

Mary MacKillop College

**Year 11 2020
VCE and VCAL**

Subject Guide



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VCE at Mary MacKillop College

You are about to undertake your final years at Mary MacKillop College and as senior students you will play a very important role in the life of the College.

Year 10 can be viewed as the conclusion of compulsory education. You must therefore have a reason for wanting to undertake the VCE or VCAL and you will need to keep this uppermost in your mind throughout the whole two-year program. Most VCE and VCAL students regard the transition from Year 10 to Year 11 as a significant one – in fact, the most significant one of their education so far. Students need to be aware of the increased workload involved in the VCE or VCAL and of the greater complexity in the content of all VCE subjects, and take appropriate action. It is important to realise that the amount of effort and commitment that was adequate in Year 10 may not be sufficient at this senior level.

One of the prerequisites for success at the VCE and VCAL is a consistent and organised approach to study and classes on the part of the student. This cannot be achieved in a haphazard fashion.

VCE and VCAL is a demanding program: students must be prepared to devote the required hours to the task and must be in a proper physical state to cope with the many and varied pressures. Attendance at school for the complete school day is of paramount importance – hence absence due to appointments (e.g. dental visits, driving tests), extended holidays or weekends can only reduce the effectiveness of the overall education program. Such absences from school must be avoided wherever possible.

The Victorian Certificate of Education

VCE Graduation Requirements

The Victorian Curriculum Assessment Authority (VCAA) administers the Victorian Certificate of Education. To graduate with the VCE, a student must satisfactorily complete 16 units of study which include:

- The minimum English requirement will be three units from the English group, including a Unit 3–4 sequence.
- Three sequences of Units 3/4 studies other than English, including VCE VET Unit 3 and 4 sequences.

It is Mary MacKillop College's policy that all Year 11 and 12 students take 5 studies in each of their final years of schooling. Should a student wish to be exempted from this requirement then they should write to the Deputy Principal – Learning and Teaching to ask permission to take a reduced number of studies. Each case will be investigated on its merit.

Satisfactory Completion of VCE Studies

For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit as specified in the Study Design. This decision will be based on the teacher's judgment of the student's performance on assessment tasks designated for the unit. The College has developed a number of policies to enable these judgments to be made as consistently and fairly as possible. A summary of these policies follows. Students and parents should become very familiar with them.

External Courses

Occasionally, a student wishes to study a VCE subject not currently offered at the College. In these cases, the student may elect to study them via Distance Education.

If a student elects to study a course that is not offered by the College parents will need to pay the course cost. Enrolment for external courses will not be completed until payment is made in full to the College. For further information, please see the VCE Coordinator at the College.

Subject Selection

Students have a wide variety of subjects to select from, they should take time to read through the subject descriptors and select subjects that interest them, not what subjects they think will allow them to be 'scaled up' on their ATAR, should they wish to move on to University.

When completing selections, students should put their most important subject at the top of their preferences and further rank each subject in order. The combinations of subjects that run at the College are determined by student choice.

Students must select five subjects to study in Year 11 plus Religious Education. Students will keep all five of these subjects into Year 12.

Students must select a minimum of one subject from the following groups:

- 1. Religion**
- 2. English and/or Literature**

And then four remaining VCE subjects.

The College works hard to ensure it can run as many different combinations of subjects as possible; sometimes subjects cannot run due to low numbers, when this occurs we will counsel the student from these subjects into another subject.

Please read through this booklet prior to online subject selection process. Highlight any subjects that interest you, write down questions to ask for more information from your subject teachers. You may also wish to email Deputy Principal – Learning and Teaching or Careers staff at the College to discuss any questions further.

Acceleration Program

YEAR 9 2019 STUDENTS Acceleration into VCE Units 1 and 2 in Year 10

At Mary MacKillop College we are committed to assisting students manage their pathway towards achieving personal best. The College provides selected Year 10 students the opportunity to accelerate into a VCE subject within their Year 10 program and Year 11 students to accelerate into Unit 3 and 4 subjects.

The benefits of a student accelerating include:

- Gaining an early understanding of the level of rigor needed to successfully undertake VCE and Year 12 subjects.
- Setting up a pathway to completing six Units 3/4 subjects as part of a VCE, which can assist in the calculation of a student's ATAR score at the end of Year 12.
- Providing access to an additional subject, which interests a student and may not be taken into a Year 12 program.

In order for students to achieve their personal best in an Acceleration Program, students need to have displayed a high level of aptitude in a subject and have supported this aptitude with a diligent and consistent approach to their studies across all subjects. This will be evident in their time management, class work and preparation for assessment tasks.

Students considered eligible for acceleration because of a high standard in their overall Year 9 program, will receive a letter of recommendation and invitation for acceleration prior to subject selection time.

Final acceleration decisions will be made by the professional discretion of the Deputy Principal - Learning & Teaching in consultation with a Learning Team including the Directors of Middle and Senior Schools and relevant Subject Coordinators.

Students who are successful in their application to study in the Acceleration Program will be required to 'pick up' a subject in Year 12 to complete six subjects counting towards their ATAR.

Students should note that the study of a VCE Units 1 and 2 sequence whilst in Year 10 is a bonus not an alternative to the College requirement for VCE Year 11 students to study 5 Unit 1 and 2 sequences plus VCE Religious Education units in Year 11 and in Year 12.

Special Needs/Learning Adjustment

The VCE pathway is administered by an external government body and has stringent guidelines in regards to assessment and workload requirements. This means that the learning adjustment available is very limited leaving little room for individualised access. Students with extra learning needs are required to meet set criteria to enact minimal adjustment in their assessment detail. This adjustment is mostly around time allocation and the settings in which they will partake their assessment. It does not alter the content, level of academic output or criteria for success.

If a student has had access to individualised learning adjustment to the content and/or output of their learning, and wish to pursue this pathway for Year 11 and 12, they will need to have an interview with Coordinators to review the feasibility of this option for future success. It is important to note, that a scored VCE choice is the only option which does not allow comprehensive learning adjustment, and should only be considered by students with extra needs under the advice of Coordinators, Learning Adjustment support and after comprehensive revision of student learning and assessment data, to establish the validity of this choice.

VCE and VET Subjects

For subjects offered externally, such as VET certificate subjects not run at Mary MacKillop College, please consult the VET Coordinator.

