I learned something in school today.  
I signed up for folk guitar, computer programming, stained glass art, shoemaking and a natural foods workshop.  
I got Spelling, History, Arithmetic and two study periods.  

So, what did you learn?  

I learned that what you sign up for and what you get are two different things.  

Charles Schulz: *Peanuts*
You are now deciding what you want to do next year.

Do I go back to school?

What subjects do I want to do?

What sort of job would I like?

Am I likely to get a job soon?

What is going to be the most useful thing I can do next year?

DECISIONS! DECISIONS! You probably have more questions at the moment than answers. If you do, this booklet may be helpful.

If you have decided to go back to school, you will have to decide what subjects you want to do, and why you want to do them.

Read this booklet carefully before you decide. Ask questions. Talk with your parents. See what your friends think, ask your teachers and ask yourself these questions:

- Will these subjects be valuable and interesting?
- What subjects do I need for my future job or study course?
- Am I just doing this subject because all my friends are?
- Am I really committed to getting as much as possible from another year at school?
- What subjects are prerequisites for the courses/careers I am interested in?
Students must complete English and another 6 studies at Unit 1 & 2 level in Year 11, although variations are made for students who attempt a Unit 3 & 4 (Year 12) sequence and those studying VET/VCAL courses or doing studies over at the NCCC in Charlton.

Year 12 students usually do English and four other studies.

Mr. Leishman will co-ordinate course selections for VCE classes over the next 4 to 6 weeks. He will be assisted by Mr. Rigby who will co-ordinate VET/VCAL options. Parents are welcome to discuss selections at any time during the selection period, although it is probably more beneficial after students have had their second interview and have a reasonably clear idea of their options.

**ENGLISH:**

English is the only compulsory study in the VCE. Students must complete Units 1 and 2 in Year 11 and Units 3 & 4 in Year 12.
GENERAL MATHEMATICS - UNITS 1 & 2

General Maths 2 at Year 10 and General Maths 1 & 2 at Year 11 are used as preparation for Maths Methods 1 & 2 and Further Mathematics 3 & 4 respectively.

Students in the Year 10 accelerated group do a concentrated course in algebra in the first semester of Year 10 followed by General Maths 2 in second semester. This course concentrates heavily on content leading to Further Maths at Year 12. Topics are therefore identical to those listed in Further Maths above.

- Data Analysis
- Bivariate data and regression lines only
- Number Patterns
- Geometry and Trigonometry
- Business Maths

Students in Year 11 General Maths also study the same topics as in Further Maths, but with a slightly more practical application.

- Data Analysis. Univariate and Bivariate data, Regression lines, Time series.
- Number Patterns. Ratio, sequences and series and difference equations.
- Trigonometry. Right angled triangles, Non right angled triangles.
- Business Maths. Interest, Depreciation, Loan repayments.

UNITS 1 & 2 Mathematical Methods

Areas of Study:

1. Functions and graphs – this covers drawing graphs of functions, polynomials of up to degree 3, circular functions, exponential and logarithmic functions.
2. Algebra – this covers the algebra of linear, quadratic, cubic, circular, exponential and logarithmic functions.
3. Calculus – this covers instantaneous, constant and average rates of change, differentiation and anti-differentiation.
4. Probability – this covers introductory probability and combinatorics.

Students who study these units can then select from Units 3 & 4 subjects Further Maths, Maths Methods and Specialist Maths.
FURTHER MATHEMATICS - UNITS 3 & 4

Further Maths consists of a compulsory area of study (Data Analysis) and three modules: Number Patterns and Applications, Geometry and Trigonometry and Business Related Maths.

Appropriate use of technology is incorporated throughout the course.

Data Analysis includes: types of data, displaying data, summary statistics, describing relationships in bivariate data, using regression lines and times series data.

Number Patterns includes: ratio and proportion, arithmetic and geometric sequences, and series and difference equations.

Geometry and Trigonometry includes: Pythagoras’ Theorem, sine and cosine rules, solution of triangles.

Business Related Maths includes: simple and compound interest, hire purchase, reducing balance loans.

