timboon P-12 School

VCE/VCAL

Course Selection Booklet
2012-2013
Unit outlines

Strength through Understanding
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ENGLISH

ENGLISH
The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of the key knowledge and skills described in the study design underpins effective functioning in the contexts of study and work, as well as productive participation in a democratic society in the twenty-first century.

UNIT 1: The focus of this unit is the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral or multimodal texts.

UNIT 2: The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.

UNITS 3 & 4 English builds on the skills and knowledge developed in Units 1 & 2. The focus of study is text. There are 4 texts to study: one of these texts is a film text. In addition, students need to read and respond to issues presented in the media.
There are three areas of study:
1. Responding to text
2. Creating and presenting
3. Media Analysis & presenting a point of view
In Unit 3, one assessment task is in the format of an oral presentation.

The exam at the end of the year is of three hour duration and accounts for 50% of a student’s final scored assessment. The exam is divided into three sections.
1. Responding to Text – Text essay
2. Creating and Presenting – An original piece of writing in response to a context prompt/ stimulus.
3. A Media Analysis piece
LITERATURE
(currently selected through Distance Education)

Literature involves the study and enjoyment of a wide range of literary texts - classical, popular, traditional and modern. Its distinctive focus is on the use of language to illuminate and give insight into the nature of experience. Literature is an interactive study between the text, the social, political, economic context in which the text was produced, and the experience of life and of literature that the reader brings to the text.

UNIT 1: This unit enables students to develop effective reading strategies, to examine the ideas and views of life which are presented in the literature studied and relate what they read to their own lives. The unit covers various kinds of literature with a special focus on post 1950 texts.

UNIT 2: This unit focuses on developing reading strategies and personal responses to literature, and to an understanding of how themes and ideas in texts relate to personal and social experiences. It covers a variety of literature with an emphasis on works from periods prior to 1950.

UNITS 3 & 4: The study of literature is a means of exploring human experience. It involves asking questions such as: whose experiences and what experiences are given voice in the text? How are they created through the text's use of language and literary devices? What does the text's representation of characters and events suggest about the values and views of the text? These units examine such questions and involve students in analyzing a range of texts, developing skills in reading closely and critically, and discussing and debating various ways of interpreting and evaluating texts.
THE ARTS

ART
(currently selected through Distance Education)

VCE Art has been designed to encourage artistic development through personal and independent exploration. It emphasises innovative thinking and investigation and the ability to progressively develop ideas and personal concepts and refine skills. Investigations of art form(s) are an integral part of this exploratory process, as is the visual and written documentation of thinking and working practices.

VCE Art aims to develop in students the ability to respond to art in an informed and articulate manner.

UNIT 1: Students explore a range of materials, skills and concepts through investigation, discussion and research. Students also look at the social settings, functions and issues of artworks in the past and present day art.

UNIT 2: Students focus on the development of visual solutions produced from observational, conceptual and/or imaginative starting points, demonstrating effective working methods and the development of technical skills. Students will also study the roles of artists in different societies, how artists are portrayed by society and how artists develop their own styles and approach.

UNIT 3: Students make personal art responses through a broad and innovative investigation including exploration and experimentation within selected art form(s) and/or media. Students develop and refine a sustained body of work. Students need to critically interpret artworks produced before and since 1970.

UNIT 4: Students focus on the preparation of a final presentation, demonstrating imagination and innovation. The final presentation may be exploratory and/or may include more finished artworks. (The art form(s) explored in Unit 3 are further explored). Students also develop skills in critical analysis about the meanings and messages of artworks and analyse how specific artworks can be interpreted in different ways.
STUDIO ARTS

Studio Art gives you the freedom to express yourself in any way you like using whatever art form interests you. You need not be fantastic at drawing realistically to enjoy Studio Arts. You just have to enjoy exploring ideas using inspiration like music, poetry, films, books, other artist’s work and most importantly communicating what you see, experience or are passionate about.

What’s involved in Studio Arts?
Studio Arts emphasises innovative thinking, experimentation and analytical evaluation. The development of original, personal concepts and refinement of practical skills is also encouraged. Looking at what other artists have achieved and where they find their ideas is a key focus.
In each unit there is a practical and theory component:

Unit 1 ARTISTIC INSPIRATION and TECHNIQUES looks at where you and other artists find inspiration to assist with the generation of ideas. We experiment with a range of materials and techniques to develop your knowledge and skill in a variety of art forms.

Unit 2 DESIGN EXPLORATION and CONCEPTS looks at how we use the design process to produce a final artwork. We also explore the methods, signs and symbols artists use to communicate their ideas.

Unit 3 STUDIO PRODUCTION and PROFESSIONAL ART PRACTICES involves developing an Exploration Proposal that outlines your aim, subject matter, inspiration sources and art forms to be used. Working through the design process, you explore ideas and experiment with media to develop a range of potential directions that will influence your final artworks in Unit 4. We also research and analyse other artists and learn about artists rights.

