Science — equations and reactions; Physical Science — astronomy, and Biological Science — genetics and inheritance.

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

Science — VCE Units

Available For Year 10

- Biology
- Psychology
UNIT 3

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

Assessment Tasks:
School Assessed Coursework — a practical activity related to the action of enzymes; and a practical report on the movement of materials across cell membranes. A summary report of a plant response to stimuli; and an annotated poster, web page or multimedia presentation on one aspect of the immune response.

Other:
Student Biozone Workbook — $40

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

UNIT 4

Focus:
This unit explores the mechanisms of inheritance, genes, DNA, cell division and the causes of variation, both genetic and environmental. Students examine the interrelationships between biological, cultural and technological evolution, and consider the implications and issues for society of the emerging genetic technologies.

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

Pre Requisite:
Students need to have successfully studied Core Science and Extension Science at Year 10 level.

UNIT 1

Focus:
This unit focuses on the activities of the cell and how organisms meet their requirements for life.

Assessment Tasks:
School Assessed Coursework (practical activities, tests, annotated poster, etc).

Other:
Student Biozone Workbook — $40

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

Note: Unit 1 Biology will only be available in Semester 2 while Unit 2 Biology will only be available in Semester 1.

UNIT 2

Focus:
This unit focuses on understanding ecological concepts, including adaptations of organisms and the relationship between organisms and their non-living environment.

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

Other:
Student Workbook (from Unit 1), Field excursion (to be confirmed) Approximately $100.

Note: See Unit 1

UNIT 3

Focus:
This unit examines a range of analytical techniques and industrial processes used in chemistry including organic chemistry.

Assessment Tasks:
School Assessed Coursework including practical, research reports and topic tests. End of year exam.

Pre Requisite:
Units 1 and 2 Chemistry
UNIT 2
Focus:
This unit focuses on the application of models of more complex phenomena, including: the wavelike nature of light, motion, forces and energy.

The detailed study provides an opportunity to explore a detailed practical investigation of flight.

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

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

UNIT 3
Focus:
This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry.

Motion in one and two dimensions is introduced and applied to moving objects on Earth and in space. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonic devices are introduced.

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

Pre Requisite:
Students should have successfully completed Units 1 and 2 Physics prior to studying this Unit.

UNIT 4
Focus:
The chemistry of energy and matter: including industrial chemistry, and; supplying and using energy

Assessment Tasks:
School Assessed Coursework including practical, research reports and topic tests. End of year exam.

Pre Requisite:
Unit 3 Chemistry

Other:
Study Guide from Unit 3. Students will need to have their own scientific calculator.

VCE Physics
UNIT 1
Focus:
This unit focuses on the study of physics as a human endeavour in which observation and ideas about the physical world are organised and explained. Students learn about the use of conceptual models to describe and explain observed physical phenomena, including: Nuclear Physics and Radioactivity, and; Electricity.

The detailed studies provide opportunities to explore the application of physics concepts and models to nuclear energy, astronomy, astrophysics or medical physics.

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

Pre Requisite:
Students need to have successfully studied Core Science and Extension Science at Year 10 Level.

UNIT 4
Focus:
This unit focuses on the development and limitations of models in explaining physical phenomena. A field model of electromagnetism is applied to the generation of electricity and the development of models that explain the complex interactions of light and matter are considered.

The detailed study provides opportunities to investigate the application of physics concepts to the study of Sound.

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

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

Other:
Students will need to have their own scientific calculator.

VCE Psychology
UNIT 1 — Introduction to Psychology
Focus:
In this unit students are introduced to the development of psychology from its philosophical beginnings to a scientific study of the human mind and behaviour including how research has informed different psychological perspectives used to explain human behaviour, and explain visual perception through these perspectives and a range of psychological development theories and conduct an investigation into one stage in the lifespan of an individual.

Assessment Tasks:
Research Projects; Practical/Experimental Reports; Media Responses, and; Tests
UNIT 2 — Self and Others

Focus:
In this unit students look at how a person’s attitudes and behaviours affect the way they view themselves and affect their relationships with others. Students will also look at differences between individuals in terms of intelligence and personality.

Assessment Tasks:
Research Projects; Practical/Experimental Reports; Media Responses, and; Tests

Unit 3 – The Conscious Self

Focus:
This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Students consider the function of the nervous system in memory and investigate the ways in which information is processed, stored and utilised. Appropriate methods of psychological research and ethical principles are applied to their own investigation.

Assessment Tasks:
Tests, Research Investigation, Empirical Research Activity

Unit 4 – Brain, Behaviour and Experience

Focus:
This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. Students build on their conceptual understanding of learning to consider it as one of several important facets involved in a biopsychosocial approach to the analysis of mental health and illness.

Assessment Tasks:
Tests, Annotated Folio of Practical Activities, Research Investigation
Technology Learning Area

Technology Pathways

YEAR 9
Textiles
  VET Units 1–4
  Applied Fashion Design & Technology

YEAR 10
Textiles
  VET Units 1–4
  Applied Fashion Design & Technology
  Computer Studies
  Multimedia

YEAR 11
Textiles
  VET Units 1–4
  Applied Fashion Design & Technology
  Computer Studies
  Multimedia
  VCE Units 1 & 2
  Information Technology
  VCE Units 3 & 4
  Information Technology — IT Applications
  Food & Technology
  VCE Units 1 & 2
  Food & Technology
  VCE Units 3 & 4
  Food & Technology

YEAR 12
VCE/VET Units 1–4
  Catering Operations
  Edible Art
  VCE Units 1 & 2
  Food & Technology
  Edible Art
  VCE Units 1 & 2
  Food & Technology
  Edible Art
  VCE Units 1 & 2
  Food & Technology

see page 75 for Pathways Diagram Symbol Key
Technology Pathways (continued)

- **YEAR 9**
  - Materials — Electronics
  - Materials — Metals & Plastics
  - Materials — Wood
  - Science & Technology
    - See Science Section
  - Materials Skills Extension
- **YEAR 10**
  - Workshop
  - Design Technology — Materials
  - Science & Technology
  - VCE/VET Units 1–4
    - Automotive Studies
  - VET Units 1–4
    - Engineering Studies
  - VET Units 1–4
    - Building & Construction

*See page 75 for Pathways Diagram Symbol Key*
Technology — Year 9 Units

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

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

**Computer Studies (1)**

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

**Edible Art (1)**

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

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

**Special Requirements:**
Students are required to supply an apron, a tea towel and appropriate containers for taking food home.