Further Maths is an ideal subject for students who need a Year 12 Maths but Maths hasn’t always been their favourite or best subject. It is possible to do this subject in Year 11. Students are able to do Further Maths if they have done Units 1 & 2 of General Maths or Maths Methods.

MATHEMATICAL METHODS - UNITS 3 & 4

Covers the same areas of study as Maths Methods 1 & 2 with:

1. Functions and Graphs – more complex transformations of functions and additional functions such as hyperbola and square foot functions.
2. Further applications of calculus and algebra,
3. Probability distributions are the Binomial, Normal and Hypergeometric.

Students who have an interest in Maths and the application of mathematical methods, rather than statistical analysis should take this course. Maths Methods 1 & 2 are prerequisites, and Methods 3 & 4 are not offered at Year 11 because of this.

SPECIALIST MATHEMATICS - UNITS 3 & 4

Areas of study:

1. Co-ordinate Geometry – this covers sketching graphs of a range of functions
2. Circular Functions – this covers sketch graphs of functions and their inverses and the application of a range of formulae
3. Algebra – this covers functions of real variables and complex numbers
4. Calculus – this covers a range of differential and integral calculus techniques, differential equations, kinematics, vectors and vector calculus and mechanics

This is by far the most demanding of Units 3 & 4 Maths subjects and only students who specifically require these units should attempt them.
CHEMISTRY

- Understand the major ideas of Chemistry and develop an ability to apply these ideas in both
everyday and hypothetical situations.
- Use theoretical models to explain chemical phenomena.
- Understand the language and methods of chemistry.
- Develop the practical skills necessary to undertake experimental work. Safe use of chemical
equipment and safe handling of chemicals.
- Explore the wider social, economic, technological and environmental aspects of chemistry.
- Consider the role of chemistry in other areas of science.

UNIT 1
Introduction to materials
- Examines molecular bonding, the atom and polymers.

Water
- Introduces water and its unique properties, concentration equations and precipitation reactions.

Chemistry of Surfaces
- Looks at how solutions interact with surfaces and their surface energy, and examines surfactants.

UNIT 2
Acids in the environment
- Looks at acid/base chemistry and its importance in the environment. Introduces the mole concept
and simple stoichiometry.

The atmosphere
- Examines the general chemical and physical behaviour of gases and some of the chemistry
involved in human interaction with the atmosphere.

Corrosion of Metals
- Investigates the factors that cause metals to corrode and examines the nature of the chemical
reactions involved.

UNIT 3
Analytical Chemistry
- Further investigation of chemical reactions. Examines qualitative and quantitative analytical
techniques and the importance of instrumental analysis.

Equilibrium
- Examines a range of factors, including reaction conditions, which influence the progress of
chemical reactions.

Industrial Chemistry
- Examines the importance of the chemical industry and identifies optimum conditions for efficient
production. The production of sulphuric acid and esters.

UNIT 4
Supplying and using Energy
- Explores the source and uses of energy in modern industrial societies.

Food Chemistry
- Involves the exploration of the concept of energy within the individual, social and technological
contexts of food supply and diet.

The Periodic Table
- Looks at the theory behind the formation of the Periodic Table and the atom. Examines groups
and periods within the periodic table.
In Units 3 & 4, School Assessed Coursework is worth 34%, the external exams being worth 33% each. The majority of School Assessed Coursework are practical experiments.

PHYSICS

UNIT 1 & 2

• Sight & Light. How do magnifying mirrors and lenses work? How can you hear a voice from London instantaneously? What is optical fibre and how is it used in telecommunications? How does white light split into the colours of the rainbow?
• Radioactivity & Nuclear Energy. What is radioactive material and how is it used in Nuclear weapons and Nuclear Power Stations? How can radioactivity decay chains be used to estimate the age of materials?
• Motion. Examine motion in terms of distance travelled, velocity and acceleration. How do energy transformations make life easier? Compare the force with which a gymnast hits the floor, a player collides with a goal post or a head collides with a dashboard or airbag.
• Electricity. Examine series and parallel circuits. How is electric power generated? How do electric motors work? Become familiar with electronic devices such as thermistors, light dependent resistors, capacitors. Learn about household electricity.
• Detailed Study. Each semester students choose one topic to study in detail from Astronomy, Medical Physics, Energy from the Nucleus, Astrophysics, Aerospace or Alternative energy sources.