Unit 4 STUDIO PRODUCTION and ART INDUSTRY CONTEXTS involves producing two finished artworks based on your developmental work in Unit 3. You also look at the practices of people working in arts industry and the presentation methods involved in exhibiting art work.
Visual expression is part of everyday communication. "Now we have moved out the Industrial and Information Age and into the new Conceptual Age, visual literacy has become an equally fundamental skill for 21st century kids, to that of literacy and numeracy." (Preparing Global Citizens; Globalisation and Education, Yong Zhao, Michigan State University)
VISUAL COMMUNICATION & DESIGN

This study is intended to assist students in the understanding, use and interpretation of a range of visual communications. It involves a study of the design elements and principles, freehand and instrumental drawing systems, information carriers and the function of design and how they are used to create effective visual communications. This study also provides the opportunity to develop an informed approach to visual communications encountered in everyday life.

Unit 1: This area of study enables students to develop an understanding of instrumental drawing methods and freehand drawing including drawing from observation. The unit involves the study of a range of drawing methods, including relevant Australian Standards conventions. Students develop practical skills in the application of appropriate drawing methods, design elements and principles, and information and communication technology. The unit also introduces students to the diversity of visual communication and the role of the design process in visual communication production.

Unit 2: The purpose of this unit is to enable students to develop and refine practical skills by generating images and developing them through freehand drawing, instrumental drawing and the use of information and communications technology. In the development of visual communications, this unit enables students to develop an awareness of how the design process facilitates exploration and experimentation and how information and ideas are communicated.

Unit 3: This area of study enables students to develop an understanding of visual communication production through the application of the design process to satisfy specific communication needs. Within the unit, students consider existing visual communications and analyse and evaluate examples. Students also investigate the production of visual communications in a professional setting and examine the nature of professional practice in the design and production of visual communications.

Unit 4: The purpose of this unit is to enable students to apply their knowledge of the components of the design process in the preparation of one design brief. Students apply their practical skills to the development and production of two distinct final communication presentations through application of the design process and based on the requirements of the brief.
ACCOUNTING

Accounting is not just a subject for would be accountants. Everyone is responsible for managing their income against their expenditure and studying accounting can help you do this. Learn how to record financial data information individually and for a business, both manually and using computers. Accounting will also help you understand what is happening in the news and where you should invest your spare fortune.

**Unit One**
We look at establishing a small business and what is involved in this process. The recording of business inflows and outflows is then examined and basic systems put in place for cash transactions.

**Unit Two**
We extend recording to include credit transactions and examine different ways to record stock movements. We also start to develop financial statements such as Profit and Loss and Balance Sheet.

**Unit Three**
Develop a double entry accounting system which covers a broader range of transactions. We now include adjustments for balance day adjustments, GST, non-cash items etc. We also learn how to record the information in more detailed records.

**Unit Four**
After recording data what do we do with it? This unit covers how we use the information prepared in unit three. We look at how to assess a business’ performance and make decisions for the future.

Q: How many accountants does it take to change a light bulb?

A: Hmmm...Let me run a few numbers and get back to you!

*At Timboon P12 School at Unit 1 and 2 level, we run Business Management for Semester 1 and Accounting for Semester 2.*
BUSINESS MANAGEMENT
(currently selected through Distance Education at unit 3 4 level)

Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. The study recognises that there is a range of management theories rather than a single theory of management. Each unit examines some of these theories and, through exposure to real business scenarios and/or direct contact with business, tests them against management in practice.

Business Management gives you an insight into the skills required to start up and run your own business or even just work in one! Covers some basic stuff on the business world, drawing up a business plan and an area of our choice.

Unit 1: Studies generic business concepts, which apply to the management of organisations of varying size, complexity or industry setting. It also involves a consideration of the range of activities related to planning and operation of a small business.

Unit 2: Studies how change affects management and investigates how management responds. It also involves consideration of the relationship of management with the operating environment and the planning and marketing processes. This unit focuses on several aspects of management: management in a time of change, management as a communication process, management as a planning process to position its products in the marketplace.

Unit 3: Examines the role and importance of large-scale organisations to the Australian economy. It considers management styles and skills and the management of change.

Unit 4: Examines the human resource management practices and processes and the operations management practices and processes in large-scale organisations in Australia.

ECONOMICS
(currently selected through Distance Education)

Economics focuses on decisions about how production occurs, how resources are allocated and how proceeds of production are distributed. These economic decisions not only affect the wellbeing of particular nations and their people but also increasingly influence living standards regionally and globally.

Unit 1: Focuses on the study of economic decision making and economic issues of importance to the Australian economy in the twenty-first century.

Unit 2: Focuses on the study of Australia's external relationships and economic issues of importance in the global economy in the twenty-first century.

Unit 3: The focus of this unit is the study of economic activity in Australia and the factors that affect achievement of the objectives of the Australian economy.

Unit 4: The study of this unit is the study of the management of the Australian economy, which concentrates on budgetary, monetary and microeconomic policy used by the Australian Government.
LEGAL STUDIES

VCE Legal Studies is not just for students who want to be lawyers. It provides an opportunity to develop knowledge and skills that are applicable in everyday life. Many careers and tertiary courses involve having some knowledge of the law. For example jobs in retail, computers, most trades and anything working with children have legal obligations and responsibilities. Also courses in nursing, business, science, technology, medicine and engineering generally have compulsory legal components, and having a general background in law can be very beneficial.

This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operated in Australia and around the world.