Proposed subjects offered to Year 11 2020.

Religion and Society Unit 1
Youth Ministry Unit 1
Religion and Society Unit 3 and 4 (Accelerated subject)
Accounting Units 1 and 2
Art Unit 1 and 2
Biology Units 1 and 2
Business Management Units 1 and 2
Chemistry Units 1 and 2
Economics Units 1 and 2
English Units 1 and 2
Food Studies Unit 1 and 2
Geography Units 1 and 2
Health and Human Development Units 1 and 2
History 20th Century Units 1 and 2
Legal Studies Units 1 and 2
Literature Units 1 and 2
Mathematics – General Mathematics Units 1 and 2
Mathematics – Mathematical Methods Units 1 and 2
Physical Education Units 1 and 2
Physics Units 1 and 2
Product Design and Technology Units 1 and 2
Psychology Units 1 and 2
Theatre Studies Unit 1 and 2
Visual Communication Design Units 1 and 2
VCE VET Applied Fashion Design and Technology Year 2
VCE VET Building and Construction Year 2
VCE VET Music Unit 1 and 2
VCE VET Sport and Recreation Year 2
VCE VET Information and Digital Media and Technology
VCE VET Agriculture

Religious Education

As a Catholic College we are committed to the holistic development of each person in our community. This includes providing as an integral part of college life, opportunities for faith formation. Our College embraces the charism of Mary MacKillop, a woman of great faith whose extraordinary compassion for others is reflected in the values and attitudes of our community. All senior students at the College are provided with opportunities to help foster their own faith and spiritual development. These include Year 10, 11 and 12 Retreats, daily prayer, Religious Education, whole-school celebrations of the Eucharist, and social justice activities.

These opportunities are integral to the mission of the College, and accordingly, students are expected to participate fully and to enter into these occasions to the best of their ability.

Students have a choice of Religious Education subjects to study in Year 11 and 12. Students may select from:

- Religion and Society Unit 1
- Youth Ministry Unit 1
- Religion and Society Unit 3 and 4 (Acceleration into VCE Program)

Those who select Religion and Society Unit 3 and 4 will have it count as one of their normal VCE subjects. Those students in Year 11 will receive an additional four lessons of study and in Year 12 select another Unit 3 and 4 subject to complete six VCE subjects over two years.

Religion and Society

Unit 1: The role of religion in society

In this unit students explore the origins of religions and the role of religions in the development of society, identifying the nature and purpose of religion over time. They investigate the contribution of religion generally to the development of human society. They also focus on the role of religious traditions over time in shaping personal and group identity. Students examine how individuals, groups and new ideas have affected and continue to affect religious traditions. The unit provides an opportunity for students to understand the often complex relationships that exist between individuals, groups, new ideas and religious traditions broadly and in the Australian society in which they live.

Youth Ministry

Students choosing Youth Ministry will complete work which satisfies the requirements for the VCE Religion and Society units listed above. The focus of these studies however, will be influenced by the CSYMA (Catholic Schools Youth Ministry Australia) program. This is a nationally recognized program, fully endorsed by the Bishop of the Sale diocese. Students electing this option will be actively involved in a variety of classroom, school, and diocesan retreats, outreach and awareness projects.

Religion and Society Unit 3 and 4

Unit 3: The search for meaning

In this unit students study the purposes of religion generally and then consider the religious beliefs developed by one or more than one religious tradition or denomination in response to the big questions of life. Students study how particular beliefs within one or more than one religious tradition or denomination may be expressed through the other aspects of religion, and explore how this is intended to foster meaning for adherents. Students then consider the interaction between significant life experience and religion.

Unit 4: Religion, challenge and change

In this unit students explore challenge for religious traditions generally over time and then undertake a study of challenge and change for one or more than one religious tradition or denomination. Religious tradition/s or denomination/s are to be selected from one or more than one of the following: Buddhism, Christianity, Hinduism, Islam, Judaism.

Further information

Religion and Society Unit 3 and 4 is completed as an Acceleration in VCE Program. Students may select this subject as one of their five studies. Students who study this subject will not do Unit 1 Religion and Society or Youth Ministry and will be allocated an additional 4 lessons of study.

English Pathways

General Information

To be awarded the Victorian Certificate of Education, students must satisfactorily complete a minimum of three units from the English group. From 2018 the minimum English requirement will be three units from the English group, including a Unit 3 - 4 sequence.

To receive an ATAR, a student must sit all internal SAC tasks and the external VCAA examination and satisfactorily complete Unit 3 and 4 as a sequence in the one calendar year.

- Literature is offered as well as English at Year 11, both subjects may be studied together by students.
- Students who are already high achievers in English may be well placed to consider Literature as well as English.
- Literature can be used as a replacement subject for English when completing your VCE.
- Although not compulsory, students interested in studying Literature are strongly recommended to take Year 11 Literature in preparation for the demands of Year 12 Literature.

