Our Wonderful 2016 Year 12 Student Leadership Group
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WELCOME

Welcome to Kyneton Secondary College’s exciting and innovative Senior Years Program. The purpose of the program is to give students in Year 11 and 12 access to the broadest possible range of opportunities within a planned and comprehensive VCE, VET or VCAL pathway.

Our school has a proud history of enabling our students to gain entry to the job opportunities, tertiary courses or traineeship of their choice. Our Senior Years Program is designed to keep our students at the competitive edge of their post school opportunities in the face of changing economic times and increased competition for tertiary places. Students can select from a range of VCE, VET and VCAL subjects.

If you are a student holding this book for the first time, you are about to embark on the journey that will lead you to your life beyond school. I wish you all the best on your journey and promise that you will have the best that we can offer to help guide and support you along the way.

Mr Mark Ridgeway
Principal

MOVING INTO THE SENIOR SCHOOL

One of the most frequently asked questions is, “What do you want to do when you leave school?” For some the answer may be clear cut but, for many students, a decision about their future can be an important but daunting question. The answer to the question comes to students in a variety of ways, expressed through dreams and ambitions related to full-time employment, tertiary studies, travel or part-time study.

Points of transition provide opportunities for people to think seriously about their future. For students, the transition into their senior school years provides one of these opportunities; it prompts students to think about their future and the types of occupations that they can realistically see themselves enjoying. At Kyneton Secondary College, subject offerings recognise that students learn in diverse ways, that they have different needs and that they should explore pathways to build that solid foundation for their future.

Students at Kyneton Secondary College may explore a variety of different senior school programs. For some, a straight VCE program will be the most appropriate choice. For some a VCE program that includes a VET component will be best. Some students will be better suited by a program that enables them to achieve their VCAL with only minimal VCE completion. For some, combining school (either a VCE or a VCE/VCAL or a VCAL program) with a school-based apprenticeship or traineeship will be best.

The post-school world for students will be competitive and exciting, while demanding, and students will need to understand that education is a life-long process. As the trends of globalisation continue to develop, as technology and science make further impact on the future, students need to consider options that will enable them to make their future a rewarding one.

ADVICE TO STUDENTS

• Choose subjects that interest you.
• Choose subjects you think you will be good at.
• Choose subjects you need for the TAFE or University courses that interest you.
• Keep your options open by selecting the Maths that you are capable of doing.
• Do not choose subjects purely on the basis of a potentially high ATAR.
• When in doubt, or confused, seek advice. This advice can be sought in the school from the Careers Counsellor, VCE Subject Teachers or Domain Leaders. Outside agencies including TAFE Colleges and Universities can provide very useful information regarding employment and further training requirements.
• Attendance at Open Days for the various institutions is a valuable experience.
• Refer to the various available publications regarding careers eg. The Job Guide, Victorian Tertiary Entrance Requirements 2017(VICTER 2017), newspaper lift-outs from the Herald Sun and the Age regarding Tertiary Entry.
• Use the electronic media to assist you.
• Give every subject your ‘best shot’.
WHAT IS THE VCE?
The Victorian Certificate of Education is a program where students have a wide choice of studies that can be combined in many ways. This can provide challenging and stimulating learning experiences, together with a satisfactory completion of the VCE Certificate. Most studies have four units, but it is not necessary to select all four units. Units 3 & 4, which must be selected as a sequence in the same calendar year, can be taken in Year 11/12. Students can take a Unit 3 & 4 sequence in Year 11 subject to school approval.

A normal VCE Program at Kyneton Secondary College consists of twelve units at the Unit 1 and 2 levels, and ten units at the Units 3 and 4 levels. These are completed over two years from Years 11-12. Some students may have already started their VCE Program by choosing a VCE/VET subject at Year 10. Students who are capable may also choose to study University Enhancement studies.

In order to gain their VCE a student needs to satisfactorily complete at least 16 units including:

- three units of English / Literature / English as an Additional Language (EAL), and
- A sequence of Units 3 and 4 in at least three other studies, (including VET 3 and 4 sequences), in addition to English / English Language / English (EAL).

ASSESSMENT IN THE VCE
To complete a unit in the VCE, students are required to undertake and complete the stated Learning Outcomes to a satisfactory standard. Students undertaking VET programs are required to demonstrate competence in each of the units undertaken. This may happen in the workplace or the classroom environment.

Each unit includes a set of two to four learning outcomes. A student is required to achieve these outcomes to satisfactorily complete the unit. Achievement of the outcomes is based on the teacher’s assessment of the student’s performance on the assessment tasks designated for the unit.

Student achievement at Unit 1 and 2 levels will be reported using an A+ to E scale. Units 3 and 4 studies have both school-based assessment and externally set examinations. School Assessed Coursework (SAC) is made up of a number of assessment tasks that are specified in the study design. They are used to assess the learning outcomes through the regular teaching and learning program. In the majority of cases these tasks are to be completed in class time and within a designated timeframe. Studies in the Arts and Technology Domain will require students to complete School Assessed Tasks (SATs) such as the construction of artwork or a piece of furniture or some other product. The assessment breakdown for each unit is included at the end of their description in this handbook.

All school-based assessment is subject to statistical moderation by the Victorian Curriculum and Assessment Authority against the end of unit external examinations.

The Victorian Curriculum and Assessment Authority (VCAA) will report the overall achievement of students in Units 3 and 4 as a study score on a scale of 0 to 50 and an ATAR score (Australian Tertiary Admissions Rank) will be calculated by VTAC upon successful completion of the VCE.

CALCULATION OF THE ATAR
The ATAR ranking is developed from an aggregate produced by adding the results for up to six studies as follows:-

- The scaled study score in one of English, English (EAL) or Literature.
- The next best three scaled study scores permissible (which together with the English study make the “primary four”)
- 10% of any fifth and/or sixth permissible scores that are available (these are called increments).

If the student has more than six results, the six permissible results that give the highest ATAR are used.

Further information regarding assessment can be located at www.vtac.edu.au

WHAT IS VCAL?
The Victorian Certificate of Applied Learning (VCAL) is an option for students who enjoy authentic learning (hands-on) in Years 11 and 12. VCAL at Kyneton Secondary College is a rigorous program for students who wish to start a qualification in their vocation (pathway). This is achieved by students enrolling in a Vocational Education and Training (VET) course in their selected vocation. These are traditionally apprenticeships, however in recent years have extended into business administration, community services and environmental pathways.
VCAL is focused on providing students with the opportunity to develop essential skills in their career pathways. Learning in the core subjects Literacy, Numeracy, Personal Development Skills and Work Related Skills is centred on projects such as Primary School Partnerships, Industry Visits etc.

Students develop essential employability skills such as resume writing, interview techniques, problem-solving skills and developing an acute awareness of the 21st Century workforce. VCAL is a recognised qualification. A growing number of employers require satisfactory completion of a senior VCAL certificate.

Students will need to complete a compulsory Work Placement for both their VET and VCAL program. Students will also need to commit to compulsory industry visits and excursions to successfully meet the required competencies.

Acceptance into the VCAL program at Year 11 and 12 is by application and a student, parent and teacher interview. Students will be required to prepare a portfolio for the interview and participate in a VCAL student group session before placement into the program is offered.

More information on the VCAL Program can be found on page 31.

WHAT IS VET?

Vocational Education and Training - VET is designed to reinforce classroom learning with hands on training and practice in industry. A VET program enables Year 11-12 students to complete a nationally recognised vocational qualification whilst completing their VCE/VCAL. VCE VET programs help students become ‘job ready’ with a high standard of general education, broad vocational skills and the ability to take on further study as skill requirements change.