As well as studying theory, students are able to experience the laws operation through real life case studies, visits to places such as Barwon Prison, J Ward, local and urban courts and through guest speakers.

Unit One
In this unit we look at where our laws come from and what makes a good law. We then focus mainly on criminal law. This includes studying what the law is on things such as murder and culpable driving, what defenses are available and looking at relevant case studies. We examine the criminal process starting with the committing of a crime, through the steps involved in a police investigation, the court process and punishments.

Unit Two
This unit focuses on civil law. It looks at the processes and procedures involved in civil litigation and the possible defenses. We also look at the increasing number of alternatives to going to court for things such as neighbourhood, employment, relationship and friendship disputes.

There is also the opportunity to investigate current legal issues such as euthanasia, same sex marriage, wills, human rights etc.

Unit Three
We study in detail how laws are made in Australia: who makes them, why, how and whether they are effective. People assume that they have many rights in their day to day life, but is this really the case. Are they written down somewhere for you to find? What about other countries such as America or South Africa? We shall find out.

Unit Four
We look at what occurs once a criminal or civil dispute occurs. This includes all the pre-trial, trial and post trial events and an in-depth investigation into the jury system. We also look at alternative legal systems and compare them to Australia.
HEALTH AND P.E.

HEALTH AND HUMAN DEVELOPMENT

Unit 1: Youth health and development
This unit provides an opportunity for students to explore the physical, social, emotional and intellectual changes that occur and the inherited and environmental factors that influence health and development. Students will also identify a range of challenges, and have the opportunity to investigate one challenge in detail and justify recommendations for action that could optimise health and development of youth during the transition from childhood to adulthood.

Unit 2: Individual and community health and development.
In this unit students explore the requirements for optimal health and development throughout childhood and adulthood, and investigate inequitable health and development outcomes that can occur as a result of social and environmental factors. Students will also examine the organisation and delivery of health care in Australia and critically evaluate its effectiveness in promoting health and development for all Australians.

Unit 3: Nutrition, health and development.
Australians are amongst the healthiest people in the world. However a diversity of health outcomes are evident within our population, as a result of a range of determinants that include factors such as biology, socio-economic, environment, inherited lifestyle, behaviour, knowledge, attitudes and beliefs. In this area of study, students will develop an understanding of the health status of Australians by investigating the burden of disease, researching the health of population groups in Australia and accounting for inequities in health status. Students will explore the determinants of health with particular emphasis on nutrition and food intake and explain the role of nutrition in public health.

Unit 4: Global health and development.
This unit enables students to examine the developmental changes that occur as individuals move through the lifespan and explore the inherited factors that determine developmental potential. Students will also analyse the impact of a range of environmental factors that contribute to variations in health and developmental outcomes both between and within Industrialised (Australia) and developing countries. By comparing similarities and differences in health and development outcomes at a global level, students will be able to evaluate the determinants of optimal health and development and the range of sustainable health care initiatives developed by governments and international agencies to optimise health and development globally.
PHYSICAL EDUCATION

Year 11
Students study body systems and human movement, exploring the body systems and their
contributions and interactions during physical activity. Students examine biomechanical
principles underlining physical activity. Students complete research into technological
advancement in sport or injury prevention and rehabilitation.

Year 12
Students study the monitoring and promotion of physical activity, physiological responses to
physical activity, planning, implementing and evaluating a training program and performance
enhancement and recovery practices.

OUTDOOR AND ENVIRONMENTAL STUDIES

Year 11
Students study the characteristics of outdoor environments and different ways of
understanding them, as well as human impacts on the environment. Students develop an
understanding of the impact technologies and changing human lifestyles have on outdoor
environments.
Students have the opportunity to participate in a week long snow trip to Falls Creek and are
required to participate in a three day canoeing and camping trip along the Glenelg River.

Year 12
The focus of Unit 3 is the ecological, historical and social contexts of relationships between
humans and outdoor environments in Australia. Students consider a number of factors that
influence contemporary relationships with the environment.
During unit 4 students explore the sustainable use and management of outdoor
environments. They examine the importance of developing a balance between human needs
and the conservation of outdoor environments. They investigate the current legislation and
management strategies for achieving and maintaining sustainable environments.
Students will be involved in practical excursions to study specific environments and related
issues.

At Timboon P12 School at Unit 1 and 2 level, we run Physical Education for
Semester 1 and Outdoor Education for Semester 2.

At Timboon P12 School, we run Unit 3 / 4 Physical Education and Unit 3 / 4
Outdoor and Environmental Studies on a yearly rotational basis (2011 – Outdoor
and Environmental Education; 2012 – Physical Education; 2013 – Outdoor and
Environmental Education). Students who wish to study PE at the unit 3 / 4 level
will need to undertake this study in 2012 – this may be a ‘jump up’ (a unit 3 / 4
sequence that is studied during year 11).
MATHEMATICS

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 unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, providing, applying, investigating, modelling and problem solving.

FOUNDATION MATHEMATICS

Units 1 and 2: Provides for the continuing mathematical development of students entering VCE needing mathematical skills to support their other VCE subjects including VET studies and who do not intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. In Foundation Mathematics, there is a strong emphasis on using mathematics in practical contexts relating to everyday life, personal work and study. Students are encouraged to use appropriate technology in all areas of their study.

