



LAKES ENTRANCE
SECONDARY COLLEGE
SENIOR SCHOOL HANDBOOK 2017

Welcome to the 2017 Lakes Entrance Secondary College Senior Student Handbook. We are extremely glad that you have chosen Lakes Entrance Secondary College as your choice of destination, inside this handy little guide you will find all the information you need to plan your course for 2017. We offer a diverse range of subjects and flexible options available through our partnerships with Federation Training, Forestec, SEAMEC, Distance Education Centre Victoria and the Victorian Virtual Learning Network. These options are supported by a highly dedicated staff who are experts in their field and we offer small class sizes where students receive a high degree of individual attention. Additionally, our VCE results are second to none in our region, and we offer a VCAL program which engages students with our local community.

Inside this guide you will find a useful chart that takes you through the steps required to formalise your enrolment followed by brief descriptions of VCE, VCAL and VET subject options for our students. Finally, there is a brief summary of the Lakes Entrance Secondary College policies.

Once again we thank you for your interest in Lakes Entrance Secondary College. We wish you the best in 2017 in terms of your academic studies and your personal growth.

Regards,

The Senior School Team

Lakes Entrance Secondary College

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Senior School Coordinator: Miss Christina Lloyd

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Assistant Principal: Mr Harry Culbertson

Principal: Mr Craig Sutherland

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THE ENROLMENT PROCESS

ATTEND SENIOR SCHOOL INFORMATION EVENING, TUESDAY 17TH MAY 2016



PARENTS AND STUDENTS DISCUSS SUBJECT CHOICES AND FOLLOW UP WITH RELEVANT TEACHERS



ARRANGE COURSE COUNSELLING INTERVIEW- LETTERS WILL BE SENT HOME



MAKE FINAL CHOICES ON SUBJECTS FOR 2017



FILL OUT BOOKLISTS AS REQUIRED



ORGANISE UNIFORM AS REQUIRED



ATTEND HEAD START



DO SET WORK OVER HOLIDAYS AND ATTEND FIRST DAY 2017

CAREER PLANNING

Planning your future career can be a daunting prospect but Lakes Entrance Secondary College has a highly dedicated Careers Practitioner available to help you through the process, the steps of which are set out below.

YEAR 10

- Focus on planning your career pathway
- Exploring education and training requirements for a range of careers
- Arrange work experience
- Complete Managed Individual Pathways (MIP's) plan

YEAR 11

- Confirm and manage your MIP's plan
- Identify the career opportunities open to you
- Review your MIP's plan
- Identify your transferrable skills

YEAR 12

- Focus on the strategic steps required to achieve your goal
- Develop sound knowledge of the Australian Tertiary Admission Rank (ATAR), and the requirements of university and TAFE courses
- Develop an awareness of alternate pathways
- Work towards your intended post-school destination

WHERE DO I START?

FOR STUDENTS ENTERING YEAR 10

A thorough reading of the handbook will help you to gain an insight into what the College offers at the Senior level. You may have the opportunity to enrol in a VCE subject (dependant on timetable restraints) and you should consider taking the opportunity to do so as it will be a great experience and help to prepare you for your Senior years of schooling.

FOR STUDENTS ENTERING YEAR 11

Decisions about what to do at the Senior level can seem perplexing at times but it is best to start with an honest appraisal of your skills.

Ask yourself:

1. What are the subjects that I enjoy most at school?
2. What are the subjects that I enjoy least at school?
3. Do I enjoy finding information in books or would I rather be working with my hands? (or is it a combination of both?)

Decisions about what subjects to take need to be based on what is best for YOU, not on what your friends may have decided to do. At Lakes Entrance Secondary College we feel it is imperative that students are guided into the best possible course for them so that they have the greatest chance of success in whatever form that may take.

The first question that must be answered is: do I enrol in the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL)? These are separate educational streams and it is best to make the most informed decision you can to gain the most benefit from the course you choose. We strongly recommend you take the time to read through this handbook, evaluate your options, talk it through with your parents and our course counsellors before making a final decision.

IF I CHOOSE VCE IN YEAR 11

You will need to list your preferred 6 subjects so that planning for the following year can begin. You will be given a pre-enrolment form where you will be able to list your subject choices. Please remember that English (either English or Literature or both) is compulsory and that Mathematics is highly regarded in terms of both employment and university entry but it is not compulsory.

DISTANCE EDUCATION

A number of subjects may be available through the Distance Education Centre Victoria and the Victorian Virtual Learning Network. Please note that this style of study option requires a strong commitment from a student in order to be successful and students may only be approved based on their academic record and a demonstrated ability to work independently. Subjects that have been studied in the past include: Business Management, History, Geography, Information Technology, Physics and Chemistry.

IF I CHOOSE VCAL IN YEAR 11

In VCAL at Lakes Entrance Secondary College, five subjects are compulsory. They are: Literacy, Numeracy, Personal Development, Work Related Skills and Industry Specific Skills (VET). You must also choose an additional VET or VCE subject. VCAL is broken down into three levels, Foundation, Intermediate and Senior. Upon commencing VCAL in Year 11 your teachers will determine whether you begin at Foundation or Intermediate based on Literacy and Numeracy testing as well as your ability to work independently.

FOR STUDENTS ENTERING YEAR 12

Hopefully you are happy with the choices you made at the start of Year 11 and are continuing with those subjects in Year 12. Year 12 VCE students need to make sure that the programme they choose meets the minimum 16 unit requirement. It is best to discuss this with a course counsellor bearing in mind the entry requirements for the various tertiary courses available.

STUDENT WELFARE

IF I HAVE A PROBLEM...

The senior years of schooling can be a traumatic time for both students and parents. Lakes Entrance Secondary College realises that the best approach to take when problems arise is a co-operative one where staff, parents and students are all working together to achieve the best outcome for the student. If a problem arises, it is best to deal with it quickly.

In the first instance, all enquiries should be directed to:

- Senior School Coordinator Christina Lloyd
- VCAL Coordinator John Sentry

The Senior School Co-ordinator will be able to either provide you with an answer or pass on your concern to the appropriate person:

- Student Wellbeing Coordinator Lyn Neville
- College Nurse Bernie McHugh
- Careers Practitioner Dee Cameron
- Koorie Education Support Officer Daryl Andy
- Consulting Psychologist Tracey Marshall
- Leading Teacher - Wellbeing Angela Field
- Assistant Principal/Special Needs Harry Culbertson
- Principal Craig Sutherland

STUDENTS WITH SPECIAL NEEDS

The College is strongly committed to helping all members of its community. Support groups are set up for students who experience difficulty in their senior years or have ongoing issues. These are comprised of a combination of the above staff (and/or others as appropriate) and parents and are co-ordinated by the Assistant Principal (Harry Culbertson).

STUDENT WELLBEING TEAM

Student wellbeing is integral to all aspects of College life. The College provides a safe and supportive environment to further develop students' feelings of self-worth, identity and learning goals. Our philosophy is based on the belief that each student's personal wellbeing is fundamental to their educational progress. Our student support structures ensure that every student has access to staff who can support them as they develop maturity and resilience.

The Student Wellbeing team consists of the Assistant Principal, Leading Teacher - Wellbeing, Student Wellbeing Coordinator, Consulting Psychologist, Nurse and Koorie Education Support Officers. This team oversees the student welfare policies across the College and promotes consistency and fairness. It is our aim to enhance students' feelings of connectedness to the College and sense of belonging to our community through the introduction of specialised programmes, counselling, mentors and support networks. We strongly encourage parents/guardians to discuss options available to best meet the social and emotional needs of their child to achieve the best possible learning outcome. The Wellbeing team can also provide students and their families with a link to external agencies within the community for additional support as required.