UNITS 3 & 4

• Motion. Movement means energy. Energy can be converted into other forms. Study momentum, collisions, straight line and circular motion. How do planets and satellites remain in orbit?
• Electronics & Photonics. How do light and temperature sensing circuits work? How are signals amplified? Learn about digital and analogue systems.
• Structures and Materials. Examine how materials like steel stretch under tension and how concrete performs under compression. Examine how building design is crucial in withstanding force such as weight, tension and natural forces such as high winds.
• Power Generation. Use magnets to produce alternating current and light. Learn about the transmission of power from the Latrobe Valley to Donald. How do transformers work?
• Light & Matter. How can sunlight be used to create electricity? How can light be used to create images of infinitely small matter?
• Sound. Understand the frequency and wavelength of sound. Conduct hearing tests. Measure the speed of sound and loudness. How can you reflect sound and reduce loudness?
BIOLOGY UNIT OUTLINES

Unit 1: Organisms in their environment

This unit investigates the nature of ecosystems and the links between organisms and their environment. This includes classification, environmental requirements of organisms and interactions between organisms. A major field trip is undertaken. The impact of humans on ecosystems is also explored. A research report on an ecological issue is completed.

Unit 2: Functioning Organisms

This unit examines the characteristics of plants and animals that allow them to survive in their particular environments. Through practical activities, requirements for life are investigated. This includes exploring how plants and animals gain energy, provide nutrients, exchange gases, transport materials and remove wastes. Asexual and sexual reproduction is also explored, including factors affecting fertilisation, as well as exploring technology that allows human intervention into reproductive processes.

Unit 3: Challenge to survival

This unit examines challenges to survival and the mechanisms that help organisms face changing conditions. Cell structures and processes essential for the survival of organisms are investigated. The maintenance of a stable internal environment by the use of nervous and hormonal systems in animals and the hormonal system in plants is studied. Causes of disease and how plants and animals defend themselves is also investigated.

Unit 4: Biological continuity and change

This unit explores the mechanisms of inheritance – genes, DNA, the causes of variation – that includes the study of patterns of inheritance. Recent advances in biotechnology are explored. The origins and diversity of living organisms are studied through an examination of the processes of evolution, including natural selection and population genetics.
VCE ACCOUNTING

UNIT 1
This unit focuses on the accounting and financial management of a small business. Students are introduced to the gathering, recording and reporting of financial information to the owner so that more informed decisions can be made. Topics include cash records, bank reconciliations, and statements of Financial Performance and Financial Position, and basic Double Entry in Ledgers.

UNIT 2
This unit introduces accrual accounting and credit transactions. Topics include Source Documents, Special Journals, Stock Recording, Balance Day Adjustments and more sophisticated final reports.

UNIT 3
Students are expected to record transactions using double entry, both manually and on computers. Students are introduced to the concepts and rules/principles behind recording and reporting, further Balance Day Adjustments, correcting entries, worksheets, stockcards and issues in accounting. The GST is incorporated into a computer-based package.

UNIT 4
This unit is an extension of Unit 3. It concentrates on reporting, stock valuation, discounts, more Balance Day Adjustments, GST, budgeting and detailed assessment of performance.

This subject is recommended for students who intend to study Commerce, Marketing, Property, Engineering, Hospitality and Tourism and Management, or intend to run their own business. Students who aspire to upper management in larger organisations will also learn valuable skills in this subject.
VCE ECONOMICS

Economics is a subject worth doing, as not only does it increase student awareness of forces which affect their lives, but it allows them to have a greater understanding of government policies, therefore enabling them to be able to make a more reasoned choice at election time. Economics is always done in tertiary Business courses, so is an important subject for student to study if they are studying Accounting.