GENERAL MATHEMATICS

This course is specifically designed to provide preparation for study of Further Maths in Year 12, and the topics selected provide suitable background in the key knowledge and key skills needed for Units 3 & 4. The areas of study for Unit 1 and Unit 2 include Arithmetic, Data Analysis, Algebra, Linear Graphs, Business Maths and Geometry and Trigonometry. There is a strong emphasis on the use of a graphic calculator which is built into the course and must be used to meet course outcomes.

Students apply their knowledge and skills to complete a range of routine exercises as well as apply mathematical processes in non-routine contexts where they will be required to analyse and discuss their findings in written reports.

Units 1 and 2: Provides courses for diverse groups of students. The areas of study are Statistics and probability, Arithmetic, Functions and graphs, Algebra, Geometry, and Trigonometry.

MATHEMATICAL METHODS

These units involve further study of linear and quadratics equations and graphs, leading on to other types of graphs and relationships. Maths Methods is a 4 unit course, so that if you want to do Methods 3&4 in year 12, you must do units 1&2 in year 11. Maths Methods is necessary for most university courses involving Science (including Medicine, Vet Science, Physiotherapy, Radiography) as well as Engineering, Information Technology and Architecture. Assessment includes homework assignments, investigations, tests and examinations.

Unit 1 and 2: Units are designed in particular as preparation for Mathematical Methods Units 3.

Units 3 and 4: Consists of the study of coordinate geometry, circular (trigonometric) functions, calculus, algebra and statistics and probability.
FURTHER MATHEMATICS

Units 3 and 4: Consists of a compulsory area of study: Data Analysis and then a selection of three from five modules in the Applications area of study.

SPECIALIST MATHEMATICS

Units 3 and 4: Consists of the study of coordinate geometry, circular (trigonometric) functions, algebra. Calculus, vectors in two and three dimensions and mechanics. Unit 1 and 2 Mathematical Methods is a pre requisite for Specialist Mathematics. Students must also be studying or have completed Mathematical Methods Units 3 and 4 to undertake Specialist Mathematics.
SCIENCE

BIOLOGY
Biology is the study of living things.
Unit 1: Unity and Diversity
Unit 2: Organisms and the environment
Unit 3: Signatures of life
Unit 4: Continuity and change

Unit 1: Students examine the cell; its needs, how it works, how it survives and how it regulates its environment whether one cell or many, whether they are on the bottom of the ocean or part of another being, all cells must get food, process it, remove wastes and reproduce.

Unit 2: The relationship between living things and their environment. Students study the adaptations of living things with emphasis on the environment. Ecosystems, populations, habitats and how they interact are examined.

Unit 3: This unit is heavily reliant on a study of the large molecules of life; proteins, carbohydrates, DNA and fatty acids. An understanding of basic chemistry is an asset. Students examine the mechanisms of metabolism and energy production at a cellular level. The immune system is also studied.

Unit 4: Explores the mechanisms of inheritance, genes, DNA, mitosis and meiosis, and the causes of variation, leading to investigation of the origins and diversity of living organisms. Recent advances in technology, including biotechnology, are also considered.

CHEMISTRY
Chemical processes are important in improving human health, preventing environmental problems and rehabilitating degraded environments. In this study of Chemistry a thematic approach has been adopted, and throughout the study, contexts have been provided to apply chemical knowledge to technology and society. Students will investigate, explore and solve qualitative and quantitative problems and discuss chemical concepts and issues.

Unit 1: Examines a range of chemical processes and activities through the study of common materials. The chemical nature of materials is explored through an investigation of their properties and their modification. All areas of study in this unit involve the design and performance of experiments.

Unit 2: Examines a range of chemical reactions with the emphasis on the writing of chemical equations and performance of calculations based upon them. Students are encouraged to evaluate the environmental impact of human activity on the biosphere. All areas of the study involve the design and performance of experiments.

Unit 3: In this unit students investigate the scope of techniques available to the analytical chemist.

Unit 4: In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions.
PHYSICS

Physics is a subject which develops our understanding of how the physical world works; its relevance extends from everyday things to complex applications and from the minute to the cosmic! Students of physics develop skills in conducting investigations, and in using conceptual models to describe and explain observed phenomena. The skills developed in physics have wide application particularly in careers in science, technology, engineering, medical and human movement fields.

Each unit in the physics course consists of two core studies and a third unit selected from three alternatives.

UNIT 1: Core studies are Properties of Light and our understanding of light as a wave; and Nuclear Physics including radioactivity. The third study will be selected from Astronomy, Medical Physics or Nuclear Energy.

UNIT 2: Core studies are Movement: including velocity, acceleration, force, energy and momentum; and Electricity: including electric charge, current, voltage, electrical power and electric circuits. The third study will be selected from Astrophysics Aerospace or Alternative Energy Sources.

UNIT 3: Core units are Analysis of Motion in one and two dimensions; and Electronics and Photonics which cover electronic circuits using common components and the use of light sensitive electronic components (photonics). The third study will be selected from Einstein’s Relativity, Investigating Structures and Materials or Further Electronics.