THE LEARNING ENVIRONMENT

Lakes Entrance Secondary College is committed to providing the best possible learning environment for all students. The College community recognises that the most effective learning will occur in a safe environment where the rights and responsibilities of others are known and consequences are consistently and fairly applied.

Being a senior student brings a number of privileges. Students are treated as young adults and have more freedom to make their own choices and more independence and flexibility in their studies. However, there are also expectations in regard to behaviour and performance, and senior students are expected to abide by the guiding principles of the College and set an example for other students to follow.

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

OVERVIEW

The VCE is designed to be a flexible course of study and give a balanced education. It is usually taken over 2 years and each subject comprises two units, one for each semester in the year. Most students do 22 units, 12 whilst in Year 11 and 10 whilst in Year 12. There is a possibility of a student doing a VCE subject whilst in Year 10 and a Year 12 subject as part of their Year 11 program. At the end of Year 12 students receive an ATAR score that opens up pathways into Universities, TAFE Colleges and other tertiary institutions. To be awarded the Victorian Certificate of Education students must successfully complete a minimum of 16 units (which may include up to 8 VET Units) including 3 units of English and 3 other studies at Unit 3 and 4 level.

TERTIARY ADMISSION

Victoria's universities and TAFE colleges have a joint selection system administered by the Victorian Tertiary Admission Centre (VTAC). VTAC's job includes:

- Organising the application procedures and processing applications
- Forwarding the appropriate applications and accompanying information to the relevant tertiary institution
- Making offers to prospective students on behalf of tertiary institutions.

VTAC applications open in August and need to be completed and submitted by the end of September. The College runs a comprehensive program in assisting students with these applications through our Careers Practitioner (Dee Cameron).

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Australian Tertiary Admission Rank (ATAR) is calculated by the Victorian Tertiary Admission Centre (VTAC) from a student's Study Scores for Units 3 and 4 VCE studies. It is the primary means of deciding which tertiary courses will be offered to applicants. Whilst most tertiary places are allocated according to the ATAR, other factors such as folios, references, relevant work experience and interviews may be considered for some courses, particularly at TAFE.

SPECIAL PROVISION

Students may be eligible for special provision if they have on-going factors which are affecting their education. These may include illness, personal factors or physical disability/impairment. Special provision assistance may take the form of counselling, technological assistance, aiding, organisation of a support group, extension of exam time, other special examination arrangements, course modification or interrupted study status. It is important that students contact the Senior School Coordinator as early as possible if they feel they might be eligible for special provision.

GENERAL ACHIEVEMENT TEST (GAT)

All students doing Units 3 & 4 studies must sit the General Achievement Test (GAT). This is a general test of students' ability in Written Communication, Mathematics, Science, Technology, Humanities, Art and Social Sciences. GAT scores are used for comparison with School-assessed Coursework (SAC) and School-assessed Tasks (SAT) to ensure that marking standards are fair between all schools.

BIOLOGY

SCOPE OF STUDY

Biology is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms and their many adaptations for survival in various environments, all life forms share a degree of relatedness and a common origin. The study explores the dynamic relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism, that maintain life and ensure its continuity.

Students examine classical and contemporary research, models and theories to understand how knowledge in biology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of biology leads students to appreciate the interconnectedness of the content areas both within biology, and across biology and the other sciences.

STRUCTURE

The study is made up of four units.

Unit 1: How do living things stay alive?

Unit 2: How is continuity of life maintained?

Unit 3: How do cells maintain life?

Unit 4: How does life change and respond to challenges over time?

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

ASSESSMENT

Unit 1 & 2: College Based Assessment

Unit 3 School-assessed Coursework: 16 per cent

Unit 4 School-assessed Coursework: 24 per cent

End-of-year examination: 60 per cent

BUSINESS MANAGEMENT

SCOPE OF STUDY

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision makers in managing these resources.

A range of management theories is considered and compared with management in practice through contemporary case studies drawn from the past four years. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.

STRUCTURE

The study is made up of four units.

Unit 1: Planning a business

Unit 2: Establishing a business

Unit 3: Managing a business

Unit 4: Transforming a business

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

ASSESSMENT

Unit 1 & 2: College Based Assessment

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent

CHEMISTRY

SCOPE OF STUDY

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

VCE Chemistry enables students to explore key processes related to matter and its behaviour. Students consider the relationship between materials and energy through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the efficient production and use of energy and materials, and the investigation of carbon-based compounds as important components of body tissues and materials used in society.

STRUCTURE

The study is made up of four units.

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

Unit 2: What makes water such a unique chemical?

Unit 3: How can chemical processes be designed to optimise efficiency?

Unit 4: How are organic compounds categorised, analysed and used?

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

ASSESSMENT

Unit 1 & 2: College Based Assessment

Unit 3 School-assessed Coursework: 16 per cent

Unit 4 School-assessed Coursework: 24 per cent

End-of-year examination: 60 per cent

ENGLISH

SCOPE OF STUDY

VCE English focuses on how English language is used to create meaning in written, spoken and multimodal texts of varying complexity. Literary texts selected for study are drawn from the past and present, from Australia and from other cultures. Other texts are selected for analysis and presentation of argument. The study is intended to meet the needs of students with a wide range of expectations and aspirations, including those for whom English is an additional language.

STRUCTURE

The study is made up of four units.

| | |
|-----------------------------------|---------------------------------|
| Unit 1: Reading & creating texts | Analysing & presenting argument |
| Unit 2: Reading & comparing texts | Analysing & presenting argument |
| Unit 3: Reading & creating texts | Analysing argument |
| Unit 4: Reading & comparing texts | Presenting argument |

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

ASSESSMENT

Unit 1 & 2: College Based Assessment

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent

FOOD STUDIES

SCOPE OF STUDY

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

STRUCTURE

The study is made up of four units:

Unit 1: Food origins

Unit 2: Food makers

Unit 3: Food in daily life

Unit 4: Food issues, challenges and futures

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

ASSESSMENT

Unit 1 & 2: College Based Assessment

Unit 3 School-assessed Coursework: 30 per cent

Unit 4 School-assessed Coursework: 30 per cent

End-of-year examination: 40 per cent

HEALTH & HUMAN DEVELOPMENT

SCOPE OF STUDY

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities. Health is a dynamic condition that is influenced by complex interrelationships between individuals and biomedical and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health as being created in the settings where people live and work. This social view of health recognises the need for personal skills development, the importance of empowering communities to take action to promote health, the creation of social and physical environments that are supportive of health and development, an awareness of the impacts on health of public policies and the need for health services to be oriented towards health promotion and the prevention of ill health.

The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

STRUCTURE

The study is made up of four units:

Unit 1: The health and development of Australia's youth

Unit 2: Individual human development and health issues

Unit 3: Australia's health

Unit 4: Global health and human development

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

ASSESSMENT

Unit 1 & 2: College Based Assessment

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent

HISTORY

SCOPE OF STUDY

History involves inquiry into human action in the past, to make meaning of the past using primary sources as evidence. As historians ask new questions, revise interpretations or discover new sources, fresh understandings come to light.

Although history deals with the particular – specific individuals and key events – the potential scope of historical inquiry is vast and formed by the questions that historians pursue, the availability of sources and the capacity of historians to interpret those sources. VCE History reflects this range of inquiry by enabling students to engage with a range of times, people, places and ideas.