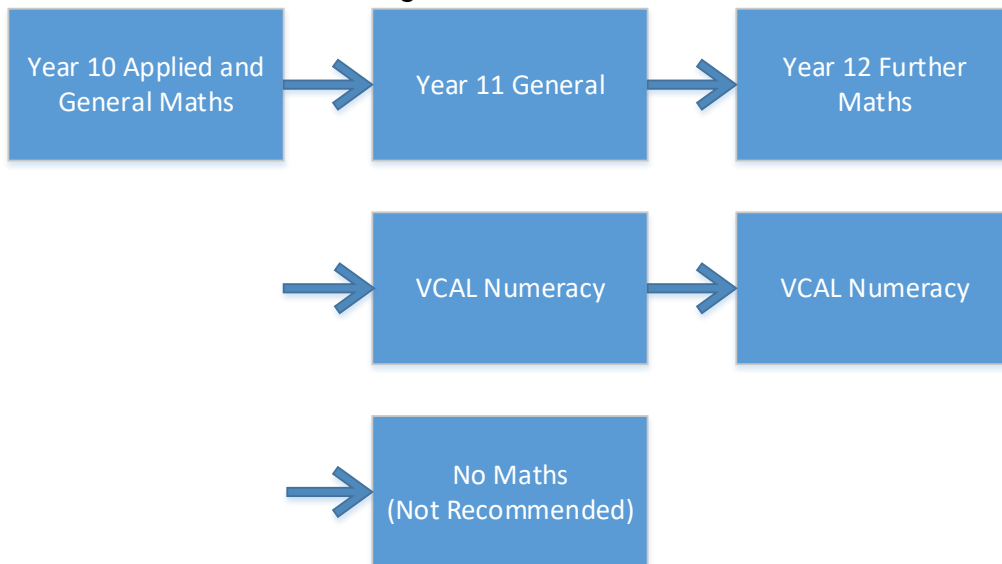
Mathematics Pathways

VCE Mathematics Study Sequences

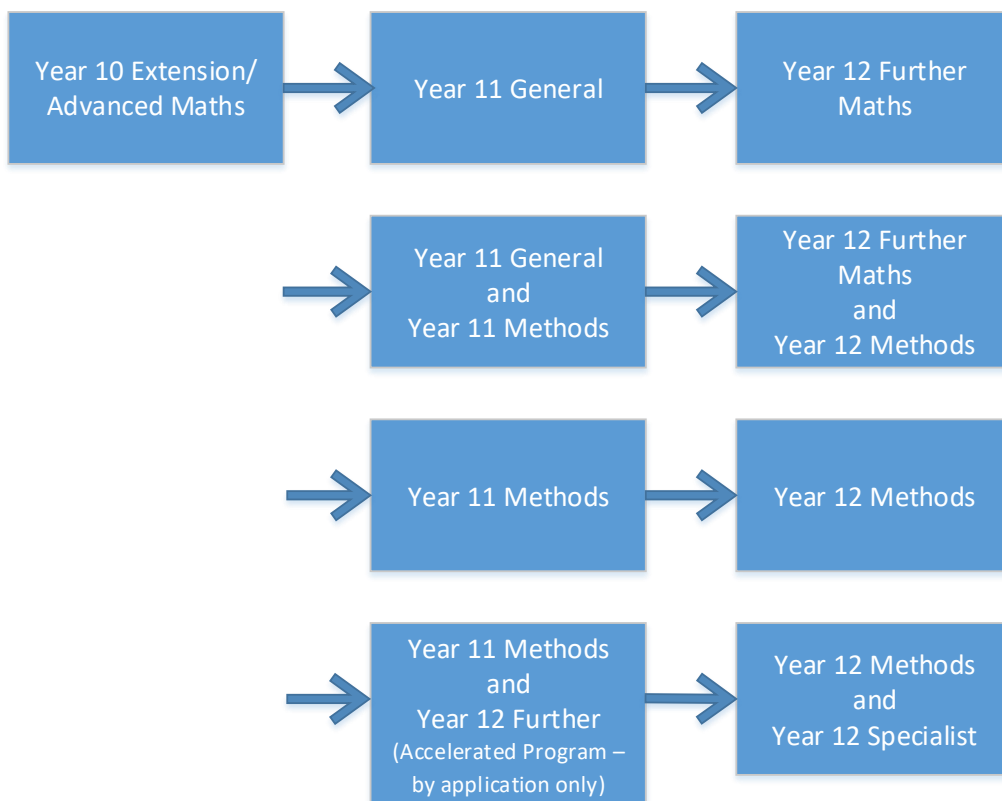
Students undertaking Mathematics as part of their Senior School program, need to consider the most appropriate subject pathway, taking into consideration the requirements of any

future courses, and their individual capability.

Specialist Maths and Maths Methods (CAS) are targeted towards Engineering, Commerce, Medicine and Science degrees. Specialist Maths must be completed along with Maths Methods (CAS); it cannot be undertaken separately. You may undertake Specialist Maths and Maths Methods (CAS) Unit 3 and 4, having only completed Maths Methods (CAS) Unit 1 and 2, but it is not the preferred option. Further Maths is targeted towards Statistics, Economics and Business degrees.



Note: Even though Mathematics is not compulsory at VCE, many post secondary courses require at least 2 units of VCE Maths. It is therefore recommended that all students do mathematics in year 11.



Note: Specialist Mathematics can only be taken in conjunction with Mathematical Methods

Accounting

Unit 1: Establishing and operating a service business

This unit focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users.

The cash basis of recording and reporting is used throughout this unit. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Unit 2: Accounting for a trading business

This unit extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business.

Career Opportunities

There are many career opportunities for students who have completed Accounting, including employment in: Accounting, Banking, Finance, Office Work, Industry, Retailing and Sales, Stockbroking, Small Business and Management.

Art

Unit 1: Artworks, experience and meaning

In this unit students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks. Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity. They study at least three artists and at least one artwork from each of the selected artists.

Unit 2: Artworks and contemporary culture

In this unit students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice. They apply the Cultural Framework and the Contemporary Framework as appropriate to the selection of artworks. In students own artistic practice, they continue to use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses. They explore the way cultural contexts and contemporary ideas and approaches to art have influenced their artwork.

Career Opportunities

The Arts Industry is the largest employer after the public service in Australia. Career opportunities include such areas as the Fine Arts, Education, Media, Advertising, and Design throughout industry and business. In a world, which relies so heavily on Visual Technology, the

ability to visualise concepts and to communicate effectively through visual media is essential. It is important for students to carefully explore the potential benefits this subject offers when considering career options for their future.

Biology

Unit 1: How do living things stay alive?

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

Unit 2: How is continuity of life maintained?

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

Career Opportunities

Biology has become a diverse field with applications in a variety of areas. It has become increasingly relevant in society and to the lives of the general public; for example, in conservation, and in the implications of genetic and other types of research. Biological knowledge is also relevant to a number of professions ranging from the Biomedical and Biotechnological Sciences to Environmental Management, Conservation and Ecotourism.

Business Management

Unit 1: Planning a business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore, how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2: Establishing a business

This unit focuses on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to

establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Career Opportunities

There are many career opportunities for students who have completed Business Management including employment in: Banking, Employment Manager, Financial Planner, Industrial Relations, Insurance Officer, Human Resource Manager, Marketing, Office Work, Public Relations, Real Estate, Retailing and Sales, Small Business owner, Stockbroking, Tax Agent, Travel and Tourism and Management.

Chemistry

Unit 1: How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms. Students examine the modification of metals, assess the factors that affect the formation of ionic crystals and investigate a range of non-metallic substances from molecules to polymers and giant lattices and relate their structures to specific applications.