UNIT 4: Core studies include Interactions of Light and Matter; and Electrical Power, covering its generation, distribution and use. The third study will be chosen from Synchotron and applications, Photonics or Recording and Reproducing sound.
PSYCHOLOGY

What's all this about psychology??

Apart from English and Maths, VCE Psychology has the highest number of student enrolments.

Why study psychology??

You don't have to want to be a Psychologist ......if you are planning a career that involves interacting with other people, then developing an understanding of people and their behaviour has to be good... and think about it, there aren't many occupations that don't involve communicating and working with others at some level.

Psychology is relevant to people's lives and their relationships with other people. Students who study Psychology gain a deeper understanding of themselves and other people, and can apply their knowledge to improve their own well-being, as well as that of others.

Psychology is a fascinating science concerned with the study of the mind and behaviour. It looks at the way our brain functions and its effect on our behaviour. It also looks at how the environment and what we learn affects our behaviour. As scientists, psychologists follow scientific methods, using careful observation experimentation and analysis to learn more about the world in which we live and its inhabitants.

There are a number of reasons why you may wish to study psychology:

- Psychology is exciting
- Psychology is challenging
- Psychology is useful

Is there a relationship between psychological disorders and brain biochemistry? Why do people dream? Can one person possess two or more distinct personalities at the same time? What are the responses to stress? How can we stress less?

Psychology has a broad range of real world applications in everyday life, ranging from stress, health, mental illness, artificial intelligence and human-machine interaction, to personal development, social interaction and the environment, to name but a few. Psychology offers good career prospects there are a large number of careers in psychology, but the skills you learn will also readily transfer to many other careers. These skills include oral and written communication, computer literacy, numeracy, problem-solving and the ability to carry out independent research.
Unit 1: Introduction to psychology

**What is psychology?**
Who am I? What is the relationship between my mind and my brain? Why do I behave as I do? Why do I perceive things the way I do?
We look briefly at how theories and investigations of the human mind and behaviour have developed and changed over time. We learn a bit about how we make sense of what we see and even briefly explore why we don't always see what's there.

**Lifespan psychology**
What makes me the person I am? Was I born this way? Will I stay this way? What will change as age? We look at different theories that have been used to predict and explain people and their behaviour. We learn how the way we think and behave changes as we grow up. We also develop an understanding of different factors that influence our development and well being.

Unit 2: Self and others

**Interpersonal and group behaviour**
How does my behaviour affect others? How do others affect me? Why do some people seem to behave differently around different people? Understanding the things that influence behaviour of individuals and groups can help explain peer pressure, aggression, prejudice, stereotyping and discrimination, and can contribute to change in attitudes and behaviour.

**Intelligence and personality**
What makes me the unique person I am? Why isn't everyone else like me? What does being intelligent mean? Does everyone think like I do? We explore different aspects of intelligence and personality.

Unit 3: The self and others

**Mind, brain and body**
Who do I think and feel the way I do? How does my brain work? What is the relationship between my brain and my mind? What happens when I sleep? These are some of the things we consider. We look at how the brain and nervous system work in relation to our self awareness, interactions with the environment and our behaviour. We explore the relationships between consciousness and thoughts, feelings and behaviour.
We look at how our understanding of consciousness and sleep patterns has been enhanced by technology (do you think we are on the way to 'reading minds' with our technology?)

**Memory**
Why do I remember some things and forget others? How are memories formed? Can I improve my memory?
We look at how our memory works. This area of study is full of interesting and practical stuff you can actually use in the rest of your school work, most notably, how to make best use of your memory.

Unit 4: Brain, behavior and experience

**Learning**
How do we learn? Why do some people learn faster than others? How important are role models in shaping behaviour?
Learning is an important part of our lives and plays a big role in influencing how we behave. We look at how we learn, different types of learning.

**Mental health**
What does mental health mean? How can 'normality' be defined? Is feeling stressed 'normal'? What is the relationship between mental health and illness? How can mental wellbeing be enhanced?
We look at how biological, psychological and sociocultural factors interact to contribute to our mental well being. We look at human emotions such as anxiety, stress, anger, sadness and happiness, as well as disorders such as addiction, depression, anxiety and phobias. We explore the causes of mental illness, as well as avenues of assistance and factors that promote mental wellbeing.
HUMANITIES AND LOTE

GEOGRAPHY
(currently selected through Distance Education)

Geographers Know Where It's At!

Geography is the study of where geographical features are located and why they are there, and what makes one place different from another, and how and why these differences matter. It looks at the interaction between human activities and natural processes, and develops understanding of the distribution of human and natural phenomena on or near the surface of the Earth from a spatial perspective.

Some jobs that Geographers end up doing include:
- Land, water, soil, human resource and coastal management – Parks Victoria etc.
- Urban planners
- Meteorology
- Agronomy – a great rural job
- Real estate
- Marketing/Advertising
- Teacher/Tutor/Lecturer
- Transport Management
- Cartography – love Google maps? GIS?
- Travel Agent

Economics, Business Studies, Biology, P.E, Outdoor and Environmental Education are often good companions to a study of Geography

UNIT 1: This unit investigates the geographic characteristics of natural environment 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 natural environments.

UNIT 2: This unit investigates the characteristics of rural and urban environments which are developed by human activities and their interactions with natural environments. Get to study your local area.