VCE VET programs enable students to obtain direct experience of business and industry. They enable students to explore their interests and build on part-time work experiences. They assist in the development of confidence and self-esteem.

The VCE VET programs offered at Kyneton Secondary College require students to undertake a structured work placement as part of the program. More information on the VET Program can be found on page 33.

STUDENT PROMOTION AND ATTENDANCE

We expect that all students will attend school unless there is a good reason, such as a medical condition. Research has shown that a lack of regular attendance is linked to poor academic results in students and poor connectedness to peers. If attendance is below 90% then promotion to the next year level may be compromised.

SPECIAL PROGRAMS AND SERVICES

SPORT

Sport at Kyneton Secondary College is about encouragement, participation, and success. The College prides itself on the success of sporting teams. Success is not only determined in terms of winning but also of bettering a personal time or improving on a team performance. Success is measured by striving to achieve personal or team goals.

College Sport enables students to develop further their physical and social attributes. Students have the opportunity to be introduced to new sports or further develop their ability in sports in which they are already involved. The College offers a broad range of individual and team level sporting activities, including more traditional sports such as football, netball, cricket, basketball, athletics, swimming, tennis, as well as cross country and touch rugby.

Kyneton Secondary College strives to create a sense of pride and school spirit through sporting involvement. Through College Sport students have the opportunity to compete against other schools at a regional and state level. Within the local region there is a number of inter-school sports days. Students compete in the House Athletics and Swimming Carnivals in which there is equal emphasis on participation and achievement. Achievements are promoted through the local media, school assemblies, the College Newsletter, the College Magazine and the Daily Student Bulletin. Our ultimate goal is to make sport at Kyneton Secondary College an enjoyable experience for all staff and students.
INSTRUMENTAL MUSIC PROGRAM
An Instrumental Music Program is offered to students in all year levels. This is an additional and optional component of the school curriculum. Lessons / tuition are available for piano, guitar, drums, woodwind or bass instruments.

The rationale behind this program is threefold:

1. Experiencing - students experience playing a musical instrument and take on associated responsibilities including attending lessons, instrument care and commitment to practice;

2. Developing - students develop instrument-specific technical skills and receive musical guidance in an individual or small group setting where individual learning abilities are catered for.

3. Extending - every student is encouraged to pursue personal musical goals so that he/she may have good foundations for playing as a soloist and/or member of a musical group, and for obtaining a satisfactory level of competence in order to participate in VCE Music Performance. Students could then participate in VET Music in senior years.

Lessons are organised on a withdrawal from class basis so that any particular subject is not regularly missed. Fees are set at a reasonable half-hourly rate. Instruments are available for hire across the 7-10 year levels if required. It is expected that students who wish to participate in music studies will take care of their instruments and hand them back in once completing lessons.

Vocal tuition is also available at the school. Students are encouraged to develop their own natural vocal abilities; participate in vocal ensembles and choirs developing tonal accuracy in both solo and ensemble performance.

Students who are involved in the Instrumental Music Program are encouraged to participate in College concerts and performances, bands and ensembles.

SCHOOL PRODUCTION
The School Production is a major part of the school’s performance program. Each year the College produces a theatrical performance, a musical, for the College community and members of the public.

The script is chosen the year before, and students interested will audition in term 4 for the following year’s Production. There are many opportunities to be involved in Production.

Students may be involved not only in a Performance capacity, but backstage, Front of House, Administration and much more. There are opportunities to participate through acting, singing, playing in the band, dancing, choreography, set design and production, costume making, make up, lighting, sound and audio visual technology, prompting, ushering, program design and promotion.

Students will develop skills and knowledge in their chosen area of stagecraft as well as learn and develop performance skills, production development and processes, whilst working towards a major goal, 4 public performances. This is a unique elective where students in the Production class are from across a range of year levels within the school. This allows students the opportunity to develop leadership skills as well as developing strong team and cooperation skills.

Throughout the semester Students will participate in rehearsals which fall outside class time – lunchtime rehearsals, after school, two Sunday dress rehearsals and a three day production workshop.

They will also need to be available for evening public performances and matinees over a two/three week period at the end of semester one. The production continues to be a highlight for all students who take part, being a thoroughly enjoyable confidence building experience.

WELFARE AND SPECIAL PROVISION
Kyneton Secondary College have a designated Welfare officer who is linked in to our local agencies for student support if required.

Students may also be eligible for Special Provision for school based assessment and external Year 12 VCAA exams if their ability to demonstrate achievement is adversely affected by:-

- Acute or chronic illness
- Long-term impairment
- Personal circumstances.

Further information regarding this is available from the Year Level Co-ordinators.
OVERVIEW OF DOMAINS

Domains are groups of subjects that are similar. Students may wish to use these groups to help them decide the types of subjects they wish to study.

The following symbols are used in this handbook to identify the Domain for each area of study described:

- Arts
- English
- Health & Physical Education
- Humanities
- Languages Other Than English (LOTE)
- Mathematics
- Science
- Technology

An overview of each Domain at Kyneton Secondary College is provided as follows:

THE ARTS DOMAIN

Learning in the Arts addresses essential elements that provide important ways of experiencing, developing, representing and understanding ideas, emotions, values and cultural beliefs. Studies in the Arts engage students as makers or producers, as performers or presenters, as audience members, as critics or as arts theorists.

They experience the arts through creating, making and presenting, understanding critical and aesthetic aspects, and studying the arts in past and present. Studies in this area may lead on to further educational opportunities in TAFE Art or Graphic Design programs or University Visual Arts, Performing Arts, Design, Media, Drama or Education degrees. Many performing arts students have part time employment in the music industry. Theatre Studies students are involved in the staging of the annual school production.

ENGLISH DOMAIN
Units in the English Domain: English 1 – 4, Literature 1 – 4, English EAL (English as an Additional Language) 1-4.

VCE English aims to enable students to develop their critical understanding and control of the English language. Classroom activities integrate the skills of reading, writing, speaking, listening and thinking.

The VCE English requirement
Students are required to complete three units from the English group in order to satisfy the requirements of the VCE. These are to include a minimum of Unit 1 and 2 English or Literature and one sequence from English 3 and 4 or Literature 3 and 4.

Studies in this area may lead on to further educational opportunities in TAFE Humanities or Social Science programs, University Arts, Humanities Journalism, or Education degrees and is a prerequisite for many different courses. All areas of further study and employment require appropriately developed communication skills.

HEALTH & PE DOMAIN
Units in the Health and Physical Education Domain: Health and Human Development 1 - 4, Physical Education 1 - 2 and Outdoor and Environmental Studies 3-4.

Studies in the Health and Physical Education area promote understanding of physical activity and movement, food and nutrition, health, safety, and human development and human relations.
It assists students to develop the knowledge and skills required to make informed decisions, plan strategies and implement and evaluate actions that promote growth and development, participation in physical activity, fitness, effective relationships and the safety and health of individuals and groups. It enables students to undertake an active part in creating environments that support health and participation in physical activity, and that contribute to community debate and discussion of these issues.

Studies in this area may lead on to further educational opportunities in TAFE Resource Management, recreation and health related programs or University Human Movement, Health, Urban Studies, Recreation or Education degrees.

**HUMANITIES DOMAIN**

_units in the studies of humanities domain:_


This area of study brings together the areas of study from the Business Studies and Humanities fields. Humanities provides a framework in which students investigate human relationships and the way humans interact with environments, constructed and natural, in different places and times.