STRUCTURE

The study is made up of four units:

Unit 1: Twentieth century history 1918 - 1939

Unit 2: Twentieth century history 1945 - 2000

Unit 3 & 4: Revolutions

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

ASSESSMENT

Unit 1 & 2: College Based Assessment

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent

LITERATURE

SCOPE OF STUDY

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. In VCE Literature students undertake close reading of texts and analyse how language and literary elements and techniques function within a text. Emphasis is placed on recognition of a text's complexity and meaning, and on consideration of how that meaning is embodied in its literary form. The study provides opportunities for reading deeply, widely and critically, responding analytically and creatively, and appreciating the aesthetic merit of texts.

VCE Literature enables students to examine the historical and cultural contexts within which both readers and texts are situated. It investigates the assumptions, views and values which both writer and reader bring to the texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other. Accordingly, the texts selected for study are drawn from the past through to the present, and vary in form and social and cultural contexts.

STRUCTURE

The study is made up of four units:

Unit 1: Approaches to literature

Unit 2: Context and connections

Unit 3: Form and transformation

Unit 4: Interpreting texts

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

ASSESSMENT

Unit 1 & 2: College Based Assessment

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent

MATHEMATICS

SCOPE OF STUDY

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

STRUCTURE

The study is made up of the following units:

Unit 1 & 2: Foundation Mathematics

Unit 1 & 2: General Mathematics

Unit 1 & 2: Mathematical Methods

Unit 3 & 4: Further Mathematics

Unit 3 & 4: Mathematical Methods

Unit 3 & 4: Specialist Mathematics

ENTRY

There are no prerequisites for entry to Foundation Mathematics Units 1 and 2, General Mathematics Units 1 and 2 or Mathematical Methods Units 1 and 2. However, students attempting Mathematical Methods are expected to have a sound background in number, algebra, function, and probability. Some additional preparatory work will be advisable for any student who is undertaking Mathematical Methods Unit 2 without completing Mathematical Methods Unit 1.

Units 3 and 4 of a study are designed to be taken as a sequence. Students must undertake Unit 3 of a study before entering Unit 4 of that study.

Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods Units 3 and 4.

Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

ASSESSMENT

Unit 1 & 2: College Based Assessment

FURTHER MATHEMATICS

Unit 3 school-assessed coursework: 20 per cent

Unit 4 school-assessed coursework: 14 per cent

Units 3 and 4 examination 1: 33 per cent

Units 3 and 4 examination 2: 33 per cent

MATHEMATICAL METHODS

Unit 3 school-assessed coursework: 17 per cent

Unit 4 school-assessed coursework: 17 per cent

Units 3 and 4 examination 1: 22 per cent

Units 3 and 4 examination 2: 44 per cent

SPECIALIST MATHEMATICS

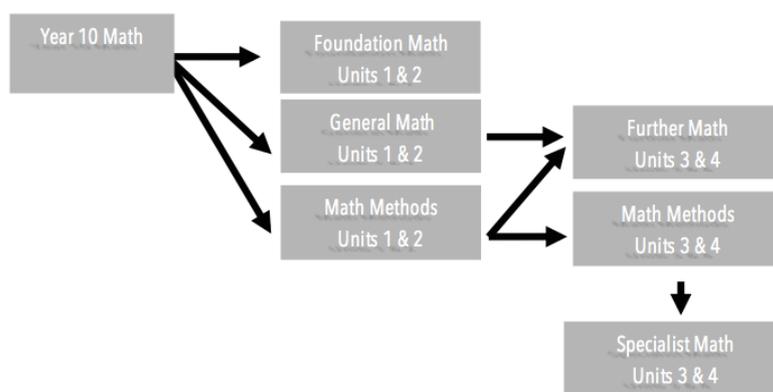
Unit 3 school-assessed coursework: 17 per cent

Unit 4 school-assessed coursework: 17 per cent

Units 3 and 4 examination 1: 22 per cent

Units 3 and 4 examination 2: 44 per cent

A SCHEMATIC OUTLINE OF THE MATHEMATICS PROGRAM FOR YEARS 10 - 12



For more information on VCE Mathematics speak to Adrian Bonacci or visit the website www.vcaa.vic.edu.au

MEDIA

SCOPE OF STUDY

Notions of audience underlie the creation, distribution, consumption and reception of media texts. Media texts are representations of social, personal and cultural reality, which have been constructed through a process of selection and omission, using media codes and conventions. Codes and conventions may be common to all media products, or specific to individual media forms, texts, genres and styles. VCE Media examines media products as the expression of creative ideas, specific symbolic languages and discourses of society and culture that shape meaning and reflect the society in which they were created. This study explores a variety of media forms, including audio, audiovisual media, print-based media, digital and interactive media technologies and convergent media processes. Students examine and analyse the relationships between audiences and the media; this analysis is undertaken through a theoretical and practical study that places the student in the role of a media creator.

STRUCTURE

The study is made up of four units:

Unit 1: Representation and technologies of representation

Unit 2: Media production and the media industry

Unit 3: Narrative and media production design

Unit 4: Media: process, influence and society's values

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

ASSESSMENT

Unit 1 & 2: College Based Assessment

Unit 3 School-assessed Coursework: 6 per cent

Unit 4 School-assessed Coursework: 12 per cent

School-assessed Task: 37 per cent

End-of-year examination: 45 per cent

OUTDOOR & ENVIRONMENTAL STUDIES

SCOPE OF STUDY

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

In this study both passive and active outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between human impacts on outdoor environments and nature's impact on humans.

STRUCTURE

The study is made up of four units:

Unit 1: Exploring outdoor experiences

Unit 2: Discovering outdoor environments

Unit 3: Relationships with outdoor environments

Unit 4: Sustainable outdoor relationships

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

ASSESSMENT

Unit 1 & 2: College Based Assessment

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent

PHYSICAL EDUCATION

SCOPE OF STUDY

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.

Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

STRUCTURE

The study is made up of four units:

Unit 1: The human body in motion

Unit 2: Physical activity, sport and society

Unit 3: Physical activity participation and physiological performance

Unit 4: Enhancing performance

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

ASSESSMENT

Unit 1 & 2: College Based Assessment

Unit 3 School-assessed Coursework: 25 per cent

Unit 4 School-assessed Coursework: 25 per cent

End-of-year examination: 50 per cent

PHYSICS

SCOPE OF STUDY

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

The study provides a contextual approach to exploring selected areas within the discipline including atomic physics, electricity, fields, mechanics, thermodynamics, quantum physics and waves. Students also have options for study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students examine classical and contemporary research, models and theories to understand how knowledge in physics has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of physics leads students to appreciate the interconnectedness of the content areas both within physics, and across physics and the other sciences.

STRUCTURE

The study is made up of four units:

Unit 1: What ideas explain the physical world?

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

Unit 3: How do fields explain motion and electricity?

Unit 4: How can two contradictory models explain both light and matter?

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

ASSESSMENT

Unit 1 & 2: College Based Assessment

Unit 3 School-assessed Coursework: 21 per cent

Unit 4 School-assessed Coursework: 19 per cent

End-of-year examination: 60 per cent

PRODUCT DESIGN & TECHNOLOGY - WOOD

SCOPE OF STUDY

Central to VCE Product Design and Technology is the Product design process, which provides a structure for students to develop effective design practice. The design process involves identification of a real need that is then articulated in a design brief. The need is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional functional products. Development of these solutions requires the application of technology and a variety of cognitive and physical skills, including creative design thinking, drawing and computer-aided design, testing processes and materials, planning, construction, fabrication and evaluation.