UNIT 3: This unit investigates the characteristics of resources and concept of region.

UNIT 4: Investigates the geographic characteristics of global phenomena and their impact on people and places. Global phenomena are major natural or human events or processes that affect significant parts of the globe. This unit also focuses on the ways in which people and organisations respond to the impact of global phenomena.


**HISTORY**

In year 11 we focus on 20th Century World History. We examine significant events – world wars, revolutions, depressions and key people that have shaped the 20th Century. In year 12 we then go on to focus on Australian History.

**Unit 1** specifically focuses on crisis and conflict and how these factors impacted on peoples lives. How did the soldiers on the Western Front cope with such harsh living conditions? Why did the depression have such an impact on family life in the 1930's? What were the implications of the decisions that John Curtin anguished over in 1942?

**Unit 2** then goes on to examine the world that we were left with after the atomic bombs were dropped on Hiroshima and Nagasaki. We investigate ideas and political power and how this impacted on the people living under particular political regimes. Australia’s involvement in Vietnam is case studied, with Vietnam Veterans speaking to the class about their experiences. We end our study in year 11 by examining issues for the millennium.

In year 12 we begin our **Unit 3** Australian History by exploring the growth of our own nation – from the decision to establish a penal colony on the shores of NSW in 1788, in ‘terra nullius’ a so called ‘empty land’, to present-day dilemmas about national independence and independence. We specifically examine what Victoria was like when it was known as the Port Phillip district. Who lived here and what happened? We then go on to study what our nation looked like at the time of federation, and the visions that we had for the future.

**Unit 4** Australian history is concerned with the various conflicts and crisis that tested the nation and how our citizens reacted. We examine attitudes to these conflicts and how they have shaped the nation. VCE History is fun, informative and character building.
JAPANESE (SECOND LANGUAGE)

Japanese has been identified as one of the priority languages from the Asia-Pacific region to be taught in Australian schools. This recognises the close economic and cultural ties between the two countries. The study of a Language Other Than English contributes to the overall education of students, most particularly in the area of communication, but also the areas of cross-cultural understanding, cognitive development, literacy and general knowledge.

UNIT 1: The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit should allow the student to establish and maintain a spoken or written exchange, listen to, read and obtain information from written and spoken texts and produce a personal response to a text focusing on real or imaginary experience.

UNIT 2: The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit will allow the student to participate in a spoken or written exchange, listen to, read and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in written or spoken form.

UNITS 3 and 4: The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. In these units students undertake a detailed study of either Language and Culture through texts, or Language and Culture through VET. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts which reflect aspects of the language and culture of Japanese-speaking communities.
TECHNOLOGY

FOOD AND TECHNOLOGY

In this unit students are introduced to the diverse nature of food, how to prepare it and how to store it for the best quality in terms of safety, health and aesthetics. Students study safe and hygienic food handling practices and apply these practices in the preparation of food. Food storage practices that maximize quality of raw and cooked food are also investigated.

UNIT 1: This unit provides students with the opportunity to investigate the best methods and tools and equipment to use for optimum results, and what to prepare for a range of situations. Students research, analyse and apply the most suitable food preparation and cooking methods to optimize the sensory, physical and chemical properties of food. Students investigate quality and ethical considerations in food selection.

UNIT 2: This unit provides students with the opportunity to investigate the best methods and tools and equipment to use for optimum results, and what to prepare for a range of situations. Students research, analyse and apply the most suitable food preparation and cooking methods to optimise the sensory, physical and chemical properties of food. Students work both independently and as members of a team to research and implement solutions to a design brief. In preparing food the student takes into account nutritional considerations, social and cultural influences and resources available.

UNITS 3 and 4: Students in unit 3 develop an understanding of food safety in Australia. They apply safe work practices while preparing food. They investigate and justify cooking techniques when preparing key foods. Students develop an understanding of the primary and secondary process that are applied to key food. They also preserve food to prevent spoilage. Students develop a design brief from which they develop a detailed design plan.

Students in unit 4 develop individual production plans for the proposed four to six food items and implement the design plan they established in unit 3. Students examine food product development and research and analyse driving forces that have contributed to product development. In addition food packaging systems and marketing is investigated.

DESIGN AND TECHNOLOGY

This study engages student in technological tasks that call on their knowledge and understanding of materials and production processes to design and make products suitable for their intended purpose. Students also have opportunities to undertake production activities often related to industrial and commercial practices.

Students find a client; they solve a problem for them by designing and constructing a product made from a range of materials. Students learn to draw ideas using the computer, then transfer these ideas into a practical model.

UNIT 1: This unit focuses on the distinctive properties of materials, the selection of materials for specific purposes and the tools, equipment and machines used to process materials.

UNIT 2: This unit focuses on the origins of products, the considerations and constraints that may be imposed as products are developed and the impact of these constraints on product solutions.

UNITS 3 and 4: In these units students explore the complex forces involved in the design and development of a product for the mass market. They also focus on how judgments of products can be informed by a comparison of products in terms of their quality, usefulness and appeal. The role and influence of product promotion and marketing are also considered.
WHAT IS IT?