Each of the individual subjects is quite specialised and distinct from the others in the area. Studies in this area may lead on to further educational opportunities in TAFE Accounting, Administration, Humanities, Legal, and Social Science programs or University Business, Finance, Marketing, Management, Arts, Public Relations and Education degrees.

**LOTE DOMAIN**

_units in the loTE domain:_ French 1- 4 and Indonesian as a Second Language 1 - 4.

There is increasing recognition regarding the importance of developing communicative competence in a broad range of languages. The study of Languages Other Than English enables students to prepare for a broader range of experiences in their future through use of the chosen language in social and cultural activities, including leisure, work and further study.

It enables students to appreciate and respect the views of others and the ways of life, literature and thought in communities where the language is used.

There are opportunities for student exchange to countries where the target language is spoken. Studies in LOTE may lead on to further educational opportunities in a wide range of areas. Many students study Arts degrees at university majoring in languages.

Students are able to combine studies in languages with other university programs including Business, the Arts, Law, Medicine, Humanities and Science.

**MATHS DOMAIN**

_units in the maths domain:_ General Mathematics Units 1 – 2, Further Mathematics Units 3 – 4, Mathematical Methods CAS Units 1 – 4, Specialist Mathematics Units 3 – 4.

Mathematics programs lead to a wide range of further studies both at the TAFE and University levels. Many degree courses require a mathematics subject as a pre-requisite for admission.

Students wishing to undertake Maths / Science or Engineering courses would be well advised to undertake the highest level of maths available. Many tertiary courses require students to have satisfactorily completed a maths subject at Year 12 level. Students seeking admittance into these courses might select the Further Maths option at Year 12. Admittance to other tertiary courses requires specific Maths subjects to be successfully completed in Year 12 eg. Maths Methods and/or Specialist Maths. It is important to note that whilst Specialist Maths may not be a pre-requisite for university course entry, it is highly regarded and recognised by Universities.

Prior to selecting any Maths program students should consult their Maths teachers and the Careers Advisor.
Students who have demonstrated competent mathematical skills in Year 10 are encouraged to study Maths Methods CAS in Year 11. This could lead to either Maths Methods CAS and Specialist Maths in Year 12, or just Maths Methods CAS at Year 12.

SCIENCE DOMAIN

Units in the Science Domain: Biology 1 - 4, Chemistry 1 - 4, Physics 1 – 4, Psychology 1 – 4

Science education develops students’ abilities to pose questions and provide answers about the physical and biological world.

The units offered develop abilities to apply scientific knowledge and understanding of some of the key scientific theories, principles and ideas to explain and predict events in the physical and biological world. Students use the skills of scientific investigation and analysis to generate or refine knowledge, find solutions and ask questions.

They will be able to communicate scientific understanding using appropriate scientific language to a range of audiences. Studies in this area may lead on to further educational opportunities in TAFE Applied Science, Technology or Engineering programs or University Science, Medical, Engineering, Computing, Agriculture and Education degrees.

TECHNOLOGY DOMAIN

Units in the Technology Domain: Food Technology 1 – 4; Computing 1-4, Systems Engineering 3-4.

VET programs now cover the traditional technology areas of Automotive, Engineering, Metals and Wood. Full details of these programs are contained in the VET section of this handbook. Technology is a term that relates to all the equipment and processes that people use in manipulating and modifying the natural environment and resources to support human endeavour.

It involves the purposeful application of knowledge, skills, experience and materials to create useful products.

The Technology units involve students in generating ideas and acting on them, as well as in using and developing processes and products that satisfy human needs. Students develop their skills in using technological equipment, their knowledge and understanding of past and present technologies, and examine possibilities of emerging technologies.

Many of the Technology units provide the students with skills that enable them to enter employment in the Trade apprenticeship area.

Safe Work Practices for Technology Subjects:-

Students are reminded that an important component of work in Technology subjects is safe work practices. Due to the nature of the activities undertaken in systems and materials units, it is essential that safe work practices be adhered to rigidly during all production work. Appropriate footwear is to be worn at all times.

DESCRIPTION OF VCE SUBJECTS

...The following pages detail each of the VCE study areas in alphabetical order.....
VCE BIOLOGY

Rationale
Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single celled organisms that live in seemingly inhospitable conditions. It is a study of the dynamic relationships between living things, their interdependence and their interactions with the non-living environment.

Unit 1: How do living things stay alive?
Students explain what is needed by an organism to stay alive. They are introduced to some of the challenges for organisms in sustaining life. Students examine the cell as the structural and functional unit of life and the requirements for sustaining cellular processes in terms of inputs and outputs. Types of adaptations that enhance the organism’s survival in a particular environment are analysed, and the role that homeostatic mechanisms play in maintaining the internal environment is studied. Students consider how the planet’s biodiversity is classified and investigate the factors that affect population growth.

Unit 2: How is continuity of life maintained?
In this unit students focus on asexual and sexual cell reproduction and the transmission of biological information from generation to generation. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered. Students explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses. They consider the role of genetic knowledge in decision-making about the inheritance of various genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined.

Unit 3 - Signatures of Life
Students consider the molecules and biochemical processes that are indicators of life. They investigate the synthesis of biomolecules and the biochemical processes that are common to autotrophic and heterotrophic life forms. Students consider the universality of DNA and investigate its structure; the genes of an organism, as functional units of DNA and the code for the production of a diverse range of proteins in an organism. They explore the role of proteins in cell functioning; how technological advances have enabled scientists to determine differences in the molecular structures of proteins, how the structure of a protein relates to its function in an organism’s tissues, and how technological advances have given rise to applications such as the design of proteins for specific purposes.

Students consider advances in proteomics applied, for example, to medical diagnosis. Students investigate how cells communicate with each other at molecular level in regulating cellular activities; how they recognise ‘self’ and ‘non-self’ in detecting possible agents of attack; and how physical barriers and immune responses can protect the organism against pathogens.

Unit 4 - Continuity and Change
In this unit students examine evidence for evolution of life forms over time and explore hypotheses that explain how changes to species have come about. In addition to observable similarities and differences between organisms, students explore the universality of DNA and conservation of genes as evidence for ancestral lines of life that have given rise to the present biodiversity of our planet. They investigate how the study of molecular genetics has expanded into genomics- the study of whole sets of genes possessed by an organism. Information obtained by studying genomes and functional genomics has provided insight into gene expression and regulation, and relationships between species. Students study how genes are transmitted from generation to generation by examining meiosis and patterns of inheritance including pedigree analysis. Students consider the relationship between heritable variations and the environment in accounting for changes to species over time, and for speciation and extinction.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Assessment
Satisfactory Completion
Achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
A range of school based assessment tasks, including end of unit exams, will be utilised to record the standard achieved by students.

Units 3 and 4
School- assessed coursework and end-of-year examination.
Unit 3 school-assessed coursework: 20%
Unit 4 school-assessed coursework: 20%
End-of-year examination: 60%
VCE BUSINESS MANAGEMENT

Rationale
Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexity and rewards that come from business management and gain insight into the various ways resources can be managed in small, medium and large-scale organisations.

In studying Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

Structure
The study is made up of four units:

Entry
There are no prerequisites for entry to Units 1, 2 or 3. Students must undertake Units 3 and 4 as a sequence within one calendar year.

Unit 1: Small Business Management
Small rather than large businesses make up the large majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia.

Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

Unit 2: Communication and Management
This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication both internal and external to the business.