Unit 2: What makes water such a unique chemical?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Students are introduced to stoichiometry and to analytical techniques and instrumental procedures, and apply these to determine concentrations of different species in water samples, including chemical contaminants. They use chemistry terminology including symbols, units, formulas and equations to represent and explain observations and data from experiments, and to discuss chemical phenomena. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Career Opportunities

Chemistry is known as the “Central Science” since an understanding of Chemistry is essential for most careers in Science. These include careers in the fields of Medicine and allied Health Sciences, Medical Research, Mining, Environmental Science, Pharmaceutical Research, Food Technology, Forensic Science and Engineering (Chemical, Structural).

Economics

Unit 1: The behaviour of consumers and businesses

In this unit, students will explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts.

Unit 2: Contemporary economic issues

Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals.

Career Opportunities

Economics can lead to careers to areas such as Finance, Banking, Business Analysis, Law, journalism, public policy, Accountancy; as well as employment as an Economist, Stockbroker, Statistician, Investment Analyst, and Management consultant.

English

Unit 1

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

Unit 2

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

Career Opportunities

Advanced written and oral communication skills are essential to all careers and courses. The Year 12 English result is counted in the top four subjects when determining ATAR. Therefore, students are encouraged to pursue their English studies with enthusiasm and determination. Specifically, strong skills in English are essential in careers such as journalism, public relations, management and teaching.

Food Studies

Unit 1: Food origins

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

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

Unit 2: Food makers

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

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

Career Opportunities

This course is more relevant for students wishing to pursue careers in the catering and hospitality industries. Its greater emphasis on work-related skills and food preparation on an industrial scale, better prepares students to work in this industry.

French

VCE French focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in French on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in a range of contexts and develop cultural understanding in interpreting and creating language.

The study is made up of four units. There are no prerequisites for entry to Units 1,2 and 3 and VCE French is designed for students who have typically studied the language for at least 200 hours prior to the commencement of Unit 1. Each unit involves at least 50 hours of scheduled classroom instruction.

Units 1 and 2 are not reported to the VCAA.

Unit 3 School-assessed Coursework: 25 per cent contribution to the study score in VCE French.

Unit 4 School-assessed Coursework: 25 per cent contribution to the study score in VCE French.

Examinations: Oral and written components: 50 per cent contribution to the study score in VCE French.

Geography

Unit 1: Hazards and disasters

In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards represent the potential to cause harm to people and or the environment whereas disasters are judgments about the impacts of hazard events. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Unit 2: Tourism

In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. They select contrasting examples of tourism from within Australia and elsewhere in the world to support their investigations.

The study of tourism at local, regional and global scales emphasises the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism.

Students undertake and report on fieldwork in this unit.

Career Opportunities

Skills and content gained in the study of Geography will help students in the following areas: surveying and drafting, Geographic Information Systems, Teaching, meteorology, National Parks, Forestry, Geology, Government Departments, Agriculture, Architecture and Landscape Architecture, Town Planning, Tourism and Recreation, Cartography, Civil Aviation, Commerce and Management, Consultancy, and Extension Education.

Health and Human Development

Unit 1: Understanding health and wellbeing

This unit looks at health and wellbeing as a concept with varied and evolving perspectives and definitions. It takes the view that health and wellbeing are subject to a wide range of contexts and interpretations, with different meanings for different people. As a foundation to the understanding of health, students should investigate the World Health Organization's (WHO) definition and also explore other interpretations. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged. For the purposes of this study, students should consider wellbeing to be an implicit element of health.

Unit 2: Managing health and development

This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Career Opportunities

This course is recommended for students interested in the areas of Child Care, Nursing, Primary Teaching, Secondary Teaching, Health, Nursing, Pre-School Teaching and Physical Education.

History: Twentieth Century

Unit 1: Twentieth century history 1918–1939

In Unit 1 students explore the nature of political, social and cultural change in the period between the world wars. World War One is regarded by many as marking the beginning of twentieth century history since it represented such a complete departure from the past and heralded changes that were to have an impact for decades to come. The period after World War One was characterised by significant social and cultural change in the contrasting decades of the 1920s and 1930s. New fascist governments used the military, education and propaganda to impose controls on the way people lived, to exclude particular groups of people and to silence criticism. Japan became increasingly militarised and anti-western. In the USA, the consumerism and material progress of the 1920s was tempered by the Great Crash of 1929. Writers, artists, musicians, choreographers and filmmakers reflected, promoted or resisted political, economic and social changes.

Unit 2: Twentieth century history 1945–2000

In Unit 2 students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the twentieth century. The period also saw challenge and change to the established order in

many countries. The continuation of moves towards decolonisation led to independence movements in former colonies in Africa, the Middle East, Asia and the Pacific. New countries were created and independence was achieved through both military and diplomatic means. Old conflicts also continued and terrorism became increasingly global. The second half of the twentieth century also saw the rise of social movements that challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements.

Career Opportunities

A broad knowledge in History would be advantageous for those considering a career as a Writer, Journalist, Cultural Heritage Officer, Tourism, Historian, History Teacher, Librarian, Lawyer, Parliamentarian, Manager or Researcher.

Legal Studies

Unit 1: Guilt and liability

Criminal law and civil law aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria.

Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, students develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Unit 2: Sanctions, remedies and rights

Criminal law and civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

Students undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. Students develop their understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. They examine a significant case in relation to the protection of rights in Australia.

Career Opportunities

Legal Studies may lead to a career in many general areas as well as more specific positions including: Barrister, By-Laws Officer, Court Reporter, Court Officer, Law Clerk, Police Officer, Prison Officer, Solicitor, Public Relations, Small Business Owner.

Literature

Unit 1: Approaches to literature

In this unit students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

Unit 2: Context and connections

In this unit students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

Career Opportunities

The study of Literature develops a person's capacity to interpret texts and produce high quality writing. It is therefore beneficial in many fields and particularly relevant in Journalism, Law, Teaching, Media or Theatre.

General Mathematics

Units 1 and 2

General Mathematics courses of study for a broad range of students and may be implemented in a number of ways. Some students will not study Mathematics beyond Units 1 and 2, while others will intend to study Further Mathematics Units 3 and 4. Others will also be studying Mathematics Methods Units 1 and 2 and in some cases Specialist Mathematics Units 1 and 2 as well.