The Victorian Certificate of Applied Learning (VCAL) is a qualification that is accredited at three levels: Foundation, Intermediate and Senior. It is designed to improve the pathways for young people from secondary school to work and/or further education and training. The VCAL will help each student improve their literacy and numeracy, acquire work and industry skills, and grow as a person. Students will gain experience in the adult world of work and get a qualification that helps them prepare for a job, apprenticeship, traineeship, further education and/or training.

Timboon P 12 offers Foundation, Intermediate (year 11) and Senior (year 12)

A successful VCAL program must contain all of the four compulsory Curriculum Strands, and contain a minimum of 10 units. Satisfactory completion of all 10 units will enable a student to gain a VCAL Certificate at the end of one year. They may then return the following year to complete another VCAL program at a higher level.

VCAL is focused on applied learning and sits alongside the VCE. Programs are made up of:
1. Four units from the compulsory curriculum strands each semester
   - Literacy
   - Numeracy
   - Personal Development Skills (PDS)
   - Work related skills (WRS); work placement 1 day per week

AND

2. At least one additional unit each semester:
   - Units from VCE blocking grids
   - A VET unit (see VET descriptions). This is a compulsory component and all students must enroll in a VET Unit, in order to achieve VCAL accreditation

A TOTAL OF 12 UNITS (6 PER SEMESTER)
The learning program must also provide opportunities in which the student can develop and apply personal, social, and work-related skills to foster a commitment to learning and to prepare him/her for the world of work.

Any VCE units completed as part of a student's VCAL will count towards their VCE, if they decide to enroll in the VCE at a later stage. VCE results, including those for VET in the VCE, can be readily transferred and credited in this way.
SAMPLE PROGRAM

Work placement students are required to organize a work placement for every work placement day (Mondays, or another negotiated day). This must be done within the first four weeks of term 1.

<table>
<thead>
<tr>
<th>DAY</th>
<th>UNITS / MODULES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuesday, Thursday, Friday</td>
<td>School based units – literacy, numeracy, personal development and work related skills, VCE unit</td>
</tr>
<tr>
<td>Monday, Wednesday</td>
<td>A VET unit at school or provider</td>
</tr>
</tbody>
</table>

2011 VCAL students in action: common room development
VCE VET

VCE VET programs are vocational studies approved by the VCAA as appropriate for senior secondary students.

VCE VET programs lead to a nationally recognised qualification, thereby offering students the opportunity to gain both the VCE and a nationally portable vocational education training certificate.

VCE VET programs are fully recognised within the unit 1-4 structure of the VCE and therefore may contribute towards satisfactory completion of the VCE. VCE VET units have equal status with other VCE studies.

The aims of VCE VET programs are to
- Provide students with the skills and abilities to achieve competencies that will enhance their employment and further training prospects in a particular industry.
- Provide students with 'work ready' knowledge and skills applicable to a career path in the related industry.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) and VCE VET

Where Study Scores are not available

The contribution to the ATAR is as follows:
- Any contribution to the ATAR is subject to completion of the specified unit 3-4 sequence.
- Students who successfully complete the unit the unit 3-4 sequence will receive one ATAR increment.

An increment is calculated as 10 per cent of the average of the scaled scores of the student’s primary four VCE studies.

When Study Scores become available in the respective VCE VET subjects, students who choose not to take a Study Score will not be eligible for an ATAR increment.

It is possible for students to undertake VET studies off Campus. For this to happen the school must enter into an agreement to purchase the delivery and assessment of modules of work from a registered provider (RTO). These providers are typically TAFE colleges, colleges, private providers, group training companies, industry organisations.

**PLEASE NOTE**
A VET fee of $150 is levied against each VET program to contribute towards offsetting some of the costs of purchasing programs.
REPORTING

VCE VET units are reported on the student’s VCE Statement of Results, together with other VCE units completed. Students receive from the VCAA a separate VCE VET Statement of Results listing all units of competence achieved. The student receives ‘S’ for each unit of competence achieved. The VET Statement of Results includes only units of competence for which the student has been awarded as “S”.

CERTIFICATION

Students who complete all the requirements of a program will be awarded a certificate by the RTO (Registered Training Organisation). Partial completion is recorded on a Statement of Attainment issued by the RTO.

WORKLOAD

Typically work involved in a Unit 1-2 sequence equates to approximately 175+ hours. Equine Studies estimates approximately 360 hours.

The work involved in a Unit 3-4 sequence equates to approximately 200-220 hours. Units 3 & 4 need to be completed in the same academic year for VCE recognition.

Students who decide to study a VCE VET subjects “off Campus” need to be highly motivated and able to work well on their own and manage their time effectively. If this is not “you” think carefully before committing yourself to a VCE VET subject.