**Other:**
Cost $85 (ie: $4.25 per week/production session).

**Food Technology (1)**

The unit focus and areas of study:
This course enables students to develop their design skills and to practice and improve practical cooking skills.

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

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

**Other:**
Cost $85 (ie: $4.25 per week/production session).

**Materials — Electronics (1)**

The unit focus and areas of study:
This course enables students to develop their design skills and to build a basic knowledge of electronic circuits.

Students will learn the necessary skills and techniques involved in creating circuits for an electronic product.

Students will research the materials used in electronics, develop product design ideas, create an electronic circuit for a product and evaluate their production. This is an introductory unit in electronics, introducing students to studies related to design briefs using electronic circuits.

The unit is mainly practical with additional work on material studies, methods of production and design development.

**Special Requirements:**
Students will be responsible for materials.

**Other:**
Cost approximately $40.

**Materials — Skills Extension (2)**

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

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

Students will research and analyse materials, develop product design ideas through annotated sketches, produce materials pieces using a range of appropriate tools and techniques, and evaluate their production. Throughout this unit, students will use a range of advanced tools, techniques and equipment to specified degrees of accuracy and precision. Students will develop an awareness of Australian Standards and their relationship to technological innovation and application. An investigation will be made into the development of specific materials as students develop investigating, designing, construction and evaluating skills. The unit is mainly practical with some investigation into materials, methods of production and design development required.
Special Requirements:
Students are expected to purchase their materials through the school. Students require an A3 sketch book and an A4 display book. Costs vary based on the amount and type of materials chosen.

Other:
Cost will be approximately $40.

Textiles (1)

The unit focus and areas of study:
This course is designed for those students who wish to design and produce clothing and textile articles. Knowledge and skills will be developed in the safe handling and use of textile equipment, use of fabrics and clothing construction techniques. Students will develop knowledge and skills in the following areas: pattern design and use, technological processes and construction techniques, characteristics and suitability of fabrics for a particular garment, use and care of fabrics, safe working practices.

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

Other:
Cost $35 to cover materials other than silver and precious stones.

Technology — Year 10 Units

Design Technology — Materials

Focus:
To pose and define design problems by working with a variety of design briefs within various contexts, within the workplace, the manufacturing industries and the broader community. The focus would be on the specific materials of metal, plastics and some ceramics.

Assessment:
Students are asked to document their design, production and evaluation activities in an electronic or manually-produced folio. They participate and lead discussions on evaluating their own and other peoples thinking in relation to creative and innovative products. Through creative process, reflection and evaluation, they examine and acknowledge a range of perspectives and consider the value of diverse opinions about design and technology. Students develop appropriate evaluation criteria and use them to assess design ideas, choice of materials and production techniques. They learn to analyse and evaluate a new material or process and discuss innovation and emerging technologies in the manufacturing industries.

Other:
Cost $20 per semester

Design Technology — Garment Design

Focus:
This unit aims to provide an understanding of fabrics materials through selection, decoration and use in construction for garments. Fashion and fabric design, use of commercial patterns, working to a design brief, machining skills and fabric studies will be covered.

Assessment Tasks:
Design Exercises, Production, Design Folio and Investigation.

Other:
Costs — students will need to pay for their fabrics and patterns.
It is recommended (but not compulsory) that both Garment Design & Fabric Design are selected for thorough preparation for VET Clothing Design & Production Year 11.

Edible Art & Food Technology

Focus:
This course is a combination of Food Technology and Edible Art. It can be taken as a subject for one or both semesters. It enables students to further develop their skills, utilise their own creativity and practice and improve cooking skills. Students will demonstrate advanced skills and techniques involved in the presentation of food, including cake decorating. Students will research and analyse ingredients, techniques and processes to maximise sensory properties. They will develop design options involving a range of processes, produce a variety of food dishes, and be introduced to the art of baking through various skill-based learning activities. Students will select and use appropriate techniques and equipment and evaluate products as specified in the design criteria.

Assessment Tasks:
Students are assessed in the areas of investigation, design, production and evaluation.

Special requirements:
Students are required to provide a tea towel and container appropriate to take products home.

Other:
Cost $85 per semester

Multimedia

Focus:
In this unit students study a range of media based on Information Technologies. Students develop an understanding of multimedia productions and how to produce them for different audiences/purposes. Students will investigate technology and companies that have a major impact on multimedia. Students will work with animation, digital photography, digital video, website production, game development and basic programming.

Assessment Tasks:
Creating and making: Various tasks using the Adobe Creative Suite, Game Development, Basic Programming
Exploring and responding:
Research assignment investigating a major IT company or person, Developmental tasks, Workbook.

Other:
Students are assessed in the areas of investigation, design, production and evaluation.

Workshop

Focus:
This class is a practical class designed to assist students to gain automotive and engineering skills. It is also a good preparation for the more theoretical Automotive and Engineering VET studies. Students selecting this course will be expected to be involved in hands-on, practical projects as part of their coursework, which includes:

- Workshop safety.
- Maintenance and operation of diesel and petrol engines.
- Maintenance of powered equipment and workshop tools.