UNIT 1

In this Unit, students study three main topics – Inflation, Unemployment and Income distribution. In each unit, the causes, effects and relevant government policies are considered. At all times, an attempt is made to study current issues in the Australian economy. For example, students will play a “Sharemarket Game” to see the effects of current economic events on share values. An investigation of inflation in Donald is undertaken at Weirs Supermarket over first term. Students are also taught how to complete tax returns.

UNIT 2

In this Unit, students study different world economies and compare these with Australia. A range of economies will be studied including USSR, a developed country and an underdeveloped country. A PowerPoint presentation will be undertaken, as will a group poster. Group work is encouraged.

UNITS 3/4

In these Units, students study the main objectives of the Australian Government and policies the government uses to keep the economy on track. Assessment includes 50% internal and 50% external (comprising one end-of-year exam).
LEGAL STUDIES - UNITS 1 – 4

The course is designed to teach students about their rights and obligations as members of our society. They learn and apply legal principles to numerous case studies and discuss many current cases that are in the news. The course is useful to those students who are keen on studying law as well as those looking at joining the police force, managing or owning their own business or even going into politics. Students generally find it to be an interesting and relevant subject. Year 11 students should consider doing Units 3 & 4 if they wish to try a Year 12 subject next year.

Unit 1 - the Individual and the Law

Students identify the need for laws and the significance of law in their everyday lives. They learn how laws are made and enforced, look at court procedure and the court hierarchy and do a detailed investigation of criminal and civil law.

Unit 2 - The Law in Operation

Students cover topics such as the law of succession (wills and inheritance), the law and technology and sport and the law. Issues such as alternative dispute resolution and access to the law are also studied.

Unit 3 - Making and Changing the Law

This unit looks at the role played by parliament, the court and other bodies in making laws and how they relate to each other. Students also investigate how and why laws need to be changed.

Unit 4 - Evaluation of the Legal System

In this unit, students investigate the functions and jurisdictions of the various courts in our system, strengths, weaknesses and problems with our legal system and recommendations for change.
PHYSICAL EDUCATION - UNITS 1 – 4

Theory and practice are integrated – the practical component exists to complement the theoretical aspects of the course. It is essentially a theory subject – not just a series of games! The subject is a meaningful, interesting and enjoyable learning experience because it deals with how the body works and ways of enhancing physical performances.

UNIT 1: Learning and Improving Skill

This unit introduces students to different forms of physical activity and examines the effects they have on the human body. The unit investigates specific body systems (skeletal, respiratory and circulatory) and addresses the consequences of being active and inactive.

This unit looks at a range of factors that influence learning and improving physical skills and the role of the coach in making this happen. The ways in which a coach influences his or her athletes can have a significant effect on their performance, and the methods and approaches that the coach puts into practice will impact on the individual athlete in different ways. By studying various sports psychology concepts such as arousal and anxiety, and the effects these can have on performance, students will be able to apply these psychological principles to the sporting arena.

Students will also focus on general principles that are common to analysing physical performance and learning physical skills, and the biomechanical principles of movement involved in these skills. The unit approaches the biomechanics of physical skills from the perspective of improving physical performance. Students use practical activities to enhance the theoretical understanding of factors involved in learning and improving skill.

UNIT 2: The Active Body

The primary force of this unit is to examine techniques and equipment used to improve physical performance. Students study Skill Acquisition – the process of skill development and improving performance, and Biomechanics – the use of scientific principles to improve performance, e.g. levers.

This unit introduces the students to an understanding of physical activity, including the relationships between body systems and physical activity, the place of physical activity in contributing to well being in students’ own lives as well as within the wider community, and the classification of physical activity in terms of type and experience. Such knowledge is important to student understanding and is best delivered through a variety of practical activities.

The students will look at a range of factors that influence performance in physical activity. It is recognised that regular participation in physical activity is important for the health of individuals and the community. Students will investigate how the patterns of physical activity vary across the lifespan, including the physical, social and emotional benefits of participation in physical activity. A theoretical model, the Stages of Change, will be used to understand engagement with physical activity.