The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

Career Opportunities

This study is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is designed to promote students' awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes. Career opportunities include access to a variety of undergraduate courses. All students in all the mathematical units offered

would apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

Mathematical Methods

Unit 1

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

Unit 2

This area of study focuses on the study of simple transcendental functions and the calculus of simple algebraic functions. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus', and 'Probability and statistics'.

In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti-differentiation with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

Career Opportunities

Careers this study can lead to include Doctor, Scientist, Engineer, Accountant, Project Management, Linesman, Architecture, Accountancy and many other careers.

Physical Education

Unit 1: The human body in motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Unit 2: Physical activity, sport and society

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

Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

Career Opportunities

This study design is relevant to students with a wide range of expectations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as human movement, nursing or physiotherapy, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits.

Physics

Unit 1: What ideas explain the physical world?

In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

Students use thermodynamic principles to explain phenomena related to changes in thermal energy. They apply thermal laws when investigating energy transfers within and between systems, and assess the impact of human use of energy on the environment.

Unit 2: What do experiments reveal about the physical world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Career Opportunities

Physics at school is an essential foundation for most tertiary courses in science, engineering, medicine or technology. This has recently been extended to include TAFE courses in the automotive, electrical and electronic field.

Product Design and Technology

Unit 1: Sustainable product redevelopment

This unit focuses on the analysis, modification and improvement of a product design with

consideration of sustainability.

It is common for designers in Australia to use products from overseas as inspiration when redeveloping products for the domestic market. Sustainable redevelopment refers to designers and makers ensuring products serve social, economic and environmental needs. Generating economic growth for design and manufacturing in Australia can begin with redeveloping existing products so they have positive social and minimal environmental impact. In this unit students examine claims of sustainable practices by designers.

Unit 2: Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also use digital technologies to facilitate teams to work collaboratively online. In this unit students gain inspiration from an historical or a contemporary design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Career Opportunities

Career opportunities involve working as a Designer, Production Manager, Concept Artist, Product Engineer, Project Manager, Construction Manager, Builder or other relevant trades.

Psychology

Unit 1: How are behaviour and mental processes shaped?

Human development involves changes in thoughts, feelings and behaviours. In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

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

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

Career Opportunities

The study of Psychology leads to opportunities in a range of careers that involve working with children, adults, families and communities in a variety of settings. These include academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology.

Theatre Studies

Unit 1: Pre-modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts from the pre-modern era of theatre, focusing on at least three distinct theatre styles and their conventions. They study innovations in theatre production in the pre-modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. Students begin to develop skills of performance analysis and apply these to the analysis of a play in performance.

Theatre styles from the pre-modern era of theatre include Ancient Greek, Ancient Roman, Liturgical drama such as morality/miracle/mystery plays, Commedia dell'Arte, Elizabethan, Restoration comedies and dramas, Neo-classical, Naturalism/Realism, Beijing Opera, Noh, Bunraku and Kabuki and other traditional indigenous theatre forms.

Unit 2: Modern theatre styles and conventions

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts from the modern era of theatre, focusing on at least three distinct theatre styles. They study innovations in theatre production in the modern era and apply this knowledge to their own works. Students develop knowledge and skills about theatre production processes including dramaturgy, planning, development and performance to an audience and apply this to their work. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

Theatre styles from the modern era of theatre include Epic theatre, Constructivist theatre, Theatre of the Absurd, Political theatre, Feminist theatre, Expressionism, Eclectic theatre, Experimental theatre, Musical theatre, Physical theatre, Verbatim theatre, Theatre-in-education, and Immersive/Interactive theatre.

Career Opportunities

Some career opportunities from studying Theatre Studies are Actor/Actress, Stage Manager, Arts Administrator, Drama Teacher, Drama Therapist, Television Production Assistant, Radio Presenter, Social Worker, Journalist, Marketing Manager or Personnel Manager.

Visual Communication Design

Unit 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves acquiring and applying design thinking skills as well as drawing skills to make messages, ideas and concepts visible and tangible. Students practice their ability to draw what they observe and they use visualisation drawing methods to explore their own ideas and concepts. Students develop an understanding of the importance of presentation drawings to clearly communicate their final visual communications.

Unit 2: Applications of visual communication within design fields

This unit focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.

Students use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They also investigate how typography and imagery are used in these fields as well as the communication field of design. They apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field.

Career Opportunities

Some typical fields of practice and possible future career options which studies in Visual Communication can lead to include: Graphic Design, Advertising, Marketing, Cartography, Illustration, Package Design, Advertising, Exhibition and Display Design, Business Graphics, Architectural Design, Drafting, Interior Design, Landscape Design, Engineering Design and Drafting, Industrial Design, Furniture Design, Fashion Design or Technical Illustration.

VCE VET Applied Fashion Design and Technology Year 2

The VCE VET Applied Fashion Design and Technology program enables students to receive the Certificate II in Applied Fashion Design and Technology and a statement of attainment for selected units of competency from the Certificate III in Applied Fashion Design and Technology. These nationally recognised qualifications are drawn from the LMT07 Textiles, Clothing and Footwear Training Package and are issued by a Registered Training Organisation (RTO).

VCE VET Applied Fashion Design and Technology will provide students with basic design and development skills and knowledge to prepare for work in the fashion industry. This program allows for creative expression to be developed and displayed in the practical projects undertaken. Opportunities will be provided to acquire and develop skills in sewing, design processes, working with patterns, applying quality standards and interpreting basic sketches. Units 3 and 4 of the program include identifying fibres and fabrics, fabric performance and handling, garment repairs, alterations, basic patternmaking principles, preparing and marketing design concepts.

This subject will contribute towards a student's final ATAR.

Career Opportunities

Some typical fields of practice and possible future career options which studies in Applied Fashion Package Design can lead to include: Milliner, Milliner's Assistant, Fashion Design Worker, Fashion Design Assistant, Fashion Merchandiser, Textile Designer or Fashion Designer.