Assessment task:
Students will be assessed on their workbooks which will be signed, on how they engage as a team, and on their practical, theory work and application to the tasks.

Other:
Cost $20 to cover some of the materials and excursions.

Science & Technology

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

Assessment Tasks:
Student will be assessed on the design aspects of their cars (eg; Aerodynamics, weight, materials used, originality etc.). Students’ knowledge of the workings of the car including the solar panel will also be considered.
Technology
— VCE/VET Units
Available For Year 10

- VET Applied Fashion Design & Technology — Certificate II
- VET Automotive Studies — Certificate II
- VCE/VET Building & Construction — Certificate II
- VCE/VET Engineering Studies — Certificate II
- VCE/VET Catering Operations — Certificate II
- Food & Technology
- Information Technology

Technology
— VCE/VET Units

VCE Information Technology

UNIT 1 — IT in Action
Focus:
This unit focuses on how individuals and organisations use, and are affected by, information and communications technology (ICT) in their daily lives. Students learn to manipulate data types to create solutions that can be used to persuade, educate, inform and entertain. They examine networked information systems and explore how mobile devices are used within these networks.

Assessment Tasks:
Solve a problem using a spreadsheet; Design a networked information system; Work in a team to create a website about an issue.

UNIT 2 — IT Pathways
Focus:
This unit focuses on how individuals and organisations use ICT to meet a range of purposes. Students apply a range of knowledge and skills to create solutions to meet users’ needs. Students analyse data from large repositories and manipulate selected data to create visualisations. Students develop skills in using programming software and they investigate careers that involve the use of these skills. Working in teams is an important and effective strategy for solving problems, and this strategy is applied when students solve problems for clients in the community.

Assessment Tasks:
Solve a problem by creating data visualisations; Develop a programming folio and careers report; Work in a team to solve a problem for a client.

UNIT 3 — IT Applications
Focus:
The World Wide Web and how it supports the information needs of individuals, communities and organisations. Investigate the design and technical underpinnings of different types of websites that support the varying needs of online communities. Examine techniques used by organisations to acquire data via websites and consider the relationship between how the data is acquired and the structure of databases.

Assessment Tasks:
Create a prototype website that meets an online community’s needs, and explain the technical requirements to support the hosting of this website. Design, and develop a relational database management system and discuss why and how data is acquired via websites.

UNIT 4 — IT Applications
Focus:
How ICT is used by organisations to solve ongoing information problems and on the strategies used to protect the integrity and security of data and information. Use web authoring or multimedia authoring software to produce onscreen user documentation. Explore how organisations manage the storage, communication and disposal of data and information in order to minimise threats to the integrity and security of data and information, and to optimise efficient information handling.

Assessment Tasks:
Design and evaluate an ICT solution. Evaluate strategies used by organisations to manage data.
VCE Food & Technology

UNIT 1

Focus:
In this unit students study safe and hygienic food handling practices and apply these practices in the preparation of food. Students discover the links between classification of foods and their properties associated with different cooking methods.

Assessment Tasks:
Production, materials testing and a case study.

Other:
Cost $80 per semester.

UNIT 2

Focus:
This unit provides students with the opportunity to investigate the best methods, tools and equipment to use for optimum results, and prepare for a range of situations.

Assessment Tasks:
Production, materials testing and a case study.

Other:
Cost $80 per semester.

UNIT 3 and 4

Focus:
Students analyse the functions of natural components of key foods and apply this information in the preparation of foods. Students will investigate cooking techniques and justify the use of the best techniques for key foods.

Assessment Tasks:
Production, Short Report, Design Folio.

Other:
Unit 3 and 4 $160 per year.

VCE/VET Catering Operations

CERTIFICATE III

UNIT 1 and 2

Focus:
This course aims to provide students with the skills and knowledge required to enter the hospitality industry. Students participate in training, covering a broad range of potential career pathways within the hospitality industry. Major areas of focus include commercial cookery, front and back of house service, food and beverage preparation and service.

Assessment Tasks:
Production, materials testing and a case study.

Other:
Students are required to pay a yearly VET fee $75 and to purchase a waiter’s jacket costing $65. A $80 Foods fee for each semester to cover materials.

UNIT 3 and 4 (for 2015)

Prerequisite:
Minimum requirement - Satisfactory completion of first year of Certificate III Catering Operations.

Focus:
The assessment of student performance in the training program continues to be competency based. The front of house Units deal with the skills required to develop and maintain general product knowledge required by the food attendant.

Assessment:
This is a scored VCE/VET Certificate, which directly contributes to the ATAR. Students are assessed on three tasks. These can be selected from Work Performance, Product and Portfolio. Students will undertake an externally set exam which will focus on the underpinning knowledge identified in the competency standards.

Examples of VCE/VET Units 3 and 4 Modules include:
Prepare and serve non-alcoholic beverages, prepare and serve espresso coffee and serve food and beverages.

Commitment:
Students will be required to complete 10 days of work placement. Students will also be required to participate in two functions required for assessment out of school time.

Other:
Students will be required to pay $75 VET fee and $80 fee to cover materials. Students will also need a waiter’s jacket from Units 1 and 2.
### VCE / VET Building & Construction

#### CERTIFICATE II BUILDING AND CONSTRUCTION

**Focus:**
Students selecting this course will complete modules leading to the attainment of Certificate II in Building & Construction. The overall aim of this program is to provide students with the opportunity to gain entry-level training in the Building & Construction industry. The program covers pre-apprenticeship carpentry and construction skills, workplace safety and industry induction.

#### Examples of VCE/VET Units 1 and 2 Modules:
- Safe Handling and Use of Plant & Power Tools; Building Structures; Introduction to Scaffolding; Carpentry Hand Tools; Calculations and Levelling.

#### Examples of VCE/VET Units 3 and 4 Modules:
- Workplace Documents and Plans; Quality Principles for the Building Industry; Basic Setting Out; Roof Framing and External Cladding.