UNIT 3: The Physiology of Fitness

This unit aims to give the students an understanding of physical activity from a physiological perspective. This involves looking at the body and explaining how it copes and reacts to physical exercise and the relationship between fitness and energy systems. We also learn to design and develop training programs for particular sports.

This unit introduces students to an understanding of physical activity from a physiological perspective. In particular, the contribution of energy systems to performance in physical activity is explored, as well as the health benefits to be gained from participation in regular physical activity. The underlying physiological requirements of an activity being used for health or for fitness are the same.
There are many factors that influence an individual to initially begin and then continue on with some form of regular physical activity. In this unit, students study and apply various models to identify strategies that will be effective in promoting participation in some form of regular activity.

UNIT 4: Enhancing Physical Performance

This unit identifies and analyses factors that influence our participation in physical activity and why some activities are more popular than others. It is possible for Year 11 students to attempt Units 3 & 4 next year.

Improvements in physical performance, in particular fitness, depend on the ability of the individual or coach to acquire, apply and evaluate knowledge and understanding about training. Exercise physiology is concerned with individual responses and adaptations through exercise. Students experience a variety of practical activities involving a range of training methods and fitness activities. Students learn to accurately assess the particular energy and fitness needs of the sport or activity for which the athlete is training, through analysis of data collected from a game or activity.
HEALTH AND HUMAN DEVELOPMENT

This is a general interest subject about people and everyday issues, with a focus on health and human development.

UNIT 1: Youth Health and Development

The transition from childhood to adulthood is a time that brings enormous change. This unit explores the physical, social, emotional and intellectual changes that occur and the inherited and environmental factors that influence health and development at this stage of the lifespan. Students will also identify a range of challenges confronting youth and have the opportunity to investigate one challenge in detail and justify recommendations for action that could optimise the health and development of youth.

UNIT 2: Individual and Community Health Development

In this unit, students explore the requirements for optimal health and development throughout childhood and adulthood. Students evaluate the role of families, community agencies and preventative health programs in promoting and optimising the health and development of Australian children and adults. Students will also examine the Australian health care system and evaluate its role in promoting the health of all Australians.

UNIT 3: Nutrition, health and development

In this unit students will develop an understanding of the health status of Australians by investigating the burden of disease, researching the health of population groups within Australia and accounting for inequities in health status. They will also look at the role nutrition and food intake has on health, and the role of nutrition in public health.

Students will examine the role and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and a range of government and non-government health promotion initiatives.

UNIT 4: Global health and development

In this unit students will examine the inter-relationships between health and development, predict the characteristics of development common to all individuals as they move through the lifespan and analyse the impact of inherited and environmental factors on health and development. Students will compare the health of people in developing countries to industrialised countries and analyse the reasons for the differences and the impact they have on their development. They will examine strategies developed by governments and international agencies to optimise health and development globally.
YEAR 11 INFORMATION TECHNOLOGY

Information Technology is all about using computer technology to create and manage information.

Unit 1: IT in action
Unit 1 focuses on how individuals use Information Technology in their daily lives. Students will be using various pieces of industry standard software in the practical component of the course, such as web authoring software (Dreamweaver), multimedia software (Flash), image editing software (Photoshop), presentation software (Powerpoint), and database software (Filemaker Pro). Students will also learn other skills such as how to design an electronic information product, file management techniques and effects of IT on the workplace. Students will also investigate a current IT issue they are likely to encounter in the workplace. For example; privacy of information, copyright and electronic monitoring of employees.

Unit 2: IT pathways
In Unit 2, students explore how individuals and organisations such as sporting clubs, charitable institutions, small businesses and government organisations use IT in their daily activities. Students acquire and apply a range of knowledge and skills to create information that persuades, educates or entertains. They also examine how networked information systems are used within organisations and look at different careers that specialise in various aspects of IT. Students use web and multimedia authoring, database management and a programming or scripting language.