VCE VET Agriculture

CERTIFICATE II IN AGRICULTURE (VTAG1 and VTAG2)

Contribution to VCE: 4 units at levels 1, 2, 3 and 4

Contribution to ATAR: 10% of the lowest study score of the primary four

Certificate II in Agriculture is a nationally recognised course comprising 18 units run over two years. This course provides students with broad knowledge of the broader agricultural industry whilst having a strong focus on dairy and beef production.

Fencing, development of pasture and the growing of fodder will also be experienced. It gives students the opportunity to participate in calf rearing and grass fattening, from day old to marketable stock. Students will rear, monitor and handle livestock. This qualification is desirable for those who wish to complete further studies or seeking a traineeship in agriculture. The course will also include poultry rearing with the use of incubators, brood houses and laying sheds. The rearing of pigs is being scoped for the program.

Who should apply? Students with a strong interest in the practical side of agriculture industries, including chemical and medicinal treatments, as well as farm/enterprise maintenance and improvement.

Possible job outcome: This course will prepare students for employment as an apprentice or trainee in this industry or in a rural environment. Safety training is obligatory.

Career Opportunities

This course will articulate into Certificate III, IV and Diploma level courses in Agriculture and Horticulture, including apprenticeships. Students interested in a career in Forest Industries would also benefit from the program.

Special requirements

Sturdy footwear and appropriate clothing is required as there are many practical components completed on site.

VCE VET Building and Construction Year 2

This course is designed to provide entry-level training for students who wish to pursue employment and career opportunities within the building and construction industry. Students learn the skills and knowledge in building, including working safely within the construction industry, preparing work in the construction industry and using power tools. This program is delivered onsite, where an emphasis is placed on providing hands-on, practical training wherever possible.

The VCE VET Building and Construction program aims to:

- provide participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the building and construction or related industries
- enable participants to gain a recognised credential and to make an informed choice of vocation or career path.

Please note: you must have studied Building and Construction in Year 10 to continue with this subject.

This subject will contribute towards a student's final ATAR.

Career Opportunities

Once you have completed the three years and obtain a Certificate II in Building and Construction (Carpentry) you will have completed part of the theoretical component of the relevant Apprenticeship/Certificate III. This will assist you to enter an apprenticeship in a chosen area of study.

VCE VET Music

Certificate III in Music provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. Depending on the electives chosen, Units 1 and 2 include making a music demo, composing simple songs or musical pieces and preparing for performances. Units 3 and 4 offer scored assessment and include units such as developing improvisation skills, applying knowledge of genre to music making and performing music as part of a group or as a soloist.

This subject will contribute towards a student's final ATAR.

Career Opportunities

Some typical fields of practice and possible future career options such as Composer, Film Music Editor, Recording Engineer, Instrumental Teaching, professional Musician, Music Therapist or Music Classroom Teacher.

VCE VET Sport & Recreation Year 2

The VCE VET Sport and Recreation program is drawn from the SIS Sport, Fitness and Recreation Training Package and provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program.

This subject will contribute towards a student's final ATAR.

Career Opportunities

Some typical fields of practice and possible future career options such as, Coach, Sports and Fitness Coach, Activity Program Coordinator or Sports Administrator.

VCE VET Information, Digital Media and Technology Year 2

The VCE VET Information, Digital Media and Technology program provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of information technology in a range of industry areas. Organisational and specialist activity skills in addition to some leadership skills will be developed through the units of competency undertaken in Units 1 to 4 of the selected program.

This subject will contribute towards a student's final ATAR.

Career Opportunities

Some typical fields of practice and possible future career options such as, Support Games Developer or Mobile Games Programmer, Games Designer, Games Developer, Website Developer, System Designer, Assistant Software Developer, Programmer or Website Coordinator.

VCAL at Mary MacKillop College

You are about to undertake your final years at Mary MacKillop College and as senior students you will play a very important role in the life of the College. You will be in a position to provide leadership to the more junior students both on and off campus. They will look to you for example, encouragement and advice. Hence your approach to life as a VCAL student must be positive, well considered and in keeping with your career and further education aspirations.

In 2020 we are encouraging all VCAL students to embrace the challenge of not only pathway success but also in being leaders and role models for the College cohort.

All VCAL students have the capacity to show leadership. In any capacity, both formal and informal, they have the opportunity to have a positive impact on not only other students and the College in general but on themselves. We are challenging the VCAL students to participate and integrate with College life and understand that VCAL is about career pathways, but also carries the responsibilities of leadership.

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option, which provides practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. The Year 11 and 12 VCAL program has a vocational emphasis. It is an applied learning approach to senior studies. It offers a pathway into employment, traineeships or apprenticeships. In VCAL students connect with their communities and gain real life experiences. Real life tasks are used to achieve learning outcomes from a number of the VCAL strands. Learning is at times integrated across a number of subjects. In VCAL knowledge is shared and teachers recognise the knowledge learners bring to the learning environment.

VCAL is not for all students. It is for those that want to work towards an apprenticeship, traineeship, school based apprenticeship or Diploma tertiary qualification. It is for students who are highly motivated, industrious and have initiative. Students need to be hardworking in classes and demonstrate that they can work independently. VCAL is for students that are working to the best of their ability.

The College looks forward to working with the VCAL students in 2020 as they pursue success and all its rewards.

The Victorian Certificate of Applied Learning

The VCAL Program

VCAL is not designed for all students; it is a specific program that may be undertaken only by application to the VET Coordinator.

The program is designed around Applied Learning where VCE is structured around theoretical practice of studies. VCAL is designed to be based upon the foundation of competent skills and application, this does not mean that VCAL is any less of an academic challenge to students, it requires a specific skill set and students must meet very strict criteria to be assessed as competent in outcomes.

The principles behind VCAL require a negotiated curriculum, where teachers and students engage in a dialogue about their curriculum. Student will attend school each day for lessons and have access to some VCE subjects if they wish to select these.

VET (Vocational Education and Training)

Currently there are a number of options available for students to progress through an applied learning pathways at Mary MacKillop College. Students may select to participate in VET (Vocational Education and Training) courses either on or off site.

TAFE/VET Vocational Education and Training (VET) enables a secondary student to combine education with training to provide occupational or work-related knowledge and skills. It prepares students to the standard expected from employers and industry. Student's also receive a Certificate acknowledging completion of a nationally recognised training course.