STRUCTURE

The study is made up of four units:

Unit 1: Product re-design and sustainability

Unit 2: Collaborative design

Unit 3: Applying the product design process

Unit 4: Product development and evaluation

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

ASSESSMENT

Unit 1 & 2: College Based Assessment

Unit 3 School-assessed Coursework: 12 per cent

Unit 4 School-assessed Coursework: 8 per cent

School-assessed Task: 50 per cent

End-of-year examination: 30 per cent

PSYCHOLOGY

SCOPE OF STUDY

Psychology is a broad discipline that incorporates both the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life.

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. A scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries. An understanding of the complexities and diversity of psychology leads students to appreciate the interconnectedness between different content areas both within psychology, and across psychology and the other sciences.

STRUCTURE

The study is made up of four units:

Unit 1: How are behaviour and mental processes shaped?

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

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

Unit 4: How is wellbeing developed and maintained?

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

ASSESSMENT

Unit 1 & 2: College Based Assessment

Unit 3 School-assessed Coursework: 16 per cent

Unit 4 School-assessed Coursework: 24 per cent

End-of-year examination: 60 per cent

STUDIO ARTS

SCOPE OF STUDY

VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer.

Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making. Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and to support art making. Visiting a variety of art exhibition spaces is integral to the student's artistic and creative development. Students also consider the ways in which artists work to develop and resolve artworks, including their use of inspiration and their creative process.

STRUCTURE

The study is made up of four units:

Unit 1: Artistic inspiration and techniques

Unit 2: Design exploration and concepts

Unit 3: Studio and professional art practices

Unit 4: Studio practices and art industry contexts

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

ASSESSMENT

Unit 1 & 2: College Based Assessment

Unit 3 School-assessed Coursework: 5 per cent

Unit 4 School-assessed Coursework: 5 per cent

Unit 3 & 4 School-assessed Task: 60 per cent

End-of-year examination: 30 per cent

VISUAL COMMUNICATION & DESIGN

SCOPE OF STUDY

The Visual Communication Design study examines the way visual language can be used to convey ideas, information and messages in the fields of communication, environmental and industrial design. The study emphasises the importance of developing a variety of drawing skills to visualise thinking.

Students employ a design process to generate and develop visual communications. This is shaped by considerations of aesthetics and functionality, as well as social, environmental and economic factors. Students develop the skills to manipulate and organise design elements, design principles, selected media, materials and production methods when creating visual communications. Creative, critical and reflective thinking (design thinking) supports students to progress through and focus on the design process.

STRUCTURE

The study is made up of four units:

Unit 1: Introduction to visual communication design

Unit 2: Applications of visual communication design

Unit 3: Design thinking and practice

Unit 4: Design development and presentation

ENTRY

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Students entering Unit 3 without Units 1 and/or 2 may be required to undertake additional preparation as prescribed by their teacher. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education. All VCE studies are benchmarked against comparable national and international curriculum.

DURATION

Each unit involves at least 50 hours of scheduled classroom instruction over the duration of a semester.

ASSESSMENT

Unit 1 & 2: College Based Assessment

Unit 3 School-assessed Coursework: 20 per cent

Unit 4 School-assessed Coursework: 5 per cent

School-assessed Task: 40 per cent

End-of-year examination: 35 per cent

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

OVERVIEW

The VCAL is designed to develop and extend pathways for young people. By doing the VCAL, you will gain experience useful in the world of work, and receive a qualification that helps you to develop and extend your pathways into work, apprenticeships/traineeships, further education and/or training including VET courses. It must be noted that every outcome for all subjects/strands must be completed satisfactorily to attain your VCAL. Each level also had a nominal duration of 1000 hours that must be completed in order to achieve the level you are working towards; this can be both inside and outside of the classroom.

THE VCAL HAS THREE AWARD LEVELS:

FOUNDATION

At this level, programs/activities should have the following characteristics:

- Teacher directed with high levels of supervision
- High levels of teacher support and guidance e.g. sample letter to School Council seeking permission to organise a fund raising event
- Simple projects involving a limited number of steps and within a defined period of time
- Initial activity can be teacher selected
- Tasks that link to familiar and everyday activities

INTERMEDIATE

At this level, programs/activities should have the following characteristics:

- Teacher supported
- Complex projects involving a number of steps over a longer period of time
- Students working in groups
- Activities that are unfamiliar and challenging

SENIOR

At this level, programs/activities should have the following characteristics:

- Teacher monitored and supported if necessary
- Complex project involving the external community
- Student focused and the opportunity for students to work as independent learners
- Provide opportunities for students to take on leadership roles
- Provide the opportunity for students to apply a range of knowledge and skills e.g. specialist technical skills

VCAL AT LAKES ENTRANCE SECONDARY COLLEGE

At Lakes Entrance Secondary College, there are five compulsory subjects (or strands) in the VCAL program.

They are:

- Literacy
- Numeracy
- Personal Development Skills
- Work Related Skills
- Industry Specific Skills (VET)

To complete the program, students also need to choose:

- An additional VCE or VET subject that does not clash with any of the above compulsory strands

Upon successful completion of all VCAL requirements a student will receive a VCAL certificate and Statement of Results. Additional Statements of Attainment or certificates will be provided by the Registered Training Organisation for successful completion of vocational education and training or further education curriculum. Students who commence the VCAL but do not complete it will receive a Statement of Results at the completion of each year of study.

WHAT COUNTS TOWARD THE VCAL?

If you have already started a VCE or VET subject in Year 10 or have successfully completed units as part of the VCE at another institution they can be credited to your VCAL learning program. You will need to discuss this with the course counsellor when you enrol. You can also gain recognition for and undertake a school based apprenticeship while enrolled in the VCAL. Any VCE units successfully completed as part of your VCAL will count towards the VCE. Other units completed as part of the VCAL might also be able to be credited towards the VCE. You can discuss this with the course counsellor. Your VCE record results can also be transferred to the VCAL.

CREDIT TRANSFER

Credit is transferable to and from VCAL. Credit will be granted for VCE units already successfully completed by students commencing VCAL. Credit will be granted to students commencing VCE for VCE units successfully completed within VCAL. Credit is also available to and from VCAL for vocational education and training and further education curriculum modules and units successfully completed and recorded on certificates or Statements of Attainment.

Students must successfully achieve each learning outcome in each unit or module in the VCAL program. You do not need grades. If you do the VCAL at the Senior level, then you may enrol in VCE Units 3 and 4 and elect to receive grades and study scores for those subjects. If you successfully complete the requirements of a VCE or VCE VET unit, you will receive a Statement of Results. If you successfully complete a VET or Further Education unit you will receive a Statement of Attainment. These will list all units you have successfully completed as part of your VCAL program. VCAL students do not have to sit for the General Achievement Test (GAT) unless they intend to enrol in any VCE Unit 3 and 4 subjects.

LITERACY

OVERVIEW

The broad purpose of the Literacy Skills units is to enable the development of skills, knowledge and attitudes in literacy that allows progression in the main social contexts of family and social life, workplace and institutional settings, education and training contexts, community and civic life. These social contexts are not seen to be autonomous and often overlap.

Four domains of literacy have been identified as corresponding with these social contexts:

- Literacy for self expression: focuses on aspects of personal and family life, and the cultures which shape these
- Literacy for practical purposes: focuses on forms of communication mainly used in workplace and institutional settings and in communication with such organisations
- Literacy for knowledge: focuses on sociological, scientific, technological, historical and mechanical theories and concepts which are relevant to education and training
- Literacy for public debate: focuses on matters of public concern, and the forms of argument, reason and criticism used in the public arena.