Students develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

Unit 3: Corporate Management
In this unit students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on aspects of individual business’ internal environment and how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

Unit 4: Managing People and Change
This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management processes and strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

Assessment
Satisfactory Completion:
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement:
Units 1 and 2
A range of school based assessment tasks, including end of unit exams, will be utilised to record the standard achieved by students.

Levels of Achievement Units 3 and 4
Percentage contributions to the study score in VCE Business Management are as follows:
• Unit 3 School-assessed Coursework: 25 per cent
• Unit 4 School-assessed Coursework: 25 per cent
• End-of-year examination: 50 per cent.
VCE CHEMISTRY

Rationale
Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described by chemical theories. Chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers.

Structure
The study is made up of four units:

Unit 1: How can the diversity of materials be explained?
The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices. They explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible through to nanoparticles, molecules and atoms. Students are introduced to quantitative concepts in chemistry.

Unit 2: What makes water such a unique chemical?
Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

Students examine the structure and bonding within and between water molecules in order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. They are introduced to stoichiometry and to analytical techniques and instrumental procedures analysis, and apply these to determine concentrations of different species in water samples, including chemical contaminants. Students explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Unit 3 - Chemical pathways
Students investigate organic reaction pathways and the chemistry of particular organic molecules. A detailed knowledge of the structure and bonding of organic chemicals is important to the work of the synthetic organic chemist. Students investigate the role of organic molecules in the generation of biochemical fuels and forensic analysis. Students will investigate the application of principles of green chemistry to chemical processes and use the language and symbols of chemistry, and chemical formulas and equations to explain observations and data collected from experiments.

Unit 4 - Chemistry at work
In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Chemical reactions produce a diverse range of products we use and depend on every day. Features that affect chemical reactions such as the rate and yield or equilibrium position are investigated. Students explore how an understanding of these features is used to obtain optimum conditions in the industrial production of a selected chemical. Students investigate how energy is produced from available resources and consider the efficiencies, advantages and disadvantages of each energy resource. Galvanic cells and electrolytic cells operate by transforming chemical and electrical energy. Students investigate their operating principles, both in the laboratory and in important commercial and industrial applications including fuel cells.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Assessment

Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
Individual school decision based on levels of achievement.

Units 3 and 4
School-assessed coursework and an end-of-year examination.

Unit 3 school-assessed coursework: 20 %
Unit 4 school-assessed coursework: 20 %
End-of-year examination: 60 %
VCE CLASSICAL STUDIES

Rationale
What is a hero? What is beauty? What makes a leader? What is the nature of war? Ancient Greece and Ancient Rome confronted many of these questions that we still grapple with today. VCE Classical Studies explores the literature, history, philosophy, art and architecture of ancient Greece and Rome.

Students examine classical works that have captivated and inspired generations.

These works explore love and devotion, as well as the cost of anger and betrayal. In presenting ideas about fate and freedom, VCE Classical Studies deepens understanding of what is means to be human.

Structure
The study is made up of four units:

Unit 1 - Mythical Worlds
This unit explores the myths of ancient Greece and/or ancient Rome. Mythic narratives were used to explain the physical world, the foundation of institutions and aspects of daily life. The deeds of Theseus, the wrath of Achilles, the epic voyages of Odysseus and Aeneas are tales that have entranced countless generations. Women such as Helen, Clytemnestra and Dido hold enduring fascination. Greek and Roman myths combine love and war, the monstrous and the human. They examine the nature of the individual and key aspects of society.

Unit 2 - Classical Imaginations
This unit examines classical works across time. It begins with the study of classical Greek and/or Roman society through an exploration of intellectual and material culture.

Classical works offer a means of exploring social and political life in classical antiquity. What does Homer reveal about the heroic code? How does Thucydides portray Athens during the Peloponnesian War? How does Sallust capture the demise of the Roman republic? How does Tacitus depict Roman political life over a century later? What do works of architecture such as the Parthenon and the Colosseum reveal about the societies in which they were produced? The cultural achievements of the classical world have fired the imagination for centuries. The works of classical artists and writers have provided reference points for subsequent generations to emulate, transform or react against. In this way, classical works are subject to constant re-imagining.

Units 3 and 4 - Classical Worlds
Units 3 and 4 have two identical areas of study and outcomes. Students study selected works from the Classical Works lists for each unit.

These units enable student classicists to engage with the intellectual and material culture of classical Greece and/or Rome.

Students work with translations rather than the Ancient Greek or Latin. Analysis of individual works enables students to engage with ideas that are explored by particular writers and artists. Students evaluate the techniques used to present these concepts.

They evaluate the relationship between the work and its social-historical context. Through comparison of classical works, students consider ways in which different writers and artists dealt with the same concept. Such analysis reveals the changing nature of the classical world.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2. There is no restriction on the number of histories a student may take.

Assessment
Satisfactory Completion
Achievement of the set of outcomes.

Units 1 and 2
A range of school based assessment tasks, including end of unit exams, will be utilised to record the standard achieved by students.

Units 3 and 4
School-assessed coursework and end-of-year examination.
Unit 3 school-assessed coursework: 25 %
Unit 4 school-assessed coursework: 25 %
Unit 3 and 4 examination: 50 %.

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Kyneton Secondary College will be offering Units 1 - 2 of this subject in 2016. Units 3-4 will be offered in 2017.

Rationale
This study focuses on the processing of data and the management of information to meet a range of individual and societal purposes. Students learn to use information technology and also about its power, scope and limitations. Students are encouraged to perceive the potential of information technology and to understand the way in which social relations and cultural values also influence its use.

Structure
The study is made up of six units:

Unit 1 - Computing
The focus of this unit is the study of how individuals use, and can be affected by, information technology in their daily lives. This involves solving problems, making decisions and applying techniques, procedures and technology to transform data into useable information.

Unit 2 - Computing
The focus of this unit is the study of how information systems are used by individuals and organizations to produce and manage information. This involves creating solutions that assist in controlling systems or managing information, as well as using a programming or scripting language to meet users’ needs.

At Kyneton Secondary College students are able to choose which unit 3-4 subjects will be run in that year – Informatics or Software Development.

Unit 3 - Informatics
The focus of this unit is the study of why information is needed and the ways in which it is processed and managed in organizations. This involves solving information problems through the use of software that uses relational database management systems and software that creates prototype websites for online communities.

Unit 4 - Informatics
The focus of this unit is the study of the techniques, procedures and strategies used to solve information problems efficiently and effectively. Students use spreadsheet software to solve information problems and study strategies for protecting the security and integrity of data and information.

Unit 3
Software Development
The focus of this unit is the study of programming as a strategy for solving problems for specific users in a networked environment.

Unit 4
Software Development
The focus of this unit is the study of how the information needs of individuals, organisations and society, are met through the creation of purpose-designed solutions in a networked environment. Students continue to learn the programming language selected in Unit 3.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 & 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Assessment
Satisfactory completion
Achievement of the set of outcomes specified for the unit.

Levels of Achievement
Unit 1 and 2
A range of school based assessment tasks, including end of unit exams, will be used to record the standard achieved by students.

Unit 3 and 4 Informatics and Software Development
School-assessed coursework, school assessed task and an end-of-year examination
Unit 3 school-assessed coursework: 10 %
Unit 4 school assessed coursework: 10 %
Unit 3-4 School Assessed Task: 30 %
Unit 3 and 4 examinations: 50 %.
VCE ENGLISH / ENGLISH (EAL)

Rationale
The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students’ ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the learning established through AusVELS English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

Structure
The study is made up of 4 units.