YEAR 12 INFORMATION TECHNOLOGY

Unit 3-4: IT applications
Information Technology is all about using technology to create and manage information to solve information problems for clients. The other main focus of the course is for students to develop their skills in producing information products using a variety of software, including spreadsheet, database, web-authoring, multimedia and image editing software. Students also develop further knowledge of networked information systems and work in teams to design information products over a network. Data and information security is a very important part of using IT for both individuals and organisations. Students will further develop knowledge on how to protect themselves and their organisation/s from IT threats such as computer viruses, hackers and crackers, amongst others. Students will also learn about their legal obligations in relation to using IT, especially in relation to storing, communicating and disposing of data and information.

Information Technology can be a valuable subject for almost any future field of employment and study. Almost all positions these days require some type of computer and information technology skills.
VCE FRENCH

UNITS 1 & 2

RATIONALE

Studying VCE French will provide students with communicative access into the culture of communities which use the language, and will develop their understanding of different attitudes and values within the wider Australian community and beyond.

The ability to communicate in French broadens students’ future career prospects in fields of interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts, commerce, technology, science, education, etc.

In alliance with the Tapis Volant 3 textbook, students will complete the following outcomes:

UNIT 1

The three outcomes for Unit 1 are:

Outcome 1
On completion of this Unit, students should be able to establish and maintain a spoken or written exchange related to personal areas of experience.

Outcome 2
On completion of this Unit, students should be able to listen to, read and obtain information from spoken and written texts.

Outcome 3
On completion of this Unit, students should be able to produce a personal response to a text, focusing on real or imaginary experience.

UNIT 2

The three outcomes for Unit 2 are:

Outcome 1
On completion of this Unit, students should be able to participate in a spoken or written exchange related to making arrangements and completing transactions.

Outcome 2
On completion of this Unit, students should be able to listen to, read and extract and use information and ideas from spoken and written texts.

Outcome 3
On completion of this Unit, students should be able to give expression to real or imaginary experience in spoken or written form.
UNIT 1: Twentieth Century History (1900 – 1945)

This unit examines the first half of the 20th century, which was a period of great change for humanity. Students study the period from a largely American perspective and learn what factors and events contributed to America becoming one of the most powerful and influential nations of the twentieth century and early twenty-first century. American culture and social life, such as the impact of motor transport, music, radio and Hollywood movies during the 1920s and ’30s, is also studied. Students also investigate the European colonisation of large parts of Asia, and how this sets the stage for later events such as the Vietnam War, the Chinese Revolution and the current problems of conflict in the Middle East, and terrorism. Students will undertake a variety of activities, including using the Internet and Powerpoint for researching a variety of topics viewing films and videos, conducting oral interviews, as well as many others.

UNIT 2: Twentieth Century History (since 1945)

Unit 2 deals with 20th century history from 1945 onwards. Students study the Cold War between USA and Russia, including the Russian invasion of Afghanistan and the rise of terrorist groups like Al-Qaeda, as well as the causes and impacts of the Vietnam War. The Arab-Israeli conflict from 1948 to the present day, including the reasons for September 11th is also investigated. Activities covered are similar to Unit 1.

UNIT 3: The French Revolution

The Year 12 History course deals with Revolutions and is meant to be taken as a sequence with Unit 4. The French Revolution is regarded as one of the most important events in history, with far-reaching effects even today. Students study the reasons why the French Revolution occurred, some of the main events that occurred such as the “Fall of the Bastille”, and “the Terror” in which tens of thousands of people were executed by the guillotine. They also study revolutionary ideas that we now take for granted, such as “equality” and “merit”. Famous figures, such as the incompetent King Louis XVI, the hated Marie Antoinette, the violent and cold Robespierre, the heroic Marquis de Lafayette, Charles Danton and their importance to the Revolution, are also studied.

UNIT 4: The Russian Revolution

Unit 4 is meant to be taken in sequence with Unit 3. The Russian Revolution of 1917 has had an enormous impact on twentieth century history. It was the first time in human history that there was a concerted attempt to establish a new society in which everyone was completely equal. Unit 4 looks at the reasons for the Russian Revolution and the influence of figures such as Tsar Nicholas II, Rasputin the mad monk, Vladimir Lenin, Leon Trotsky, and political groups such as the Bolsheviks on the course of the Revolution. The Russian Civil War, in which many atrocities were committed resulting in the deaths of 10 million people, is also studied. Students also investigate whether the Russian Revolution was a success, and whether people’s lives after the Revolution were really much improved.