The Literacy Skills units are premised on the understanding that effective literacy skills development occurs within social contexts. The application of literacy skills cannot be separated from social context. The overall purpose is to provide an applied 'real life' approach to literacy development. Literacy includes reading, writing and oral communication skills.

STRUCTURE

The Literacy Skills units are designed at three levels – Foundation, Intermediate and Senior. Two units exist at each level, as follows:

FOUNDATION

- Literacy Skills Foundation Reading and Writing unit (8 outcomes)
- Literacy Skills Foundation Oral Communication unit (4 outcomes)

INTERMEDIATE

- Literacy Skills Intermediate Reading and Writing unit (8 outcomes)
- Literacy Skills Intermediate Oral Communication unit (4 outcomes)

SENIOR

- Literacy Skills Senior Reading and Writing unit (8 outcomes)
- Literacy Skills Senior Oral Communication unit (4 outcomes)

ASSESSMENT

Students must satisfactorily complete all outcomes for each unit undertaken in order for the unit to count towards the VCAL.

NUMERACY

OVERVIEW

The Numeracy Skills units are designed for use within the Literacy and Numeracy Skills strand of VCAL. Rather than the learning outcomes having as their focus the traditional mathematical areas (number, space and shape, data, measurement, and algebra) the purposes or functions to which the mathematics may be put, are given prominence. The specific mathematical skills and knowledge required are embedded in the learning outcomes and specified within the elements.

Four domains of Numeracy have been identified as:

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

STRUCTURE

The Literacy Skills units are designed at three levels – Foundation, Intermediate and Senior. The three levels reflect the progression in skills, knowledge and attitude development of numeracy skills.

FOUNDATION

The Foundation unit enables students to develop the confidence to perform simple and familiar numeracy tasks and to develop the ability to make sense of mathematics in their daily personal lives. The mathematics involved includes measurement, shape, numbers, graphs, and use of calculators, which are part of the students' normal routines. At this level there are six learning outcomes. However, it is only necessary to demonstrate competence in five of the six learning outcomes.

INTERMEDIATE

The Intermediate unit looks at mathematics applied to tasks which are part of the students' normal routine and also outside their immediate personal environment such as tasks in the workplace and the community. The purpose is to enable students to develop everyday numeracy skills to make sense of their daily personal and public lives. At this level there are six learning outcomes. However, it is only necessary to demonstrate competence in five of the six learning outcomes.

SENIOR

Numeracy Skills Senior enables students to explore mathematics beyond its familiar and everyday use. The mathematics covered is extended beyond that of the Intermediate level and would include measurement, graphs and simple statistics, use of maps and directions and an introductory understanding of the use of formulae and problem-solving strategies. At this level there are seven learning outcomes. However, it is only necessary to demonstrate competence in six of the seven learning outcomes.

ASSESSMENT

Students must satisfactorily complete all outcomes for each unit undertaken in order for the unit to count towards the VCAL.

PERSONAL DEVELOPMENT SKILLS

OVERVIEW

The Personal Development Skills units have been developed to recognise learning, not recognised within other qualifications, that is valued within the community and that develops the knowledge, skills and attributes identified in this strand.

The units enable students to develop personal development skills through participation in locally developed curriculum. Locally developed programs must enable the achievement of the Personal Development Skills unit learning outcomes.

This learning leads to the development of:

- Self
- Individual and group responsibility
- Self-confidence and resilience
- Values of integrity, enterprise and excellence
- Empowerment for active citizenship
- Social responsibility

STRUCTURE

The Personal Development Skills Strand is designed at three levels: Foundation, Intermediate and Senior. These levels reflect the progression in knowledge, skills and attributes relating to personal development.

Two units exist in each level:

FOUNDATION

- Personal Development Skills Unit 1 (5 outcomes)
- Personal Development Skills Unit 2 (5 outcomes)

INTERMEDIATE

- Personal Development Skills Unit 1 (5 outcomes)
- Personal Development Skills Unit 2 (5 outcomes)

SENIOR

- Personal Development Skills Unit 1 (5 outcomes)
- Personal Development Skills Unit 2 (5 outcomes)

ASSESSMENT

Students must satisfactorily complete all outcomes for each unit undertaken in order for the unit to count towards the VCAL.

WORK RELATED SKILLS

OVERVIEW

The purpose of the Work Related Skills Strand is to develop employability skills, knowledge and attributes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from the range of pathways. The development of Occupational Health and Safety (OHS) knowledge provides learners with the necessary preparation for the workplace.

STRUCTURE

The Work Related Skills units are designed at three levels: Foundation, Intermediate and Senior.

Two units exist at each level:

FOUNDATION

- Work Related Skills Unit 1 (6 outcomes)
- Work Related Skills Unit 2 (6 outcomes)

INTERMEDIATE

- Work Related Skills Unit 1 (6 outcomes)
- Work Related Skills Unit 2 (6 outcomes)

SENIOR

- Work Related Skills Unit 1 (7 outcomes)
- Work Related Skills Unit 2 (8 outcomes)

ASSESSMENT

Students must satisfactorily complete all outcomes for each unit undertaken in order for the unit to count towards the VCAL.

INDUSTRY SPECIFIC SKILLS

OVERVIEW

The purpose of the Industry Specific Skills Strand is to enable the development of skills, knowledge and attributes related to one or more vocational contexts in preparation for progression to further learning or employment. While specific VET units can be curriculum components of this strand, the learning program should focus on vocational contexts in order for learners to make informed choices as to the pathway options available to them through the VCE, VET, FE and employment.

The Industry Specific Skills purpose statement gives guidance in selecting appropriate accredited curriculum.

There are no VCAL units within the Industry Specific Skills Strand. At Intermediate and Senior level of the VCAL, curriculum selected for this strand must be drawn from nationally recognised VET qualifications such as state accredited curriculum or Training Packages. At Foundation level, curriculum can be drawn from nationally recognised certificates or training package qualifications or a selected VCE unit that has a vocational focus.

STRUCTURE

The Industry Specific Skills Strand must be met using the following structure:

FOUNDATION

- Selected VCE units such as: Food Technology, Product Design & Technology (Wood) Studio Arts, Visual Communication & Design

OR

- A combination of selected and completed VET modules/units of competency that are in total 90 nominal hours.

INTERMEDIATE

- A combination of selected and completed VET modules/units of competency that are in total 90 nominal hours.

SENIOR

- A combination of selected and completed VET modules/units of competency that are in total 90 nominal hours (Certificate II or above).

ASSESSMENT

Students must satisfactorily complete the recommended nominal hours relevant to units of competency in order for the unit to count towards the VCAL.

VOCATIONAL EDUCATION AND TRAINING (VET)

OVERVIEW

VET (Vocational Education and Training) is hands-on, practical training that provides students with work-ready skills and knowledge that can help them obtain their employment or further education goals. VET subjects are a normal part of a VCE or VCAL program and contribute to their successful completion. As a general rule, every 100 hours of VET training equates to one VCE/VET or VCAL unit towards a student's learning program. A number of VET programs offered in Victoria provide a study score that can be used as one of the primary four VCE subjects when calculating the Australian Tertiary Admission Rank (ATAR).

COST

The costs for 2016 of all VET programs are being kept to a minimum for all students. Lakes Entrance Secondary College subsidises the cost for each VET program undertaken annually. This results in a fee of only \$150 per VET program (subject to change), this is payable directly to the College upon the commencement of each school year.

Some programs include uniform requirements, excursions and additional certificate costs. These are the responsibility of the student and are to be paid as they arise. The VET Community Services program includes an extra fee for the First Aid component of the course.