Unit 1
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts.

Unit 2
In this unit, students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts.

Unit 3

The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen context, and the ability to explain choices they have made as authors.

Unit 4
The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Assessment
Satisfactory Completion
Demonstrated achievement of all outcomes specified for the unit.

Levels of Achievement
Unit 1 and 2
A range of school based assessment tasks, including end of unit exams, will be utilised to record the standard achieved by students. A result of ‘S’ or ‘N’ is submitted to the VCAA at the end of the academic year.

Unit 3 and 4
A combination of school-assessed coursework and examinations make up the final result. Marks are weighted as follows:-

Unit 3 school-assessed coursework: 25%
Unit 4 school-assessed coursework: 25%
End-of-year examination: 50%.

ENGLISH (EAL)
Kyneton Secondary College also offers English as an Additional Language Units 1-4 for students whose first language is not English or who are hearing impaired. Students will need to meet eligibility requirements to be granted EAL status and should contact the College for more information.
VCE FOOD AND TECHNOLOGY

Rationale
Food and Technology is engaging and challenging. It enables students to develop a theoretical understanding of the relationship between food and technology, and practical skills in the application of this understanding. Through the study of Food and Technology, students will develop knowledge of the functional, sensory, physical and chemical properties of food and will be able to apply this knowledge when using food in a practical situation. The study also provides a foundation for exciting pathways to food science and technology, consumer science, home economics, education, the hospitality & food manufacturing and nutrition & health studies.

Unit 1 - Properties of Food
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. Students discover the links between classification of foods and their properties and how their enjoyment of food is associated with different cooking methods and properties of foods. They examine changes in properties of food when different preparation and processing techniques are used.

Unit 2 - Planning and Preparation of Food
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 a member of a team to research and implement solutions to a design brief, and to respond to exciting challenges of preparing food for a range of contexts. These contexts include nutritional considerations, cultural beliefs, and resource access and availability.

Unit 3 - Food Preparation, Processing & Controls
This unit requires students to analyse the functions of the natural components of key foods and apply this information in the preparation of foods. Students will investigate cooking techniques and justify the use of the best techniques for key foods. They develop an understanding of food processing techniques to prevent spoilage in industrial and domestic settings, and study the roles and responsibilities of government bodies in ensuring food safety within Australia. Students apply safe work practices while preparing food. Students write a design plan developed from a design brief that they devise. In the design plan, they will apply their knowledge about key foods, properties of food, tools, equipment, cooking techniques and preservation techniques best suited to a particular context. In developing this plan, students establish a timeline to meet the requirements of the brief in Unit 4.

Unit 4 - Food Product Development and Emerging Trends
In this unit students work independently to complete the challenge of implementation of the design plan they established in Unit 3. In completing this task, students apply food safety and hygiene guidelines and evaluate the product planning and processes in the plan. Students examine food product development, and research and analyse factors that have contributed to product development. They investigate the process of product development, including packaging, packaging systems and marketing. Students investigate emerging trends in product development, including societal pressures to improve health, technological developments, and environmental considerations.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Assessment
Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
A range of school based assessment tasks, including end of unit exams, will be utilised to record the standard achieved by students.

Units 3 and 4
School-assessed coursework and tasks, and an end-of-year examination.
Unit 3 school-assessed coursework: 15 %
Unit 4 school-assessed coursework: 15 %
Unit 3 and 4 school-assessed task: 40 %
End of year examination: 30 %

COSTS
Students need to be aware of the cost component of this course. Costs are to be met prior to enrolling. Full details provided in the booklist.
Please note for 2016, if there are insufficient numbers of students enrolling in this course, French units 1-4 will be studied by Distance Education through the Victorian School of Languages.

Rationale
This study develops students’ ability to understand and use a language which is widely learned internationally and also provides students with a direct means of access to the rich and varied culture of francophone communities around the world.

Studying a language other than English contributes to the overall education of students in the areas of communication, cross-cultural understanding, cognitive development, literacy and general knowledge.

Structure
This study is made up of four units.

Unit 1
The areas of study comprise themes and topics, grammar, text types, vocabulary and kinds of writing.

This unit allows students 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 relating to making arrangements and completing transactions, 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. Students undertake a detailed study of Language and Culture through texts or VET.

Students should be able to express ideas through the production of original texts, analyse and use information from spoken or 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 French-speaking communities.

Entry
There are no prerequisites for entry to units 1 & 2. However French is designed for students who will, typically, have studied the language for at least 200 hours before commencing Unit 1. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must also undertake Unit 3 prior to undertaking Unit 4 in the same calendar year.

Assessment
Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
A range of school based assessment tasks, including end of unit exams.

Units 3 and 4
School-assessed coursework and two end-of-year examinations.

Unit 3 school-assessed coursework: 25 %
VCE HEALTH & HUMAN DEVELOPMENT

Rationale
Students investigate health and human development in local, Australian and global communities. The study of Health and Human Development is based on the premise that health and human development needs to be promoted at an individual level, and within group and community settings at national and international levels. This underpins the structure of the four units of study. The study also promotes the understanding that nutrition plays a major role in influencing both health status and individual human development.

Structure
This study is made up of four units:

Unit 1 - Health & development of Australia’s Youth
Students develop an understanding of the concepts of health and individual human development. They explore the inter-relationships that exist and the differing methods for measuring health status. Students will develop an understanding of the physical, social, emotional and intellectual changes associated with the developmental stage of youth. They explore the importance of nutrition for youth and identify the sources of nutrients and the specific functions that perform in the body. A range of health issues for youth is also studied. Students investigate in detail one health issue that includes mental health, asthma, weight issues, smoking, alcohol use, illicit substance use and cyber-safety. Students explore the impact of this health issue on all dimensions of youth health and individual human development.

Unit 2 - Individual Human Development and Health Issues
Students develop an understanding of the health and individual human development of Australia’s children. Students study the period from conception to approximately twelve years. They explore the physical development that occurs from conception to late childhood, as well as the social, emotional and intellectual changes that occur from birth to late childhood. Students then progress to the health and individual human development of Australia’s adults, including the elderly.

Unit 3 - Australia’s Health
Students develop an understanding of the health status of Australians by investigating the burden of disease and the health of population groups in Australia. Students examine the development of the NHPAs (National Health Priority Areas) and their relationship to burden of disease in Australia. They examine different models of health and health promotion.

They investigate the roles and responsibilities of governments in addressing health needs and promoting health for all through the provision of a national health system and health promotion initiatives. Students examine the role of government and non-government organisations in providing programs and support for the promotion of healthy eating.

Unit 4 - Global Health and Human Development
Students explore global health, human development and sustainability and their interdependencies.

They identify similarities and differences in the health status between people living in developing countries and Australians, and analyse reasons for the differences. Students also explore the role of international organisations in achieving sustainable improvements in health and human development.

Students consider strategies designed to promote health and sustainable human development globally, as well as Australia’s contribution to international health programs through AusAid and contributions to non-government organisations.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year.

Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Assessment

Levels of Achievement
Units 1 and 2
Demonstrated achievement of outcomes as specified for the unit.

Units 3 and 4
Percentage contributions to study score as follows:
• Unit 3 school-assessed coursework: 25%
• Unit 4 school-assessed coursework: 25%
• End-of-year examination: 50%
VCE INDONESIAN (SECOND LANGUAGE)

Please note for 2016, if there are insufficient numbers of students enrolling in this course, Indonesian will be studied by Distance Education through the Victorian School of Languages.