History broadens your background by helping you to understand the modern world, and makes newspapers, magazines, novels, TV programmes and films more meaningful. It opens your eyes for overseas travel. History also develops valuable workforce and life skills, such as gathering and sorting evidence, critically evaluating evidence and presenting findings effectively.

The supreme purpose of history is a better world.
Herbert Hoover (President of the United States).

History teaches everything, even the future.
Alphonse de Lamartine (French writer, poet and politician)
UNIT 1: Artistic inspiration & techniques

Students investigate a wide range of sources of inspiration which have been used by artists, from various times and locations, to generate creative ideas. They explore various materials and techniques to discover their particular characteristics and properties. Their own artwork will be produced in a studio art form of their own choice. (e.g. Painting, Sculpture, Photography, Fashion, Ceramics, Printing or Mixed Media)

UNIT 2: Design exploration and concepts

The focus of this unit is on establishing a design methodology and developing skills in the visual analysis and interpretation of art works from different periods of art. Students produce art works through a design process, recording initial ideas and design concepts, refining designs, experimenting with materials and techniques, exploring various directions and solutions and finally evaluating their own results.

UNIT 3: Studio production and professional practices

In this unit, students prepare a work brief, outline an area of exploration and apply the design process to explore and develop their own ideas in their chosen media. They document this process, note sources of inspiration for their work and record the ideas, design and technical processes they use in this process. Students study traditional and contemporary practices of artists, in particular art forms and the ways in which artists develop their own distinctive styles.

UNIT 4: Studio production and industry concepts

The focus of this unit is to produce a cohesive folio of art works which has developed from the design process and which resolves the aims and intentions set out in the work brief formulated in Unit 3. This unit focuses on the different components of the art industry, their influences on artists and their work and issues relating to public display, promotion and critique of art works.
VCE GEOGRAPHY

Unit 1: Natural Environments

This unit investigates the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth’s surface. It investigates how the interactions between natural processes and human activities can also change the natural environments. There are two areas of study, and students must investigate at least two natural environments in each area of study.

Area of Study 1: This area focuses on natural environments at two different scales, comparing and contrasting their geographic characteristics, e.g. locations, climate, soils, drainage, natural vegetation and topography. Suitable topics for study may include coasts, mountains, deserts, rivers, volcanoes, glaciers, oceans and tropical rainforests.

Area of Study 2: This area of study focuses on the dynamic nature of natural environments and the contribution of the various agents of change such as weathering, erosion, transportation and deposition, as well as human activity. Suitable topics for investigation include deforestation, global warming, tourism, urban expansion, irrigation and drainage works, mining, pollution and conservation.

Unit 2: Human Environments

This unit investigates the characteristics of rural and urban environments, which are developed by human activities and their interactions with the natural environments. Students must investigate at least two human environments in each area of study. One must be a rural environment and the other an urban environment; one must be from Australia and the other must be from another country.

Area of Study 1: Students will be able to describe and explain the geographic characteristics of different types of rural and urban environments. Suitable topics for rural environments include farms, forests, mines, fishing areas and rural settlements. Suitable topics for urban environments include the central business district, inner urban areas, rural urban fringe areas, retail precincts and leisure areas.

Area of Study 2: Students will be able to analyse and explain changes due to human activities in rural and urban environments. Suitable topics for investigation include the impact of population changes on human environments; changing the nature and location of industries and employment; movement within and between human environments; urban renewal; and sustainability of human environments.

Unit 3: Resources

This unit investigates the characteristics of resources and region. A resource is anything which occurs naturally or is created by humans provided that people use it to satisfy a need or a want. Resources found within regions mean different things to different people over place and time. Students must investigate a regional resource and a local resource.
in Australia. The regional resource will be in the Murray-Darling Basin region and a local resource will be chosen.