DELIVERY

Programs will be delivered at Lakes Entrance Secondary College unless otherwise stated in the course details section. If the course is delivered through the college it will be timetabled along with a student's other classes. If it is a course that is delivered by an external Registered Training Organisation (RTO) students will attend each Friday throughout the academic year, with VET qualifications taking two years to complete. Students usually start external courses each year in February and complete their study in October/November, in order to give them time to prepare for final exams in other classes.

VET SUBJECT OFFERINGS

VET subjects on offer are outlined on the following pages, please note that as many of these offerings are delivered by an external Registered Training Provider (RTO) they are subject to change.

CERTIFICATE I, II & III IN MUMGU-DHAL TYAMA-TIYT

OVERVIEW

These courses enable learners to explore their aboriginality, culture and community and assists them to develop their personal strengths and connections as well as developing their language literacy and numeracy, as the students move through the levels they will also develop vocational skills. Electives are chosen from a variety of other courses including, hairdressing, health, community services, art and conservation, land management.

CORE UNITS

Units are tailored to individuals depending on which stream students wish to enrol in.

CERTIFICATE I IN MUMGU-DHAL TYAMA-TIYT

- 10 Core Units
- 8 Elective Units

CERTIFICATE II IN MUMGU-DHAL TYAMA-TIYT

- 7 Core Units
- 6 Elective Units

CERTIFICATE III IN MUMGU-DHAL TYAMA-TIYT

- 7 Core Units
- 9 Elective Units

LOCATION

Federation Training, Bairnsdale

Federation Training, SEAMEC Lakes Entrance

DURATION

One day a week over two years.

CERTIFICATE II IN ANIMAL STUDIES

OVERVIEW

The VET Animal Studies program assists students in gaining an understanding on how to care for, and the health care needs of domestic animals, birds and injured or orphaned native animals. The skills you learn will assist you to gain employment in animal shelters, zoos or wild life sanctuaries.

CORE UNITS

- Participate in occupational health and safety processes
- Work in the animal care industry
- Participate in workplace communications
- Complete animal care hygiene routines
- Feed and water animals
- Assist in health care of animals
- Participate in environmentally sustainable work practices

5 ELECTIVE UNITS ARE ALSO TO BE CHOSEN OR WILL BE CHOSEN BY THE REGISTERED TRAINING ORGANISATION

LOCATION

Federation Training, Bairnsdale

DURATION

One day a week over two years.

CERTIFICATE II IN AGRICULTURE

OVERVIEW

The VET Agriculture program is designed to develop skills to enhance employment prospects in the Agricultural Industry. It will assist in developing knowledge of farm maintenance, chemical application, animal husbandry, livestock handling milking, fencing and safe machinery and equipment operations.

CORE UNITS

- Participate in occupational health and safety processes
- Participate in environmentally sustainable work practices

15 ELECTIVE UNITS ARE ALSO TO BE CHOSEN OR WILL BE CHOSEN BY THE REGISTERED TRAINING ORGANISATION

LOCATION

Federation Training, Bairnsdale

DURATION

One day a week over two years.

CERTIFICATE II IN AUTOMOTIVE STUDIES

OVERVIEW

Certificate II in Automotive Studies is state accredited curriculum which offers students the opportunity to develop their skills and knowledge across a range of automotive sectors including automotive mechanical and electrical, vehicle body panel beating, spray painting, trimming and making; and vehicle engine reconditioning.

CORE UNITS

- Apply Safe Working Practices
- Use and Maintain Measuring Equipment
- Use and Maintain Workplace Tools and Equipment
- Job Seeking Skills
- Carry Out Industry Research
- Remove and Replace an Engine and Transaxle Assembly (FWD)
- Dismantle and Assemble Engine, Four-Stroke Single Cylinder (Petrol)
- Remove and Assemble Engine Cylinder Head
- Dismantle and Assemble Carburettor
- Dismantle and Assemble Fuel Pump
- Dismantle and Assemble Manual Transmissions
- Remove and Replace Clutch Assembly
- Remove and Replace Brake Assemblies
- Remove and Replace Wheel and Tyre Assemblies
- Remove and Replace Radiator
- Operate Electrical Test Equipment
- Remove and Refit Batteries
- Recharge Batteries
- Participate in Basic Vehicle Servicing Operations

LOCATION

Bairnsdale Skills Centre (adjacent to Bairnsdale Secondary College)

DURATION

One day a week over two years.

CERTIFICATE II IN BUILDING & CONSTRUCTION - CARPENTRY

OVERVIEW

This program offers partial completion of the pre-apprenticeship and includes units such as safe handling of plant and power tools, quality principles for the building industry, calculations and workplace documents and plans.

CORE UNITS

- Basic environmental sustainability in Carpentry
- Roof framing
- External cladding
- Introduction to demolition
- Basic setting out
- Formwork for concreting
- Carpentry power tools
- Calculations for the Building industry
- Prepare for work in the construction industry
- Workplace documents and plans
- Building structures
- Wall framing
- Carpentry hand tools
- Safe handling and use of plant and selected portable power tools
- Installation of window and door frames
- Communication skills for the construction industry
- Quality principles for the construction industry
- Work safely in the construction industry
- Sub-floor framing
- Workplace safety and site induction
- Levelling
- Introduction to scaffolding and working platforms
- Interior fixings
- Provide basic emergency life support

LOCATION

Bairnsdale Skills Centre (adjacent to Bairnsdale Secondary College)

DURATION

One day a week over two years.

CERTIFICATE II IN COMMUNITY SERVICES

OVERVIEW

The VET Community Services program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in the community services sector.

The Community Services program offers students the opportunity to learn about the community services sector and explore specific contexts of work. Skills will be developed in communication, information provision and processing, administration support, networking and group support. There are many volunteering opportunities available whilst undertaking these certificates.

CORE UNITS

- Prepare for Work in the Community Sector
- Communicate With People Accessing the Services of the Organisation
- Follow Policies, Procedures and Programs of the Organisation
- Work With Others

ONE OF THE FOLLOWING UNITS ARE ALSO TO BE CHOSEN OR WILL BE CHOSEN BY THE REGISTERED TRAINING ORGANISATION

- Participate in Work, Health and Safety Processes

OR

- Follow Work, Health and Safety Procedures for Direct Care Work

6 ELECTIVE UNITS ARE ALSO TO BE CHOSEN OR WILL BE CHOSEN BY THE REGISTERED TRAINING ORGANISATION

LOCATION

Federation Training, Bairnsdale

DURATION

1 day or 2 half days per week.

20 days of structured work placement is highly recommended.

CERTIFICATE II IN ELECTROTECHNOLOGY

OVERVIEW

This certificate provides entry level training for people wanting a career in the Electrotechnology industry. The aim of the course is to provide participants with the required prerequisite knowledge and skills to gain access to a wide range of apprenticeships in the industry.

In particular, this course provide training in basic electrical theory, electrical workshop practices, wiring and basic installation skills, the use of hand and power tools and an overview of the Electrotechnology industry and the range of occupations within it.

CORE UNITS

- Apply Occupational Health and Safety regulations, codes and practices in the workplace
- Solve problems in d.c. circuits
- Fabricate, assemble and dismantle utilities industry components
- Fix and secure Electrotechnology equipment
- Carry out preparatory energy sector work activities
- Carry out routine work activities in an energy sector environment
- Identify and select components, accessories and materials for the energy sector work activities
- Use of routine equipment/plant/technologies in an energy sector environment
- Apply environmentally and sustainable energy procedures in the energy sector
- Attach cords and plugs to electrical equipment for connection to a single phase 230 Volt supply

LOCATION

Apprenticeship Group Australia, Bairnsdale (adjacent to The Big Garage)

DURATION

One day a week over two years.