Rationale
This study develops students’ ability to understand and use the language of a country which is one of Australia’s closest neighbours and is one of the most populous countries in the world.

The study of Indonesian promotes the strengthening of links between Australia and Indonesia, in particular in areas such as business, tourism and education.

Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in cross-cultural understanding, cognitive development and literacy.

Structure
The study is made up of four units.

Unit 1 and Unit 2
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 and written exchange and listen to, read and obtain information from written and spoken texts. Students produce a personal response to a text focusing on 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 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 text, which reflect aspects of the language and culture of Indonesian-speaking communities.

Entry
Indonesian Second Language is designed for students who do not have an Indonesian background, that is students who have learnt all the Indonesian they know in an Australian school or similar environment.

These students will, typically, have studied Indonesian for at least 400 hours at the completion of Year 12. It is possible, however, that some students with less formal experience will also be able to meet the requirements successfully.

Students must complete application forms with details of their background of their Indonesian studies, if they wish to enrol in this study.

Students must also undertake Unit 3 prior to undertaking Unit 4 in the same calendar year.

Assessment
Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
A range of school based assessment tasks, including end of unit exams, will be utilised to record the standard achieved by students.

Units 3 and 4
School-assessed coursework and two end-of-year examinations.
Unit 3 school-assessed coursework: 25%
Unit 4 school-assessed coursework: 25%
Units 3 & 4 examinations: written component 37.5%; oral component 12.5%
VCE LEGAL STUDIES

Kyneton Secondary College will be offering Units 3 and 4 of this subject in 2016. Units 1-2 will be offered in 2017.

Rationale
This study is about the way the law relates to and serves both individuals and the community. It examines the processes of law-making, dispute resolution and the administration of justice in Australia.

Students develop an understanding of the impact of the legal system on the lives of citizens, and the implications of legal decisions and outcomes on Australian society. The study provides students with an appreciation of how individuals can be involved in decision-making within the legal system, encouraging civic engagement and helping them to become more informed and active citizens.

Legal Studies also focuses on the development of skills. Students develop an ability to identify, collect and process information from a range of sources and engage in its interpretation and analysis. Skills for independent inquiry, critical thinking and legal reasoning to solve legal problems are also fostered. Students are required to apply legal reasoning and decision-making to contemporary cases and issues. They engage in analysis and evaluation of existing legal processes and form opinions about the operation of the legal system.

Structure
The structure is made up of four units:

Unit 1
Criminal Law in Action
This unit focuses on the importance of criminal law, the nature of criminal liability, the operation of the Victorian court hierarchy and the adversary system of trial.

Unit 2
Issues in Civil Law
This unit focuses on the law in relation to civil disputes and the enforcement of civil rights through courts, tribunals and independent bodies.

Unit 3: Law-making
In this unit students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society.

Students develop an appreciation of the complex nature of law-making by investigating the key features and operation of parliament, and influences on law-making, with a focus on the role of the individual.

Unit 4: Resolution and justice
The legal system provides mechanisms by which legal disputes of both a criminal and a civil nature can be resolved in a fair and just manner. Dispute resolution bodies such as courts and tribunals employ a range of means and processes that enable the resolution of legal disputes. Students examine the institutions that adjudicate criminal cases and civil disputes. They also investigate methods of dispute resolution that can be used as an alternative to civil litigation.

Students investigate the processes and procedures followed in courtrooms and develop an understanding of the adversary system of trial and the jury system.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 & 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for each unit.

Levels of Achievement
Unit 1 and 2
A range of school based assessment tasks, including end of unit exams, will be used to record the standard achieved by students.

Units 3 and 4
Percentage contributions to the study score in VCE Legal Studies are as follows:
• Unit 3 School-assessed Coursework: 25 per cent
• Unit 4 School-assessed Coursework: 25 per cent
• End-of-year examination: 50 per cent.
VCE LITERATURE

The study is based on the premise that meaning is derived from the relationship between the text, the context in which it was produced and the experience of life and literature the reader brings to the texts. Accordingly, the study encompasses texts that vary in form and range from past to contemporary social and cultural contexts. The study of literature encourages independent and critical thinking in students’ analytical and creative responses to texts, which will assist students in the workforce and in future academic study.

Structure
The study is made up of four units.

Unit 1
This unit focuses on the ways in which the interaction between text and reader creates meaning. Students develop their reading skills to gain insights into how texts function as representations of human experience. They will develop an awareness of how the views and values that readers hold may influence the reading of a text. Students will respond to a range of texts personally, critically and creatively. Over the course of the unit they will develop familiarity with key terms, concepts and practices that will equip them for their studies in literature.

Outcome 1: Reading Practices
Outcome 2: Ideas and concerns in texts

Unit 2
In this unit students explore the ways literary texts connect with each other and with the world. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas. Students continue to develop their ability to analyse the views and values promoted or rejected by the author of a text.

Outcome 1: The text, the reader and their contexts
Outcome 2: Exploring connections between texts

Unit 3
This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and social, historical and cultural contexts of literary works.

Outcome 1: Adaptations and Transformations
Outcome 2: Views and Values and Contexts
Outcome 3: Considering Alternative Viewpoints.

Unit 4
This unit focuses on students’ creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work.

In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

Outcome 1: Creative Responses to Texts
Outcome 2: Close Analysis

Assessment
Satisfactory completion - Demonstrated achievement of all outcomes specified for the unit

Levels of Achievement
Units 1 & 2: A range of school based assessment tasks, including end of unit exams, will be utilised to record the standard achieved by students.
Units 3 & 4: School assessed coursework and an end-of-year examination
Unit 3 school-assessed coursework: 25 %
Unit 4 school-assessed coursework: 25%
Unit 3 & 4 examination: 50%
VCE MATHEMATICS PROGRAM

Rationale
The Mathematics Program is designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of student abilities. It is also designed to promote students’ awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes. All students in all the mathematical units offered would apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

There are two streams of Mathematics offered in the Senior Years Program which lead on to Year 12 subjects as follows:
- General Maths 1 & 2 - leads on to Further Mathematics 3 & 4
- Maths Methods CAS 1 & 2 - leads on to Maths Methods CAS 3 & 4, Further Maths 3 & 4 and Specialist Maths 3 & 4.

GENERAL MATHS UNITS 1 -2
General Mathematics provides a solid grounding in maths in the senior years for students, particularly in the areas of statistics, data analysis and modelling which are particularly relevant for today’s careers pathways. This subject caters for a diverse range of student aspirations and leads into Further Maths.

The areas of study are:
Unit 1: Univariate Data, Linear Modelling and Graphs, Bivariate Data, Shape and Measurement.
Unit 2: Financial Arithmetic, Matrices, Sequences and Series, Trigonometry.

MATHEMATICAL METHODS (CAS) UNITS 1 & 2
These units are designed in particular as preparation for Maths Methods Units 3 and 4. The areas of study are Functions and Graphs, Algebra, Probability, Rates of change and calculus.

FURTHER MATHEMATICS UNITS 3-4
Further Mathematics consists of a compulsory area of study Data Analysis and then a selection of three from six modules in the Applications area of study made up of number patterns, geometry and trigonometry, graphs and relations, business related mathematics, networks and decision mathematics and matrices. Please note these models may be subject to change.

MATHEMATICAL METHODS (CAS) UNITS 3 - 4
Mathematical Methods Unit 3 and 4 consists of the following areas of study - functions and graphs, calculus, algebra and probability. These must be covered in progression from Unit 3 to 4.