**Commitment:**
This is a 2-year course/certificate. Students need to select and enrol in both Units 1 and 2. Students completing the whole of Certificate II would also be credited with VCE Units 1 and 2 and 3 and 4. This course requires a structured work placement each year. This could involve some combination of school time, after school time and holiday time.

**Other:**
$100 materials cost.

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### VCE / VET Automotive Studies

#### UNITS 1 AND 2 — CERTIFICATE II

**Focus:**
Students in Year 10, 11 and 12 can complete modules leading to the attainment of Certificate II. The course provides students with the skills and ability to achieve competencies which will enhance their employment and further training prospects within the automotive and allied industries. It also aims to provide students with ‘work ready’ knowledge and skills applicable to a variety of career paths in the automotive industry.

#### Examples of VCE/VET Units 1 and 2 Modules:
- Dismantle and Assemble a Four Stroke Engine, Use and Maintain Workshop Tools and Equipment and Remove and Replace Suspension Front Springs.

#### Examples of VCE/VET Units 3 and 4 Modules:
- Construct Basic Electronic Circuits, Remove and Replace Cylinder Head, Dismantle and Assemble Manual Transmission, Operate Electrical Test Equipment and Dismantle and Assemble Carburettor.

**Commitment:**
Students completing VCE/VET Units 1 and 2 modules receive a Certificate of Attainment. This is a 2 year course/certificate. Students need to select and enrol in both Units 1 and 2. Students completing the whole of Certificate II would also be credited with VCE Units 1 and 2 and 3 and 4. This course requires a structured work placement each year. This could involve some combination of school time, after school time and holiday time.

**Other:**
$100 materials cost.

*Note: In 2014, Kangan Institute, the RTO, implemented an on-line program for delivery of the theory component of this certificate. Students must therefore be prepared to bring to each class, a lap-top/tablet with internet capability.*

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### VCE / VET Engineering Studies

#### CERTIFICATE II

**Focus:**
This course provides the skills, knowledge and attitudes required to perform entry level roles across the 4 main areas of engineering technology – fabrication, electrical/electronics, production and mechanical.

#### Examples of VCE/VET Unit 1 and 2 Modules:
- Machining, Welding & Thermal Cutting, Functional Maths, Engineering Drawing.

#### Examples of VCE/VET Unit 3 and 4 Modules:
- Computing in Engineering, Fabrication Techniques, Arc Welding.

**Commitment:**
Students completing VCE/VET Units 1 and 2 modules receive a Certificate of Attainment. This is a 2 year course/certificate. Students need to select and enrol in both Units 1 and 2. Students completing the whole of Certificate II would also be credited with VCE Units 1 and 2 and 3 and 4. This course requires a structured work placement each year. This could involve some combination of school time, after school time and holiday time.

**Other:**
$100 materials cost.

*Note: Units 3 and 4 VET Engineering Studies is now a scored VCE subject. This means that students can, if they choose to do so, have their Units 3 and 4 modules of Engineering counted in their ATAR score by sitting for the end of year exam, and completing assessment tasks during the year.*
VCE / VET Applied Fashion Design & Technology
CERTIFICATE II

This course provides students with the basic design and development skills and knowledge to prepare them for work in the fashion industry.

Students will be given the opportunity to develop skills in sewing, design processes, working with patterns, applying quality standards and interpreting basic sketches. This is a hands-on qualification that allows for some creative expression to develop and be displayed in the practical projects undertaken.

Example of VCE/VET Units 1 and 2 Modules:
Sewing, sewing machine operations, design and produce a garment, identify design process for fashion.

Example of VCE/VET Units 3 and 4 Modules:
Identify fibres and fabrics, prepare and produce sewn garment, embellish garment.

Commitment:
1. This is a 2 year course/certificate. On completion, students are awarded Certificate II and selected units from Certificate III in Applied Fashion Design and Technology.
2. Students completing the whole Certificate will be credited with three units at VCE Units 1 and 2 level and two units at VCE Units 3 and 4 level.
3. This course requires a structured work placement, which could involve some combination of school time, after school time and holiday time.

Other:
$100 materials fee.
Other Units and Programs

To cater for the needs and interests of a broad range of students, Castlemaine Secondary College offers a number of alternative/applied learning Units and Programs in addition to the broad range of units described in the remainder of the handbook. These Units/Programs are described in the following pages:

- Year 9 Projects
- Year 9 and 10 Steiner
- VCE Extended Investigation
- Year 11 and 12 VCAL
Year 9 Projects-based Learning Elective Units

Year 9 Project-based Learning Elective Choices

Project-based Learning electives are units which can run for one semester or for a whole year. You can only choose one Project-based Learning elective each semester. In the descriptions that follow you can see the Project-based Learning electives which MUST be selected for the full year (they have a (YL) code) and the project-based Learning electives that can be selected in either semester (they have a (1) code).

Art vs Street (1)

Melbourne is acknowledged as a world leader in Street Art. Explore the city’s vibrant street art scene via its laneways, murals and Public art. Back at school, explore and make Graffiti murals, stencils, and paste-ups. In the past we have developed murals for local businesses the new Malmsbury Bus Stop and sites around our school so if you are into street art this is your opportunity to contribute to a vibrant and growing legal scene in Castlemaine. This elective will require students to pay for their city excursion and some materials. Cost $20 for Materials

CAST (1)

Castlemaine Adolescent Support Team (CAST) is a group of student volunteers who work to support peers and promote healthy lifestyle choices at school. CAST develop and run lunchtime activities and competitions for all students, as well as encouraging resilience strategies and providing practical support for their fellow students in the form of Peer Support. CAST work in conjunction with the Food Crew to run a breakfast for students once a week. This student led team is a fundamental facet of the College’s well-being strategy and you get to be a part of it!