VCE VET programs are vocational training programs approved by the Victorian Curriculum and Assessment Authority (VCAA). VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally recognised Vocational Education and Training (VET) certificate.

Any student completing studies at the Senior School level can complete a VET course. Students who complete a VET course will receive credit equivalent to VCE units toward either their VCE or VCAL qualifications.

In addition, students who successfully complete a VET certificate course will have both VCE/VCAL credits, and a nationally recognized qualification.

VET at MMCRC

The Vocational Education and Training certificates that are currently offered at Mary MacKillop College:

- **Certificate II Building and Construction**
- **Certificate II Applied Fashion & Design**
- **Certificate III Information, Digital Media & Technology**
- **Certificate II Sport & Recreation**
- **Certificate II Music**
- **Certificate II Agriculture**

VET at SGTSA

The South Gippsland Trade Skills Alliance is a partnership of schools and Registered Training Organisations which offer students access to VET programs.

VET is designed to expand opportunities and pathways for senior students to improve post compulsory educational outcomes as well as address the employment needs of industry in Victoria.

The Vocational Education and Training certificates that are currently offered at South Gippsland Trade Skills Alliance (SGTSA)

- **Electrotechnology** – run by AGA in Korumburra.
- **Plumbing** – run by AGA in Korumburra.
- **Automotive Studies** – run by Federation Training in Leongatha.
- **Agriculture** – run by GoTAFE in Leongatha.
- **Horticulture** – run by Community College Gippsland in Leongatha.
- **Integrated Technologies** - run by Federation Training in Leongatha

If a student wishes to study a VET course run under the South Gippsland Trade Skills Alliance, there is a processing fee of \$450 that is charged per student to each member of the alliance.

Other VET Programs in South Gippsland/Bass Coast

There are currently several other ‘Off-Site” VET program run through Bass Coast and South Gippsland. These are at time subject to numbers and are delivered at different locations in the region, however are not part of the SGTSA. These are:

Course	RTO – Provider
Certificate III in Allied Health	Federation Training
Certificate II in Animal Studies	Federation Training
Certificate II in Hairdressing	Federation Training
Certificate II in Hospitality (Front of House)	Federation Training
Certificate II in Kitchen Operations (Cookery)	Federation Training
Certificate III in Early Childhood Education	Federation Training/Chisholm Institute (Bass Coast)
Certificate II in Engineering Studies	Federation Training
Certificate II in Horticulture	Chisholm Institute (Bass Coast)

Certificate II in Retail	Chisholm Institute (Bass Coast)
Certificate II in Business	Chisholm Institute (Bass Coast)/ Community College Gippsland
Certificate II in Community Services	Community College Gippsland
Certificate II in Racing Stable hand	Community College Gippsland
Certificate II in Retail Cosmetics	Community College Gippsland
Certificate II in Salon Assistant	Community College Gippsland

Parents are expected to pay \$450 toward the cost of these TAFE/VET fees; the school covers the remainder of the cost (it costs approximately \$2400 for a VET course). If students are removed from the course or do not complete the course for any reason parents are liable for the full cost of the course.

Students wishing to pursue these options will be required to contact Deputy Principal – Learning and Teaching to investigate the viability and individual program.

Student Programs

Work Related Skills (WRS)

The purpose of work related skills is to develop employability skills, knowledge and attributes valued within community and work environments as a preparation for employment. It provides learners with a capacity to consider and choose from the range of pathways and recognises learning that is valued within community and work environments as preparation for employment.

The subject consists of unit 1 and unit 2. The units are designed to develop the student's employability skills while reflecting personal attributes valued by employers including, motivation, adaptability, enthusiasm, relationship management and work ethics. Skills in occupational health and safety and environment are also considered essential work-related skills.

Work related skills unit 1 is designed to achieve learning outcomes important for OHS and the development of career goals.

Work related skills unit 2 is designed to achieve learning outcomes important for work-related skills, employability skills and career goals.

Students completing the VCAL program are required to undertake a Structured Workplace Learning (SWL) placement. The placement must be aligned with the industry they are studying as a part of their VET studies. SWL provides students with the opportunity to integrate on-the-job experience with their VCAL study. Students are required to organise their own employment however the VCAL Coordinator can assist in skills shortage areas.

Personal Development Skills (PDS)

Personal development includes self-esteem and personal qualities developed through valuing personal achievement and contributions for the benefit of the community or personal growth. This may involve demonstration of leadership, teamwork skills, accepting responsibility for goal achievement and reflecting on knowledge and skills for decision making and problem solving.

PDS consists of Unit 1 and Unit 2 and reflect the progression in knowledge, skills and attributes relating to personal development.

Unit 1 focuses on the development of appropriate knowledge, skills and attributes in relation to, self, personal organisation and planning skills, problem solving and interpersonal skills. This can be achieved through participation in activities related to person, health and wellbeing, education, social or family experiences of a practical nature.

Unit 2 focuses on the development of appropriate knowledge, skills and attributes in relation to, community engagement, social awareness, interpersonal skills, planning and organisational skills. This can be achieved through participation in experiences of a practical

nature within the community.

Literacy Skills

VCAL literacy skills includes reading & writing and oral communication. Reading & writing contains eight learning outcomes: four learning outcomes focus on the development of reading and four learning outcomes focus on the development of writing.

To be credited with a literacy skill reading and writing unit, students must demonstrate achievement in all eight learning outcomes.

Literacy skills reading and writing units are designed to develop student knowledge, skills and attributes relevant to reading and writing, and their practical application in the contexts of everyday life, family, employment, further learning and community.

Literacy skills, corresponding with these social contexts, include reading and writing for;

- self-expression,
- practical purposes,
- knowledge and public debate.

Numeracy Skills

VCAL numeracy skills enables the development of knowledge, skills and attributes relevant to identifying, applying and communicating mathematical information in the contexts of everyday life, family, employment, further learning and community.

Numeracy skills corresponds with these social contexts to include mathematical knowledge and techniques, financial literacy, planning and organising, measurement, data, representation, design, problem-solving, using software tools and devices, and further study in mathematics or related fields.

Four learning outcomes make up numeracy skills and learners must demonstrate competency in all of the outcomes to achieve a credit for the unit. For each Learning Outcome students will demonstrate the following elements;

- mathematical knowledge and techniques,
- comparative mathematics,
- estimation and approximation,
- writing and interpreting numerical expressions
- applying mathematics.