CERTIFICATE II IN ENGINEERING STUDIES - METAL FABRICATION

OVERVIEW

Certificate II in Engineering Studies provides students with the skills and knowledge to undertake an apprenticeship in the engineering trades or with the foundation for professional engineering roles. Units 1 and 2 cover areas in computer technology, using power tools and using hand tools. Depending on the electives chosen, units can be chosen from streams in fabrication, general engineering, machining and engineering technical. Units 3 and 4 offers scored assessment and incorporates units such as producing basic engineering sketches and drawings, handling engineering materials, performing computations and applying 5S procedures.

CORE UNITS (UNIT 1 & 2)

- Apply principles of Occupational Health and Safety in a work environment
- Organise and communicate information
- Interact with computing technology
- Use hand tools
- Use power tools/hand held operations
- Develop and individual career plan for the engineering industry

2 ELECTIVE UNITS AS DETERMINED BY THE REGISTERED TRAINING ORGANISATION

- Perform basic machining processes
- Apply basic fabrication techniques

CORE UNITS (UNITS 3 & 4)

- Perform computations
- Participate in environmentally sustainable work practices
- Produce basic engineering sketches and drawings
- Handle engineering materials
- Apply 5S procedures

2 ELECTIVE UNITS AS DETERMINED BY THE REGISTERED TRAINING ORGANISATION

- Produce basic engineering components and products using fabrication or machining
- Perform basic welding and thermal cutting processes to fabricate engineering structures

LOCATION

Lakes Entrance Secondary College

DURATION

390 hours over 2 years (this will be timetabled along with a students other classes).

10 days of structured work placement is strongly recommended.

CERTIFICATE II IN HAIRDRESSING

OVERVIEW

Hairdressing is more than just cutting and styling hair. It's about creating a look for every client, so you need to use your creative skills as well as your practical ones. Hairdressing qualifications can lead to many work opportunities, from owning your own salon to working with models and celebrities for film and television work.

This qualification will give you a broad overview of hairdressing with a strong focus on communicating in the workplace, interacting with and providing service to clients and assistance to colleagues. The Certificate II in Hairdressing qualification offers you a head start on gaining a Hairdressing Apprenticeship or entry into our Certificate III in Hairdressing full time study options.

CORE UNITS

- Participate in environmentally sustainable work practices
- Perform shampoo and basin services
- Greet and prepare clients for salon services
- Dry hair to shape
- Maintain and organise tools, equipment and work areas
- Apply salon safety procedures
- Communicate in the workplace

5 ELECTIVE UNITS ARE ALSO TO BE CHOSEN OR WILL BE CHOSEN BY THE REGISTERED TRAINING ORGANISATION

LOCATION

Federation Training, Bairnsdale

DURATION

One day a week over two years.

CERTIFICATE II IN KITCHEN OPERATIONS - HOSPITALITY

OVERVIEW

This course is ideal for students to gain an understanding of the range of career pathways and opportunities available in the Hospitality Industry. If you enjoy working and being involved in the production of food and beverages this course will assist you and give you credits towards an apprenticeship in Hospitality Operations.

CORE UNITS

- Work effectively with others
- Use food preparation equipment *
- Produce dishes using basic methods of cookery *
- Use cookery skills effectively *
- Clean kitchen premises and equipment *
- Use hygienic practices for food safety
- Maintain the quality of perishable items *
- Participate in safe work practices

* PREREQUISITE UNIT IS:

- Use hygienic practices for food safety

5 ELECTIVE UNITS ARE ALSO TO BE CHOSEN OR WILL BE CHOSEN BY THE REGISTERED TRAINING ORGANISATION

LOCATION

Federation Training, Bairnsdale

DURATION

One day per week over two years.

CERTIFICATE II IN RETAIL MAKE-UP & SKIN CARE

OVERVIEW

The Certificate II in Retail Make-up and Skin Care is offered one day per week and the student is recommended to be at least 15 years of age. The learner will be assessed in both practical skills and theoretical knowledge and attributes in the classroom and in the spa environment. Successful completion of assessed skills and knowledge will prepare the learner for employment in the beauty industry.

CORE UNITS

- Demonstrate retail skin care products
- Conduct financial transactions
- Organise and maintain work areas
- Communicate in the workplace
- Design and apply make-up
- Work effectively in a retail environment
- Merchandise products
- Apply safe working practices
- Recommend hair, beauty and cosmetic products and services
- Sell products and services

5 ELECTIVE UNITS ARE ALSO TO BE CHOSEN OR WILL BE CHOSEN BY THE REGISTERED TRAINING ORGANISATION

LOCATION

Federation Training, Bairnsdale

DURATION

One day per week over two years.

CERTIFICATE III IN ALLIED HEALTH ASSISTANCE

OVERVIEW

The course is ideal to enable students to gain an understanding of the health industry and careers available in this exciting and growing area. The course will provide you with insight into key health areas such as nursing, community health and allied health professional roles.

Pathways can include Nursing, Community Health and Allied Health Professional roles as well as giving you the skills and knowledge to work as an assistant to allied health professionals such as physiotherapists and occupational therapist. An allied health assistant works under the direct supervision of the allied health professionals conducting programs and delivering care and interventions.

CORE UNITS

- Contribute to effective workplace relationships
- Organise workplace information
- Interpret and apply medical terminology appropriately
- Assist with an allied health program
- Recognise healthy body systems in a health care context
- Maintain high standard of client service
- Assist with client movement
- Communicate and work effectively in health
- Comply with infection control policies and procedures
- Participate in Work, Health and Safety processes

5 ELECTIVE UNITS ARE ALSO TO BE CHOSEN OR WILL BE CHOSEN BY THE REGISTERED TRAINING ORGANISATION

LOCATION

Federation Training, Bairnsdale

DURATION

One day per week over two years.

CERTIFICATE III IN EARLY CHILDHOOD EDUCATION & CARE

OVERVIEW

The course combines face-to-face and flexible practical classes with work placement to build student confidence and skills in working with children. Students will also learn how to provide children with a safe and healthy environment and work with children who have additional needs.

CORE UNITS

- Ensure the health & safety of children
- Provide care for children
- Promote & provide healthy food and drinks
- Provide care for babies and toddlers
- Work legally and ethically
- Identify & respond to children & young people at risk
- Develop cultural competence
- Promote Aboriginal and/or Torres Strait Islander cultural safety
- Work with diverse people
- Develop positive & respectful relationships with children
- Use an approved learning framework to guide practice
- Provide experiences to support children's play & learning
- Use information about children to inform practice
- Provide emergency first aid response in an education & care setting
- Participate in workplace health & safety

3 ELECTIVE UNITS ARE ALSO TO BE CHOSEN OR WILL BE CHOSEN BY THE REGISTERED TRAINING ORGANISATION

LOCATION

Federation Training, Bairnsdale

DURATION

1 day per week.

20 days of structured work placement is highly recommended.

CERTIFICATE III IN INTERACTIVE DIGITAL MEDIA

OVERVIEW

The VET Interactive Digital Media program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of knowledge and skills to pursue a career or further training in the screen and media industry in areas such as film and television production, animation, radio broadcasting and photography. The course incorporates units such as 2D digital animations, writing content for a range of media, authoring interactive sequences and creating visual design components.