CFA Youth Crew (YL)

Have you ever wondered what it was like to be a fire fighter? Have you thought about becoming a career fire fighter or a volunteer? Well, now is your chance. Learn all the skills that fire fighters use. Students learn how to use different fire fighting equipment. Including hand equipment, portable pumps and 2 different tankers (fire trucks). This unit is run at the Castlemaine fire station. Students work as part of a team and also learn how to be a leader of a group. Students will compete in the Youth Crew Games held in Bendigo, demonstrating skills they have learnt. There will be excursions to Bendigo Fire Station and Mt Helen. Students will contribute to a community service and complete a personal challenge. CFA Youth Crew is offered as a year-long elective.

Debating (1)

The focus of this course is the Speaking and Listening dimension of English as well as the formal structures associated with debating and public speaking.

Students will develop arguments. They will learn the roles associated with the speakers on both the affirmative and negative side, practice rebuttal techniques and develop strong logical and teamwork strategies. Students will have the opportunity to participate in inter-school debating and public speaking competitions. Students may be required to pay for excursions.

Duke of Edinburgh / Advance Project (YL)

The Duke of Edinburgh Award is conferred upon young people who complete all of the required training in: Service, Skills, Physical Education and Adventurous Journey. Students undertaking the Duke of Edinburgh develop confidence and are encouraged to achieve personal excellence at the Bronze Award level. Students undertake training modules in Leadership and Community Service.

Students must plan and attend an Adventurous Journey, gain specific skills or training (eg First Aid) and keep a log of their volunteering within the community, Duke of Edinburgh is offered as a year-long elective. This elective will incur a fee for enrolment into the Duke of Edinburgh award.

Energy Breakthrough Team (YL)

The RACV Energy Breakthrough is a race held in Maryborough each November. The program encourages participants to examine and use the latest technology while considering its impact on the environment and the way people live locally and globally. Secondary schools compete in a range of vehicle classes and events. Students in Energy Breakthrough teams participate for the whole year creating logos, seeking sponsors, tuning and repairing vehicles, training and piloting vehicles. Energy Breakthrough is offered as a year-long elective. This elective may incur a small fee for travel and team uniforms.

Events Management (1)

Have you ever wanted to manage an event or support a worthy cause? Would you like to find out about events like the Big Day Out, the 40 Hour Famine or Freeza? In this elective you select an event or program of your choice, plan it and run it. It could be a fundraiser for your sports club, a market stall or a trivia night to raise funds for the RSPCA. You will hear from guest speakers working in Events Management and make a study of a successful event. Students learn to work well in a team, to develop a business plan, develop OH&S risk management plans and collect funds.

French Conversation (1)

Have you given up a language and want to brush up on some skills, or are you a current student who wants to extend their French? Are you having trouble finding the right words when you want to look hip in front of your peers? Do you need to maintain an air of mystery in front of younger siblings (or parents)? If you’ve answered yes to any of these questions, or simply have a fascination with French language or culture, then perhaps you should investigate the French Conversation Project. We will initially focus on some basic greetings and introductions together with some brief basics of French grammar. Then we will concentrate more on specifically themed practical conversations, often lending themselves to travel-related contexts. Work will involve practising set conversations, devising relevant role plays and watching some French films for examples and inspiration. We will also examine some of the more prominent aspects of French culture. There will be opportunities at all stages to cater for a range of abilities. À bientôt!
Food Crew {1}

Do you want to have fun, make people happy and start to learn the basics for a part-time job or full time career in hospitality? Join the Food Crew! This course will involve cooking — and much more! Learn about the different ways that food is provided in the community. Work as a team to provide food for a community event.

Consider a range of issues related to the provision of food, for example: legal requirements, hygiene and safety, sustainability considerations and the management of resources. To be part of the Food Crew you must love food, love cooking, and be prepared to work as a team member. This elective will incur a small fee of $45 for materials.

Journalism {1}

In this unit students form editorial teams; working together to plan, research, interview, write, proofread and edit articles. They report on local issues and events for the college newsletter and year book, as well as for local and regional newspapers. Students in each team rotate through the various roles involved in the production of articles. The team will ensure that each student produces a published piece of work of a high and professional standard. Students have the opportunity to visit a major newspaper or publishing house, as well as learn from professionals in the local community. This elective will require students to pay for their excursion.

Outdoor Education {1}

This is a semester long project that will educate and provide students with skills to safely and effectively participate in outdoor activities whilst ensuring that their effects on the environment are minimal. This will require full participation in both theoretical and practical experiences. Topics covered will include navigation, minimal impact, bush cooking, outdoor leadership, environmental awareness and camping skills. These skills will then be used to plan and participate in an overnight bushwalk in the Mt. Alexander Shire. Costs involved for this project will be $30. Students also require a solid pair of shoes to walk in and a sleeping bag for an overnight excursion. The school will provide students with all other necessary equipment.

RoboLab {1}

In this elective, students investigate robotics. Students work in small groups with the school's Lego RoboLab robots. These small but powerful robots have the capacity to be programmed for a wide variety of tasks, including being able to play music which students can write themselves using the accompanying software. Students will design and write programs to negotiate mazes and perform other tasks and investigations — troubleshooting will be an important component of the overall process. As part of the subject, students will participate in excursions to investigate the application of robots and other automated processes in industry and society at large. This elective may require students to pay for non-local excursions.

Sports & Fitness {1}

Students explore views about fitness and suggest what fitness might mean to various groups in society. They develop an understanding of the benefits of being physically active and consider the relationship between physical activity, fitness and health. They will measure their own fitness and physical activity levels. A key objective during this unit is that student’s will monitor their personal fitness and implement ways to improve it. Students will look at setting goals; designing a training program; planning training sessions; types of training; putting it all together and then evaluating their training. A focus during this unit is the use of community facilities and specialist personnel within the community. This elective may require students to pay for performance excursions.