SPECIALIST MATHEMATICS UNITS 3-4
Specialist Mathematics consists of the following areas of study – algebra, calculus, vectors, mechanics and functions, relations, graphs and data statistics. All of this material must be covered in a progression from Unit 3 to Unit 4.

Entry Requirements
Students undertaking Mathematical Methods CAS Units 1 and 2 are expected to have a solid background in number, algebra, function, and probability. Additional preparatory work will be advisable for any student who wishes to undertake Mathematical Methods CAS Unit 2 without completing Mathematical Methods CAS Unit 1. Proof of this preparation will be required. Students must undertake Unit 3 prior to undertaking Unit 4. Selection of Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or successful completion of, Maths Methods Units 3 and 4.

In particular, students intending to study both Mathematical Methods Units 3 and 4 and Specialist Mathematics Units 3 and 4, should study both Mathematical Methods (CAS) Units 1 and 2 and General Mathematics Units 1 and 2.

Calculators

Students undertaking any senior maths subject require a TI-nspire CAS calculator. These calculators can be purchased through the College.
VCE MATHS PROGRAM (CONT)

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
A range of school based assessment tasks, including end of unit exams, will be utilised to record the standard achieved by students.

Further Mathematics
Unit 3 school-assessed coursework: 20 %
Unit 4 school-assessed coursework: 14 %
Unit 3 and 4 examination 1: 33 %
Unit 3 and 4 examination 2: 33 %

Mathematical Methods
Unit 3 school-assessed coursework: 17 %
Unit 4 school-assessed coursework: 17 %
Unit 3 and 4 examination 1: 22 %
Unit 3 and 4 examination 2: 44 %
Examination 1 for Maths Methods is a technology free examination.

Specialist Mathematics
Unit 3 school-assessed coursework: 17 %
Unit 4 school-assessed coursework: 17 %
Unit 3 and 4 examination 1: 22 %
Unit 3 and 4 examination 2: 44 %
Examination 1 for Specialist Maths is a technology free examination.

VCE MEDIA

The media influences and shapes our responses to life events, playing an important role in the creation of personal, cultural and national identity. A study of the media is crucial if we are to understand how and why the media seek to influence us through the selection and construction of images of the world.

The study of media includes media forms such as film, television, photography, print-based media and digital media technologies. There is an emphasis on the use of computers to plan and produce media products.

The Media study is relevant to students with a wide range of expectations, including those who wish to pursue further formal study of tertiary level or in vocational education and training settings.

Unit 1 - Representation and technologies of representation
Students study how technology is used by the media to influence, inform and entertain. Areas Studied include representations present in media texts such as like advertising and films, Semiotics – the theory of media codes, Social values and popular culture, The nature and use of media technology and the influence of new media technologies.

Unit 2 - Media production and the media industry
Students will explore stages and roles in media production. Areas to be studied include specialist stages and roles in media production, techniques to engage an audience, media ownership and media programming in Australia.

Unit 3 - Narrative and media production design
Areas to be studied include production and story elements in fictional media narratives such as films, film style (genre), designing and planning a media product (e.g. a short video) and application of media technology.

Unit 4 - Media process, social values and media influence
Students will be studying how to create a media product (short video) from a script and storyboard, the influence of social values in construction media tests and the nature and range of media influence.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
A range of school based assessment tasks, including end of unit exams, will be utilised to record the standard achieved by students.

Units 3 and 4
In the study of Media School-assessed Coursework, a School-assessed Task and an end-of-year examination will determine the student’s level of achievement. Percentage contributions to the study score in Media are:
Unit 3 School-assessed Coursework: 8 %
Unit 4 School-assessed Coursework: 12 %
Unit 3 and 4 School-assessed Task: 35 %
End-of-year examination: 45 %
MUSIC INDUSTRY SKILLS (VET CERTIFICATE III MUSIC OR MUSIC TECHNICAL PRODUCTION)

Please note - Kyneton Secondary College will be offering students Unit 3-4 VET Music in 2016. Unit 1-2 will be offered in 2017.

VET Music at Kyneton Secondary College offers students the opportunity of achieving a Certificate III in Music or Certificate III in Music Technical Production as part of the VCE VET Music Industry Program.

Aims
The aims of the VCE VET Music Industry program are to provide participants with knowledge and skill development to enhance their employment prospects within the music industry, and enable participants to gain a recognised credential and make a more informed choice of vocational and career paths.

Structure
The Certificate III qualifications offer specialist training in either performance/composition or technology.

The two qualifications are run in the same class. Students may either take the Music Performance Stream OR the Technical Production Stream.

Music Performance
VCE VET Units 1–2
First Semester Units of Competence include:-
• Working effectively in the music industry
• Follow OHS procedures
• Playing music from simple written notation.

Second Semester Units of Competence include:-
• Composing simple songs or musical pieces
• Contribute to backup accompaniment
• Make a Music Demo
• Implement copyright arrangements
• Develop simple musical pieces using electronic Media.

VCE VET Units 3–4
Units of Competence include:-
• Preparing for a performance
• Develop improvisation skills
• Perform music as part of a group
• Perform music as soloist
• Apply knowledge of genre to music making
• Develop technical skills in performance
• Develop and maintain stagecraft skills.

Technical Production
VCE VET Units 1–2
First Semester Units of Competence include:-
• Source and apply entertainment industry knowledge
• Follow OHS procedures
• Implement copyright arrangements
• Work effectively with others
• Manage own work and learning and perform basic sound editing.

Second Semester Units of Competence include:-
• Repair and maintain audio equipment
• Operate professional audio equipment
• Incorporate music technology into performance
• Assist with sound recording.

VCE VET Units 3–4
Units of Competence include
• Select and manage microphone and other audio input sources
• Apply a general knowledge of audio to work activities
• Provide sound reinforcement
• Record and mix a basic music demo
• Set up and disassemble audio equipment.

Assessment
For VET Music, students are required to achieve competency in all the elements of each unit. Competency for each unit is demonstrated through the successful completion of a work project, product, work performance, portfolio or formal examination.

Assessments are based on the following criteria:-
• Application of underpinning knowledge
• Communication, language and interpersonal skills
• Techniques and processes
• Work organisation
• Supervision and performance of work tasks

Students may be required to undertake an interview and informal audition if the VET Music teacher is unfamiliar with the student’s abilities.
VCE OUTDOOR & ENVIRONMENTAL STUDIES

Please Note: Kyneton Secondary College will be offering Units 3 and 4 of this subject in 2016. Units 1-2 will be offered in 2017.

Rationale
This area of study looks at the ways humans interact with and relate to natural environments.

Structure
The study is made up of four units.

Unit 1 Exploring outdoor experiences
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments. Students are provided with the opportunity to explore the many ways in which nature is understood and perceived. Students develop a clear understanding of the range of motivations for interacting with outdoor environments and the factors that affect an individual’s access to outdoor experiences and relationships with outdoor environments.

Unit 2 – Discovering outdoor environments
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments.

In this unit students study nature’s impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

Unit 3: Relationships with outdoor environments
The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia. Students consider a number of factors that influence contemporary relationships with outdoor environments.

They also examine the dynamic nature of relationships between humans and their environment.

Unit 4: Sustainable outdoor relationships
In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population.

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current agreements and environmental legislation, as well as management strategies and policies for achieving and maintaining healthy and sustainable environments in contemporary Australian society.

COSTS
This Subject will incur an added expense of approximately $250 per unit to cover camps and excursions associated with the study. Attendance on camps and excursions is compulsory in order to gain a satisfactory result for the subject and meet VCAA requirements.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Unit 1 and 2
A range of school based assessment tasks including end of unit exams.