**Area of Study 1:** This area focuses on water as a resource in Australia with specific reference to the Murray-Darling Basin. Students should understand the context of debates over the variations in the supply, distribution and demand for water. Students study a variety of management responses and evaluate strategies designed to achieve sustainable development.

**Area of Study 2:** This area of study focuses on the use and management of a significant resource in the local region such as shopping centres, a farm, a factory, conservation parks and ski fields. Students study the importance of a local resource, how it is managed and its future sustainability.

**Unit 4: Global Perspectives**

This unit investigates the geographic characteristics of global phenomena and responses to them. Global Phenomena are major natural processes or human activities that affect significant parts of the world. Students must study two global phenomena on each area of study, one of which must be human population.

**Area of Study 1:** This area of study focuses on an analysis, explanation and evaluation of the factors primarily responsible for generating global phenomena. Students investigate the impact on people and natural systems caused by human populations and a chosen global phenomenon such as climate change, fishing, migration, tourism, desertification and wetlands.

**Area of Study 2:** This area of study focuses on the ways in which people and organisations respond to the global impact of two phenomena, including human population. It investigates how people’s response to the phenomena has changed in the short and long term, also identifying the positive and negative effects of these responses from government and non-government organisations.

Geography broadens your background by helping you to understand the modern world and makes newspapers and magazines more meaningful. It also opens your eyes for overseas travel. Geography also develops valuable workforce and life skills such as gathering and sorting data, how to describe and analyse geographic data and how to present your findings effectively. A major component of the geography course is fieldwork and gathering and analysing spatial data. Students will be using a variety of software programs to present their work.
V.C.A.L.

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for Years 11 and 12 students.

The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills and the opportunity to build personal skills that are important for life and work. And, like the VCE, it is a recognised qualification.

Students who choose to do the VCAL are likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing school. However, if you start your VCAL and then decide the VCE is the right option for you after all, it won’t be too late to change your mind. In fact, any VCE units and VCAL units (at Intermediate and Senior level) you complete as part of the VCAL, will count towards your VCE, should you decide to transfer between certificate courses.

The VCAL’s flexibility enables you to undertake a study program that suits your interests and learning needs. Fully accredited modules and units are selected for VCAL’s four compulsory strands:

- Literacy and Numeracy Skills – e.g. VCE English, VCE Maths
- Work-related Skills
- Industry Specific Skills – e.g. VET
- Personal Development Skills

If you successfully complete your VCAL, like your peers who complete the VCE, you will receive a certificate and a statement of results that details the areas of study you have completed.

There are over 300 secondary school, TAFE Institutes and Adult and Community Education organisations delivering the VCAL to more than 6,000 students in Years 11 and 12.

Interested students should see Mr. Rigby for more details.
NORTH CENTRAL CLUSTER CENTRE AT CHARLTON

VCE/VCAL students wishing to study VET or VCE technical-based subjects can choose from:

**Design & Technology**
Study Areas:  Textiles/Wood/Metal
- Unit 1 – Materials, processes and design
- Unit 2 – Parameters of design
- Unit 3 – Product development
- Unit 4 – Product evaluation and marketing

**Systems & Technology**
Study Areas:  Mechanical/Automotive
- Unit 1 – Fundamentals of technological systems
- Unit 2 – Operational technological systems
- Unit 3 – Integration and control of technological systems
- Unit 4 – Integration and control of technological systems

**Visual Communication & Design**
- Unit 1 & 2
- Unit 3 & 4

**Agriculture & Horticultural Studies**
- Unit 1 – Agricultural and horticultural operations
- Unit 2 – Production
- Unit 3 – Technology
- Unit 4 – Management

**VET in Schools Studies 2006**
- RTE20103 – Certificate II in Agriculture
- 2111OVIC – Certificate II in Automotive
- 21566VIC – Certificate I in Engineering

**Certificate II in Multimedia**

**Certificate II in Hospitality at Charlton College**

Interested students should see Mr. Rigby and collect a N.C.C.C. Handbook.