Theatre Production {1}

Interested in performing, costume, props making and technical areas of theatre (lighting). Why not get involved in the Year 9 Theatre Production? You will explore and learn skills in a variety of performance areas and art forms, including drama. There will be the chance to participate in workshops with a range of professional performers and artists. Students will perform theatre pieces at Castlemaine Secondary College to students and parents in a concert/production extravaganza! No prior experience required. This elective is also about the technical areas of performances, such as sound production, costume and props making, make-up, music and lighting. We may use an existing script or write our own. A great chance to get involved in something BIG! Year 9 Theatre Production is offered as a year-long elective. This elective may require students to pay for performance excursions.
Year 9 & 10 Steiner Program

What is the Steiner Program?
The Steiner Program is an alternative to the mainstream elective pathway. It fits comfortably within the Australian Victorian Essential Learning Standards (AusVELS) guidelines and arises out of the educational principles and practices developed by Austrian philosopher Rudolf Steiner. It is currently available to students in Year 9 and Year 10 and the VCE VET and VCAL programs in Year 11 and 12 meet our student’s needs well in preparing them for University, TAFE or the workforce. Our students’ studies can be further enhanced by enrolment in the exciting new Unit 3 and 4 subject ‘VCE Extended Investigation’. It is open to any interested student of eligible age. Enrolment into the stream is preceded by an interview with prospective students and their parents.

In the holistic approach of Steiner education, the whole student is nurtured through activities that stimulate them physically, intellectually, emotionally and artistically. The students do not specialise in one particular area but participate in the whole program. A strong emphasis is placed on student engagement and well-being. The positive relationships that are built between students and teachers, based on mutual respect, are of central and utmost importance. Because the students are together for all classes, a strong and supportive bond develops between the students that is significant in the otherwise difficult and lonely years of adolescence.

Why does it start at Year 9?
Our Steiner Program begins at Year 9, which, according to Steiner educational philosophy, is when ‘Upper Schooling’ of a specialist nature properly begins. Year 9 is an important transitional year; it marks the entry into a new ‘cycle’ or developmental stage. Students of this age are leaving childhood and entering fully into adolescence. In Year 9 the students leave the ‘Class Teacher’ period in which, in Steiner schools, they have been taught by the same teacher for seven years, and are now taught by a variety of expert specialist teachers. Steiner educational philosophy has a clear concept of the development stages in children’s growth and strongly links what is taught to their age specific readiness.

Year 9 and the entry into adolescence can be a confusing time for students, as they begin to question many of the things they have been sure about. The Steiner ‘Upper School’ curriculum is designed to reassure students about their place in the world and give them some grounding, from which they can explore and discover the truth about the world.

What will I do that is different?
In addition to the emphasis on student engagement and well-being, the main difference is a distinct timetable and ‘Main Lessons’.

What is a Main Lesson?
The Main Lesson is the cornerstone of the school day. It is conducted during the first period of each day. In Main Lessons students will study topics in depth within a range of disciplines. Each topic is studied for approximately three weeks. The designated topics are designed specifically to maximize student engagement, learning and development for each year level.

Fees
The fee structure for the Steiner programme is levied on the same basis as for all other students. The cost is approximately $350 for essential educational items, Main Lesson books and specialist Art materials plus costs for camps. As well, students participating in individual or group music activities, excursions, camps and other co-curricular activities will incur additional costs.

<table>
<thead>
<tr>
<th>Possible Year 9 Main Lesson Topics</th>
<th>Possible Year 10 Main Lesson Topics</th>
<th>Regular Lessons</th>
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<tbody>
<tr>
<td>A Biography — Albert Einstein/ Nelson Mandela</td>
<td>Literature — The Odyssey, Tristan and Isolde &amp; Teutonic Sagas</td>
<td>Ancient History</td>
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<td>Local History</td>
<td>Geology</td>
<td>Embryology</td>
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<td>Conic Sections</td>
<td>Organic Chemistry</td>
<td>Meteorology</td>
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<td>Food Chemistry &amp; Digestion</td>
<td>Modern History</td>
<td>Health &amp; Disease</td>
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<td>Art History</td>
<td>Astronomy</td>
<td>Inorganic Chemistry</td>
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<td>Electrostatics &amp; Magnetism</td>
<td>Physics — Inventions &amp; Machines</td>
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<td>LOTE (French)</td>
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VCE Extended Investigation

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

**Why undertake VCE Extended Investigation?**
The VCE Extended Investigation develops students’ understanding of what constitutes a good research question. They develop an ethical, a robust, a disciplined and a rational approach to gathering, interpreting and evaluating evidence in order to answer the research question.

In this study, the student considers how research questions are developed and refined to enable the researcher to address the key issues proposed by the research within the limits that time and resources impose. Students conduct a review of relevant literature and develop research project management knowledge and skills and ways of effectively presenting and communicating research findings.

Students are introduced to a broad range of research methods and explore their comparative suitability for the investigation of particular questions. The skills that students develop in this study are transferable to any higher education course or vocational education and training program.

**Structure of Extended Investigation**
The study is comprised of a Units 3 and 4 sequence.

**Unit 3:** Designing an Extended Investigation

- using the Extended Investigation Journal to document progress and commencing a bibliography
- learning about types of evidence
- critically analysing a range of literature and other resources as preparation for individual investigation
- establishing the purpose, ethics and methods of research
- identifying potential areas of interest for the investigation
- progressively scopeing and refining the area of interest, leading to a high quality, rigorous research question
- formally lodging the proposed research question
- commencing the investigation, selecting appropriate research methods and gathering data
- making an oral report explaining the investigation and justifying the selected research methods.

**Unit 4:**

- using the Extended Investigation Journal to document progress
- continuing the investigation and documenting its findings
- relevant literature
- completing and submitting a written report
- defending the findings of the research in an oral presentation
- evaluating and reflecting upon research findings.