Religion

This subject looks at practical aspects of Religion to everyday life. Students work to developing their faith into real life applications of their life and practical applications of issues around refugees, social justice and community.

VCAL Assessment

School-Based Assessment

For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes as specified in the Unit of Competency. The teacher of the unit makes decisions as to what constitutes “competency.” As school-assessed coursework forms part of the on-going learning, feedback will be provided to students on the work being assessed. Students are advised to retain all coursework until end of the school year in case the Victorian Curriculum and Assessment Authority wishes to examine the material.

Achievement of an outcome means:

- The work meets the required standard
- The work was submitted on time
- The work is clearly the student’s own
- There has been no breach of rules

Satisfactory Completion of VCAL Studies

Assessment within the VCAL should be based on the following principles:

- Assessment tasks/activities should be grounded in a relevant context and not be culturally biased.
- Students should have the opportunity to demonstrate achievement at their own pace.
- Instructions for assessment tasks/activities should be clear and explicit. Students must know what is expected and the criteria by which satisfactory completion will be established.
- Time allowed to complete a task should be reasonable and specified and should allow for preparation and reflection as appropriate to the activity. Where the assessment task is linked to a project or activity, the assessment tasks/activities may take place over a number of weeks.
- Assessment tasks/activities should be open-ended and flexible to meet the specific needs of students.

What must students do to receive a VCAL qualification?

A student is awarded a Certificate when they gain credits for 10 units that fulfil the minimum requirements for a student's learning program. A credit is gained for successful completion of a unit of study. A unit of study can be:

- 1 VCAL unit
- 1 VCE unit
- 90 hours for VET modules/units of competence and/or Further Education (FE) modules.

Each unit of study must be justified against the purpose statement for one of the four VCAL curriculum strands.

A student's VCAL learning program must include:

- a minimum of two VCAL units
- at least one literacy unit*
- at least one numeracy unit
- at least one unit from the Industry Specific Skills strand. At the intermediate and Senior levels this must include a unit of study from a VET qualification
- at least one unit from the Work Related Skills strand
- at least one unit from the Personal Development Skills strand
- at least six credits at the level or above, of which one must be literacy and one VCAL Personal Development Skills unit.

*If a student is enrolled in a VCAL literacy unit to fulfil the Literacy Skills strand requirement, the student must complete the VCAL Literacy – Reading and Writing unit at the certificate award level.

For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit as specified in the Study Design. This decision will be based on the teacher's judgment of the student's performance on assessment tasks designated for the unit. The College has developed a number of policies to enable these judgments to be made as consistently and fairly as possible. A summary of these policies follows. Students and parents should become very familiar with them.

Submission of work

Deadlines and late submission of work

A VCAL Student has the sole responsibility of ensuring all of their pieces of assessment are given to their class teacher on time. A VCAL Student must be able to organise and manage their time effectively.

If a student is absent on the due date, they must make every effort to ensure the work is delivered to the teacher on the day they return to the College. Otherwise, the work must be submitted to subject teacher accompanied by a note from the parents explaining the absence and appropriate documentation.

Attendance

The School and VCAA requires regular attendance. Therefore: Students must be in school throughout the hours of a normal school day.

Students are to attend all timetabled periods. In addition to VCAL classes this includes all Homeroom sessions, Assemblies and scheduled subject activities. Students are expected to attend TAFE and work placement.

Students are to be punctual to school and to class.

Appointments are expected to take place out of school hours. If this is not possible, advance notice is required. Appointments for driving lessons and tests and other such activities are not permitted during school hours.

Frequently Asked Questions

What is a Learning Outcome?

For every subject there is a series of learning outcomes. These outcomes state what you will be studying during the unit, and what you should be able to do by the end of the semester. These are the things you will be tested on, and they form the basis of your assessment; you must satisfactorily complete them.

What does Competent mean?

This means that you have fulfilled the requirements for a particular outcome. The teacher will set a number of tasks, and these must be completed properly to demonstrate that you have achieved that outcome. To achieve satisfactory completion of a unit, you must satisfactorily complete every outcome in that unit of competency. The consequences of failing to do this are serious. The unit cannot be counted towards your VET or VCAL, and you may even find yourself having to repeat it, especially if it is required for a university course you wish to enter. In addition, you can be given a grade of “Not competent” – if you:

- hand the work in late or copy someone else’s work
- help someone else to cheat
- accept “undue assistance” for the work
- Breach the school’s attendance rules.

For further information, refer to the Policy of Satisfactory Completion of VCAL Studies section of the Manual.

What is VET?

VET stands for Vocational Education and Training. It refers to enhanced senior school studies, which enable a secondary student to combine their VCAL studies with vocational training.

Where can I get more information about VCAL?

For general VCAL information consult the ET Coordinator. For subject specific information, consult your subject teacher. Useful websites on VCAL are www.vcaa.vic.edu.au.

What if my child wishes to study a VET through an external provider, what is the cost?

If a student elects to study a VET subject that is not offered by the College parents must pay the gap between the course cost and the funding the College receives through VETIS. Enrolment for external VET courses will not be completed until payment is made in full to the College. For further information, please see the VET Coordinator.

The present costs of subjects studied through the Trade Skills Centre is \$450.

Factors to consider before choosing VCAL

- VET requires excellent time management and personal responsibility.
- A significant part of a VET is theoretical, not just practical.
- Students are often responsible for working through self-paced modules alone.
- VCAL students may need to travel to TAFE or work placement, often missing classes at school. Students are responsible for catching up on any missed schoolwork in their own time.
- The extra financial costs associated with VET cover TAFE delivery costs, books, protective clothing etc.





VCAL Application

Student Name -

Homeroom -

Please answer all of the following questions in the box below each question

What are your interests once you have finished school? (e.g. Apprentice motor mechanic, TAFE Course, employment).

Do you currently hold a part-time job? Please outline details if you do.

Are you involved in any community or sporting activities? (e.g. volunteer work, sport).

Which VET/TAFE subject would you like to include in your VCAL?

What are your expectations of VCAL? What do you think it will be like?

Student Signature

Parent Name

Parent Signature

The completed and signed form must be returned to Mr Wright through student reception when the online web preferences are completed.