VCE VET SUBJECTS UNDERTAKEN BY STUDENTS AT TIMBOON P-12 INCLUDE:

- Automotive Technology Certificate II (South West TAFE)
- Equine studies (South West TAFE) Glenormiston Campus
- Retail Certificate II (South West TAFE)
- Building Construction Certificate II (South West TAFE)
- Engineering Certificate II (South West TAFE) Timboon
- Hospitality Certificate II Timboon
- Certificate III Music Industry (Foundation) Timboon
- Certificate III Music – Timboon
- Certificate III Concept Development (clothing) Warrnambool
- Certificate II Multimedia (2nd year Certificate III) Warrnambool
- Certificate II Animal Welfare (On line) GoTAFE – Goulburn Ovens
- Certificate II Furnishings (Warrnambool) – pre-apprenticeship
- Certificate II Community Services (Childcare)
- Certificate II Horticulture (Landscaping)
- Certificate II in Makeup (South West TAFE)
- Certificate II in Hairdressing(South West TAFE)
- Certificate III in Visual Arts and Contemporary Craft (South West TAFE)

Other subjects may be available through South West TAFE.
PART-TIME APPRENTICESHIPS AND TRAINEESHIPS or SBA's (SCHOOL BASED APPRENTICESHIPS)
This is another pathway option for students to study their VCE, work part time, get paid and get credit in the VCE for the work they do. Students need to have a recognised part time traineeship in the work force. They need to complete approximately 200 days of training on the job, off the job and paid employment over either:

- Two years (average 15 hours per week)
- or three years (averaging 10 hours per week).

Courses are available in any recognised training Certificate – at least at a Certificate II level.

Students at Timboon have traditionally taken up traineeships in – hospitality, agriculture, retail.
CERTIFICATE II IN ENGINEERING

The Certificate II in Engineering Studies provides students with a solid foundation in the basic principles of engineering. It focuses on four main areas: Fabrication, Electrical/Electronics, Production and Mechanical. Students gain an overview of engineering and the career opportunities available.

Possible Job Outcomes

The course provides students with an increased opportunity to gain an apprenticeship in Fitting and Turning or Electrical and Metal Fabrication.

Special Requirements: Student workbook, safety glasses, project material, overalls, safety boots, hat and drawing equipment.

Contribution to the VCE

The certificate II in Engineering Studies provides a Unit 1-4 sequence for satisfactory completion purposes.

There is scored assessment and the study score can be fully counted as one of the student's best four studies for ENTER purposes, or will count as a fifth or sixth study increment.

Units: Year one: apply principles of Occupational Health and Safety in work environment; develop an individual career plan for the engineering industry; perform basic machining process; apply basic fabrication techniques; use computers for engineering related work activities; apply basic computational principles in engineering work activities; use hand tools.

Note: The computer module is currently completed at TAFE (Warrnambool Campus) – 2-3 days.

Units: Year two: Apply electro technology principles in an engineering work environment, produce basic engineering sketches and drawings; use basic engineering concepts to plan the manufacture of engineering components; handle engineering materials, produce basic engineering components and products using fabrication and machining.

Note: The electrical module is currently completed at TAFE (Warrnambool) – 3 days.

VET Engineering students: manufacturing shelving for the Engineering room.
CERTIFICATE II IN HOSPITALITY (OPERATIONS)

The VET in VCE program Certificate II in Hospitality (Operations) aims to provide young people with the opportunity to gain entry level training and skill development in areas leading to Commercial Cookery, Food and Beverage Services and Accommodation Services. The program provides a means of enhancing prospects of employment and career pathways within the hospitality industry together with articulation to a range of tertiary courses.

VCE VET Hospitality units 1 and 2 (minimum 186 hours required) provide an overview of the Hospitality Industry and the potential career paths within it. In addition, these units provide training and skill development and the opportunity for students to become competent in areas leading to Food and Beverage Service, Front Office, Housekeeping and Commercial Cookery.

The VET in VCE program is fully recognised within the unit's 1-4 structure of the VCE and by successfully completing VCE VET units 1 and 2 in Hospitality; students receive a Certificate II in Hospitality (Operations). Students completing VCE VET units 3 and 4 participate in an enhancement program to gain credit units towards a Certificate III qualification.

The Training Package incorporates the following Modules.

- Clean and maintain premises.
- Develop and update Hospitality Industry Knowledge.
- Develop and update local knowledge.
- Follow health, safety and security procedures.
- Follow workplace hygiene procedures.
- Organise and prepare food.
- Present food.
- Provide Responsible Serving of Alcohol.
- Use basic methods of cookery.
- Work in a socially diverse environment.
- Work with colleagues and customers.
- Answering the telephone.
MUSIC

CERTIFICATE II IN MUSIC INDUSTRY (FOUNDATION)

Certificate II in Music Industry (Foundation) is designed to provide students with broad based knowledge and skills required to be able to work in the music industry in a variety of sectors, including performance/composition, business and technology.

At the completion of Certificate II in Music Industry (Foundation) students will be able to:

- Gain an insight into the industry sectors and career opportunities
- Explain how the music industry works in their local environment
- Identify music styles, production processes and promotional opportunities
- Write a song
- Gain basic skills in performance, technology and/or business practice
- Demonstrate appropriate health, safety and security procedures
- Work with others through organising a music act and event

CERTIFICATE III IN MUSIC

Certificate III is a step up from Certificate II and is designed to provide students with a wide range of knowledge and skills to be able to maximise their employment as a performer or composer in the music industry.

At the completion of Certificate III in Music, students will be able to:

- Explain how the Australian music industry works
- Promote their works
- Build business and management skills – depending on electives taken, students will be able to:
  - Perform in a local amateur environment, in a group and/or as a soloist, using improvisation
  - Compose and arrange a song