Students must undertake Unit 3 prior to undertaking Unit 4. Units 3 and 4 are designed to a standard equivalent to the final year of secondary education. Accordingly, the standards of research expected of students undertaking this study are at a level consistent with the final year of secondary education.

**Characteristics of the study**
The outcomes of the VCE Extended Investigation are a written report of 4000 words and an oral presentation in defence of the research findings.
The Victorian Certificate of Applied Learning (VCAL) is a ‘hands on’ option for students in Years 11 and 12.

A ‘Senior’ VCAL certificate can also be a pathway into some tertiary institutions. Like the VCE, the VCAL is a recognised senior qualification. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on ‘hands on learning’. Students who do the VCAL are more likely to be interested in going onto training at TAFE, doing an apprenticeship, or getting a job after completing Year 12.

What do VCAL student study?
The VCAL’s flexibility enables students to design a study program that suits their interests and learning needs. Students select accredited VCE and Vocational Education and Training (VET) modules and units from the following four compulsory strands.

- Personal Development Skills
- Work Related Skills
- Literacy and Numeracy Skills
- Industry Specific Skills (VET Studies AND/OR School-based Apprenticeship)

VCAL Personal Development Skills/Work Related Skills (PDS/WRS) are offered as combined class.

What are the VCAL levels?
The VCAL has three levels — Foundation, Intermediate and Senior, which are different to year levels. Students start and complete their VCAL at the levels that match their needs and abilities. There are no prerequisite studies. Although VCAL units may not have exams, it is still academically and social challenging for students. Students must meet all Outcomes for the assessment criteria.

How long does it take to complete the VCAL?
It is possible to complete a VCAL level in one year. Students can get a VCAL certificate and statement of results when they successfully complete their VCAL program for the level they have chosen. However, the VCAL has been developed for Years 11 and 12 and many students spend the two years completing one or two levels. It is also possible for students who start the VCE or VCAL to transfer between certificates.

Successfully completed VCE units can be counted towards the VCAL and some VCAL units can contribute towards a VCE (Foundation/Intermediate Units do not contribute to VCE, however, two of the Senior VCAL certificates (Personal Development Skills, Work Related Skills, or Literacy and Numeracy Skills) will contribute a Unit 3 and 4 award if the student transfers to VCE Studies.

Can I work part-time while enrolled in the VCAL?
Students can gain recognition and credit for part-time work while enrolled in the VCAL. This work can include:

- School based new apprenticeships;
- Part-time work;
- Structured workplace learning placements.

What do students get after successfully completing the VCAL?
Students who successfully complete a VCAL program received a VCAL certificate at either the Foundation, Intermediate or Senior level. They will also get a Statement of Results, listing all VCAL, VCE and VET (Vocational Education and Training) units.
Where does VCAL lead to?

The VCAL gives students practical work-related experience and a qualification that will be recognised by TAFE institutes and employers. Together these will help students move from school into work, an apprenticeship or traineeship and/or further training at TAFE. Students who complete VET units/modules as part of their VCAL earn credit towards a VET certificate and will have knowledge of areas such as occupational health and safety. This prior learning will be recognised and can count toward an apprenticeship or traineeship. Students planning to go straight into higher education usually do the VCE, which allows them to gain an Australian Tertiary Admissions Rank (ATAR) from the Victorian Tertiary Admissions Centre (VTAC). However, some people study a vocational education and training course at TAFE, perhaps leading to a Diploma or Advanced Diploma, and then enter a university course.

IMPORTANT NOTICES: An individual course selection interview involving the VCAL co-coordinator is compulsory for students intending to enrol in “Applied Learning” courses and your counsellor will help you choose a suitable program.

To enable students to have greater subject choice on the timetable, the College offers the two compulsory VCAL subjects (Personal Development Skills and Work Related Skills) as one subject. Student entry point may be Foundation/Intermediate or Intermediate/Senior Certificate depending on their Literacy, Personal Development and Industry Specific skill levels. Year 11 students may be enrolled in both Foundation and Intermediate Certificates, while Year 12 Students may be enrolled in both Intermediate and Senior Certificates. VCAL Certificates can be completed in unison VCE and VET certificate. Information regarding “Literacy and Numeracy Skills” and “Industry Specific Skills” subjects can be found in other sections:

Literacy — see English

Only VCAL students are eligible for Intermediate/Senior VCAL Literacy in Year 12, otherwise students may choose from the full range of VCE English Units: English, English Language and Literature.

Numeracy — see Mathematics

VCAL Students may choose from the full range of VCE Mathematics Units, including Intermediate/Senior VCAL Numeracy.

Industry Specific Skills — see specific VET Studies in The Arts, Health & Physical Education and Technology.

Completion of VET Studies is a requirement for eligibility of the Intermediate and Senior VCAL certificates. These may be done in conjunction with a School-based Apprenticeship.
VCAL Personal Development Skills
— Foundation

UNIT 1

Focus:
In this unit students develop basic organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

Students develop knowledge, skills and attitudes that lead toward social responsibility, building community, civic responsibility, improved self-confidence and valuing civic participation with a focus on self.

Assessment:
Students must show competence in all five learning outcomes, showing consistent results over a number of occasions. Assessment tasks/activities are grounded in a relevant context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

UNIT 2

Focus:
In this unit students develop basic organisation and planning skills, knowledge, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

Students develop knowledge, skills and attitudes that lead toward social responsibility, building community, civic responsibility, improved self-confidence and valuing civic participation with a focus on volunteerism and community participation. Students may include a community-placement as part of their studies.