CORE UNITS (CERTIFICATE II - UNITS 1 & 2)

- Apply critical thinking techniques
- Develop and apply creative arts industry knowledge
- Participate in OHS processes*
- Work effectively with others

2 SPECIALIST UNITS ARE ALSO TO BE CHOSEN OR WILL BE CHOSEN BY THE REGISTERED TRAINING ORGANISATION

2 ELECTIVE UNITS ARE ALSO TO BE CHOSEN OR WILL BE CHOSEN BY THE REGISTERED TRAINING ORGANISATION

CORE UNITS (CERTIFICATE III - UNITS 3 & 4)

- Develop and extend critical and creative thinking skills
- Work effectively in the screen and media industries
- Participate in OHS processes*
- Produce and prepare photo images

2 ELECTIVE UNITS ARE ALSO TO BE CHOSEN OR WILL BE CHOSEN BY THE REGISTERED TRAINING ORGANISATION

* THESE UNITS OF COMPETENCE CAN CONTRIBUTE TO COMPLETION OF BOTH CERTIFICATE II AND CERTIFICATE III PROGRAMS.

LOCATION

Lakes Entrance Secondary College

DURATION

133 - 320 hours (Certificate II) or 405 hours (Certificate III) over 2 years (this will be timetabled along with a students other classes).

SUMMARY OF COLLEGE POLICIES

LAKES ENTRANCE SECONDARY COLLEGE VISION & VALUES

AT LAKES ENTRANCE SECONDARY COLLEGE WE EMPOWER STUDENTS TO EMBRACE DIVERSITY AND STRIVE FOR EXCELLENCE IN A PROGRESSIVE, CHALLENGING, LEARNING ENVIRONMENT.

TOGETHER WE ACKNOWLEDGE ACHIEVEMENT AND CELEBRATE THE SUCCESS OF EACH STUDENT.



ABSENCES

Students are expected to attend all timetabled classes. Absences may only be approved for the following reasons:

- College related activities
- Illness (A Doctor's Certificate is required)
- Family commitments (Special circumstances ONLY – contact with home is required.)

To gain approval a note or letter must be presented to the General Office. This must contain the student's name, the date/s of the absence, an explanation of the absence and a parent or guardian's signature.

If attendance is unsatisfactory students may be offered additional after school classes under teacher supervision to complete set tasks and satisfy attendance requirements. Students with more than 20% unapproved absences in a unit will receive an N for that unit.

ALCOHOL AND DRUGS

Alcohol and non-prescribed drugs are strictly forbidden. Any student who brings these into the College, uses them at the College or is in possession of them at the College will have their enrolment immediately suspended. This applies to all other College organised activities whether on the College grounds or at another venue.

ASSESSMENT

An interim report will be sent home mid-semester giving a brief summary of student progress, a progress report will also be sent out mid way through each term indicating if students are on track or may require further support with their studies. At the end of each semester, students will receive a report containing an S for Satisfactory or N for Not Satisfactory for each Unit and written comments to describe their performance. At the end of the year VCE students will receive a Statement of Results from VCAA which will include further information about school-assessed tasks (SATs) and exam results for Year 12 students. VCAL students will receive a Statement of Results from VCAA and VET students will receive a Statement of Results from their Registered Training Organisation.

Where the non-completion or non-submission of an assessment task seems likely, the following process will apply:

1. The subject teacher will discuss the issues surrounding submission of the work with the student and where possible address the problems.
2. Where this is not possible, the teacher will send a Letter of Concern to the parents (or contact them by phone) outlining their concerns and provide a copy to the Senior School Coordinator. Arrangements to complete the work should be made at this time.
3. Where the work has not been submitted by the final deadline, the teacher will inform the Senior School Coordinator and a provisional N will be assigned to the Unit. The Senior School Coordinator will conduct a final meeting with the student and recommend the N be confirmed unless exceptional circumstances apply and further time granted.
4. Where an N has been confirmed for an assessment task, the semester result will also be an N .

BEHAVIOUR

Physical and/or verbal abuse directed towards students, teachers or other members of the College community is unacceptable. This includes comments that include reference to physical appearance, sexual orientation or religion. If this occurs, police may be called and legal action taken.

COLLEGE CAPTAINS

At the beginning of each year, nominations are sought from interested Year 12 students to be part of the College student leadership group. College Captains and Vice Captains play a vital role both in representing the College at formal events in the community and as a means of representing the views of the student body. Application forms are generally available in Week 1 of the new College year.

DEAR(R)

All students are expected to attend DEAR(R) at 1:39 pm. Students are expected to bring to DEAR(R) a book to read every day, with the exception of Wednesday when we run the Resilience Program.

LEAVING COLLEGE GROUNDS

Year 11 students are expected to remain on campus at all times, this includes during study session. Some students may have an Off Campus Permission Form which will allow them to enter and leave the College at specific times. This will be negotiated with parents at the beginning of the year.

Year 12 students may leave the College grounds during their study sessions, on the condition they sign the book at the General Office indicating the time they have left. Students who cannot behave properly in the community during this time will have this privilege revoked.

MOBILE PHONES

Year 11 and 12 students are allowed to have mobile phones at the College but they are not to be used in class except as part of approved College coursework. Mobile phones are not permitted to be used for any reason in the Library.

SENIOR STUDY ROOM

All Year 12 students may use the Senior Study Room. It contains a fridge, microwave, kettle and lockers. Any student who behaves inappropriately in the Senior Study Room will have their right to use the room removed indefinitely. An inadequate level of cleanliness or behaviour across the cohort may result in the room being locked for a period of time.

STUDY SESSIONS

Year 11 and 12 students will have a number of study sessions as part of their timetable. During this time students are expected to use this time to their advantage and be locatable in either the Library or Year 12 Senior Study Room as per their timetable. Students out of class will not be tolerated. There is an expectation that whilst students are in the Library they follow the instruction of the Librarian at all times, failure to do so may result in removal from the library and further action by members of the Senior School Team.

SMOKING

The grounds and buildings of Lakes Entrance Secondary College are a smoke free environment. This applies to all students, staff and visitors. This policy extends to travel to and from the College and includes the area around the perimeter of the College boundaries.

If a student breaches the no smoking policy then the following procedures will apply:

- 1st incident: Parents will be contacted, the student will attend a session with the College nurse regarding the dangers of smoking.
- 2nd incident: The College will suspend the student's enrolment until it is satisfied the incident will not be repeated.

STUDENT VEHICLES

Students who drive their own cars should park them in North Street. They are not to park their cars inside the staff car park or the College grounds. Students are not to carry other students as passengers at any time without parental permission. Unsafe driving or other breaches of the policy may result in the student being reported to police.

TRANSFER BETWEEN SUBJECTS/COURSES

Students must make sure they seriously consider their options and pathways during the course counselling process which takes place mid way through Year 10. Transferring between classes will only be permitted in the first week of each semester, this is also the only time students will be permitted to un-enrol out of a subject. This is also the only time you will be permitted to transfer between VCE and VCAL. Speak to your Senior School Coordinator for more information regarding the processes for this.

UNIFORM

Senior School students are required to wear our uniform at all times. Senior School uniform consists of the following:

- Black leather or leather look shoes
- Black pants, shorts or skirt (no leggings, jeans or track pants)
- Senior polo shirt (white or navy)
- Senior summer school dress (light blue/navy blue)
- Soft shell jacket (navy)
- Year 12 rugby jumper

Optional

- Cap/Beanie/Bucket Hat/Scarf (navy blue with school name/logo)

Students who arrive in inappropriate clothing will be given a warning notice. Students who persistently refuse to wear the Senior School uniform will have their enrolment suspended until they agree to wear the school uniform correctly. The College operates a uniform shop and a second hand uniform service that may be useful to parents and students.