Assessment:
Students must show competence in all five learning outcomes, showing consistent results over a number of occasions. Assessment tasks/activities are grounded in a relevant context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

VCAL Personal Development Skills
— Intermediate

UNIT 1

Focus:
In this unit students develop complex leadership, organisation and planning skills, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

Students develop knowledge, skills and attitudes that lead toward social responsibility, building community, civic responsibility, improved self-confidence and valuing civic participation with a focus on volunteerism and community participation. Students may include a community-placement as part of their studies.

Assessment:
Students must show competence in all five learning outcomes, showing consistent results over a number of occasions. Assessment tasks/activities are grounded in a relevant context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

UNIT 2

Focus:
In this unit students develop complex leadership, organisation and planning skills, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

Students develop knowledge, skills and attitudes that lead toward social responsibility, building community, civic responsibility, improved self-confidence and valuing civic participation with a focus on working for the benefit of others and community participation. Students may include a community-placement in their studies.

Assessment:
Students must show competence in all five learning outcomes, showing consistent results over a number of occasions. Assessment tasks/activities are grounded in a relevant context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

VCAL Personal Development Skills
— Senior

UNIT 1

Focus:
In this unit students develop increasingly complex leadership, organisation and planning skills, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

Students develop knowledge, skills and attitudes that lead toward social responsibility, building community, civic responsibility and valuing civic participation with a focus on social diversity and inclusion. Students may include a community placement in their studies.

Assessment:
Students must show competence in all five learning outcomes, showing consistent results over a number of occasions. Assessment tasks/activities are grounded in a relevant context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

UNIT 2

Focus:
In this unit students develop increasingly complex leadership, organisation and planning skills, practical skills, problem solving and interpersonal skills through participation in experiences of a practical nature.

Students develop knowledge, skills and attitudes that lead toward social responsibility, building community, civic responsibility and valuing civic participation with a focus on project management. Students may include a community-placement in their studies.

Assessment:
Students must show competence in all five learning outcomes, showing consistent results over a number of occasions. Assessment tasks/activities are grounded in a relevant context, and provide flexibility in the range of methodologies that cater to the needs of individual students.
VCAL Work Related Skills — Foundation

UNIT 1

Focus:
In this unit students develop basic work related and pre-vocational skills. They develop their Key Competencies in a variety of work related contexts. They develop basic thinking skills that can be applied to work related problem solving. They develop basic work related planning and organisational skills that incorporate personal evaluation and enhance Occupational Health and Safety knowledge and skills.

Assessment:
Students must show competence in all five learning outcomes, showing consistent results over a number of occasions. Assessment tasks are completed within an applied learning context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

UNIT 2

Focus:
In this unit students develop basic work related and pre-vocational skills. Content can include work placement and on the job learning/training. They develop Key Competencies in a variety of work related contexts; develop basic critical thinking skills that can be applied to work related problem solving, develop basic work related planning and organisational skills and some personal evaluation skills which can be transferred to other work contexts.

Assessment:
Students must show competence in all six learning outcomes, showing consistent results over a number of occasions. Assessment tasks are completed within an applied learning context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

VCAL Work Related Skills — Intermediate

UNIT 1

Focus:
In this unit students develop complex work related and pre-vocational skills. They enhance their development of Key Competencies in relevant work related contexts; develop complex critical thinking skills that can be applied to work related problem solving situations, develop complex work related planning and organisational skills that incorporate evaluation and review and develop complex skills which can be transferred to other work contexts.

Assessment:
Students must show competence in all five learning outcomes, showing consistent results over a number of occasions. Assessment tasks are completed within an applied learning context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

UNIT 2

Focus:
In this unit students develop complex work related and pre-vocational skills. Students must include work placement or on the job learning/training as part of their studies. Student work placement or on job learning/training is conducted under supervision, but students are expected to be reasonably autonomous in regard to planning and work activities.

Assessment:
Students must show competence in all six learning outcomes, showing consistent results over a number of occasions. Assessments are usually completed within a workplace context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

VCAL Work Related Skills — Senior

UNIT 1

Focus:
In this unit students develop increasingly complex work related and vocational skills. They integrate prior knowledge and experiences to enhance and apply Key Competencies. They apply increasingly complex critical thinking skills to problem solving situations in the work context, apply increasingly complex planning and organisational skills that incorporate evaluation and review and transfer a range of skills to work related contexts.

Assessment:
Students must show competence in all six learning outcomes, showing consistent results over a number of occasions. Assessment tasks are completed within an applied learning context, and provide flexibility in the range of methodologies that cater to the needs of individual students.

UNIT 2

Focus:
In this unit students develop increasingly complex work related and vocational skills. Students must include work placement or on the job learning/training as part of their studies. Student work placement or on job learning/training is conducted under supervision, but students are expected to be autonomous in regard to personal organisation, planning and work activities.

Assessment:
Students must show competence in all seven learning outcomes, showing consistent results over a number of occasions. Assessment tasks are completed within an applied learning context, and provide flexibility in the range of methodologies that cater to the needs of individual students.
Pathways Diagrams Overview

To assist in pathway planning each learning area section begins with a pathways diagram for that learning area showing the units available and the recommended and pre-requisite pathways between them.

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

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

Pathways Diagram Symbol Key

VCE/VET/VCAL — (Units are unshaded if they are available to Year 10 students)
- Unit 1 and/or 2: May be taken separately but for simplicity are shown by a single box in the second-last row of the diagrams.
- Unit 3 and 4: Unit 3 and 4 subjects are generally required to be taken as a year-long sequence and are shown in the last row of the diagrams.
- VCE (Victorian Certificate of Education): All VCE units are shown with a thin black border.
- VET (All Vocational Education and Training courses are shown with a dotted border): VET subjects require a two-year minimum commitment and are shown spanning the bottom two rows of the diagram.
- VCAL (Victorian Certificate of Applied Learning units are shown with a dashed border): Many VCAL subjects are not part of a specific learning area so are not diagrammed except for Numeracy, Literacy and Work-skills VET Units.

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