Units 3 and 4
- Unit 3 School-assessed Coursework: 25 per cent
- Unit 4 School-assessed Coursework: 25 per cent
- End-of-year examination: 50 per cent.
VCE PHYSICAL EDUCATION

Please Note: Kyneton Secondary College will be offering Units 1 and 2 of this subject in 2016. Units 3-4 will be offered in 2017.

This VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners. The study is made up of four units:

Unit 1: Bodies in motion
In this unit students explore how the body systems work together to produce movement and analyse this motion using biomechanical principles. Through practical activities students explore the relationships between the body systems and physical activity. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required for movement and the basic characteristics of each pathway. Students apply biomechanical principles to improve and refine movement. They use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

Unit 2: Sports coaching and physically active lifestyles
This unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. The way in which a coach influences an athlete can have a significant effect on performance. The approach a coach uses, the methods applied and the skills used will have an impact on the degree of improvement experienced by an athlete. By studying various approaches and applying this knowledge to a practical session, students gain a practical insight into coaching. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population. They explore a range of factors that influence participation in regular physical activity, and collect data to identify perceived barriers and the ways in which these barriers can be overcome.

Unit 3: Physical activity participation and physiological performance
This unit introduces students to an understanding of physical activity and sedentary behaviour from a participatory and physiological perspective. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model to identify a range of Australian strategies that are effective in promoting participation in some form of regular activity. Students investigate the contribution of energy systems to performance in physical activity. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity.

Unit 4: Enhancing performance
Improvements in performance, in particular fitness, depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Students undertake an activity analysis. Using the results of the analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Athletes and coaches aim to continually improve and use nutritional, physiological and psychological strategies to gain advantage over the competition. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning or inclusion of various practices from sporting competition.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Unit 1 and 2
School-based assessment tasks and end of unit exams record the standard achieved by students.

Unit 3 and 4
School assessed coursework - an end-of-year exam
Unit 3 school-assessed coursework: 25 %
Unit 4 school-assessed coursework: 25 %
Units 3 and 4 examination: 50 %
VCE PHYSICS

Rationale
Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe.

The knowledge gained through Physics will enhance student’s ability to be innovative and contribute to the intelligent and careful use of resources. This knowledge will help them understand why we do certain thinks certain way, and will help them being street smart. This study design provides a curriculum that is interesting and challenging for students with a wide range of expectations, including students who are aiming for medical, engineering, technological and science-based careers.

Structure
The study is made up of four units. Units 1 and 2 contain two prescribed areas of study and a third area of study to be selected from the list of detailed studies.

Units 3 and 4 also contain two prescribed areas of study and a third area of study is to be chosen in either unit 3 or unit 4 from the list of detailed studies.

Unit 1: What ideas explain the physical world?
In this unit students explore some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. They consider thermal concepts by investigating heat and assessing the impact of human use of energy on the environment. Students evaluate common analogies used to explain electricity and investigate how electricity can be manipulated and utilised. They examine current scientifically accepted theories that explain how matter and energy have changed since the origins of the Universe. Students undertake quantitative investigations involving at least one independent, continuous variable.

Unit 2: What do experiments reveal about the physical world?
This unit requires that students undertake a core study related to motion, one option from a choice of twelve options, and a student-designed investigation related to motion and/or one of the twelve options. In this unit, students explore the power of experiments in developing models and theories. They make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored including through indirect observations. Students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. They choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students design and undertake investigations involving at least one independent, continuous variable. A student-designed practical investigation related to content drawn from Area of Study 1 and/or Area of Study 2 is undertaken in Area of Study 3.

Unit 3
In this unit, students will study Motion in one and two dimensions; Electronics and photonics.

Unit 4
In this unit, students will study Electric power, Interactions of light and matter.

A detailed study is to be chosen in either unit 3 or unit 4 from one of six detailed studies:
- Einstein’s special relativity;
- Materials and their use in structures;
- Further electronics;
- Synchrotron and its applications;
- Photonics; or
- Sound.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
A range of school based assessment tasks, including end of unit exams, will be used to ascertain the standard achieved by students.

Units 3 and 4
School-assessed coursework and an end-of-year examination.
Unit 3 school-assessed coursework: 16%
Unit 4 school-assessed coursework: 24%
End-of-year examination: 60%
VCE PSYCHOLOGY

Rationale
Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition.

In the VCE study of psychology, students explore complex human behaviours and thought processes. They develop an understanding of mental health issues in society. The study of psychology leads to opportunities in a range of careers that involve working with children, adults, families and communities in a variety of settings.

Unit 1: How are behaviour and mental processes shaped?
In this unit students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person’s psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected.

Unit 2: How do external factors influence behaviour and mental processes?
A person’s thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person’s attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups.

Unit 3
Brain and the Conscious Self
This unit focuses on the study of the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Advances in brain research methods have opened new ways to understanding the relationship between mind, brain and behaviour.

Students study the structure and functioning of the human brain and nervous system, and explore the nature of consciousness and altered states of consciousness including sleep.

Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of the findings, and apply appropriate research methods when undertaking their own investigations. The specific research methodologies and ethical principles considered in this unit are described in detail in the introduction to Unit 3 and 4 in the study design.

Unit 4
Learning Behaviour and Experience
This unit focuses on the interrelationship between learning, the brain and its response to experiences, and behaviour. The overall quality of functioning of the brain depends on experience, and its plasticity means that different kinds of experience change and configure the brain in different ways.

Students investigate learning as a mental process that leads to the acquisition of knowledge, development of new capacities and changed behaviours. Understanding the mechanisms of learning, the cognitive processes that affect readiness for learning, and how people learn informs both personal and social issues.

Assessment
Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

Levels of Achievement
Units 1 and 2
A range of school based assessment tasks, including end of unit exams, will be utilised to record the standard achieved by students.

Units 3 and 4
Percentage contributions to the study score in VCE Psychology are as follows:
- Unit 3 School-assessed Coursework: 20 %
- Unit 4 School-assessed Coursework: 20 %
- End-of-year external examination: 60 %
VCE STUDIO ARTS

Rationale
In VCE Studio Arts each student learns how to create their own art works by developing their own unique art practices. They will be able to develop their art making in their choice of media and materials including Photography, Multi-Media, Digital Art, Fashion, Sculpture, Printmaking, Painting and/or Drawing.

Students learn about the process of developing their ideas and refining their artistic styles, exploring and responding to inspiration and making creative choices.

The theoretical part of the course enables students to learn about a range of artists and art industry issues, such as art galleries and exhibitions. Students will attend Art excursions to galleries and will get involved with visiting artists and studio visits.

Although not compulsory, students will be encouraged and supported to enter work in local exhibitions and competitions so they can get a taste of the real world of a practicing artist.

This course enables students to follow a range of career pathways and further studies, for example, TAFE and University courses in Photography, Fine Art (2D & 3D), Art Therapy, Illustration, Animation, Architectural & Landscape Design, Fashion Design and Graphic Design.

Studio Arts also provides valuable skills for those wishing to go into Kinder and Primary school teaching.

Unit 1 - Artistic Inspiration and Techniques
Students investigate their sources of inspiration by exploring a range of different artists form different times and contexts. They generate many different ideas and learn how to apply materials and techniques to create their own individual artworks.

Unit 2 - Exploring Designs and Concepts
Students learn how to explore their ideas using an idea and concept development framework. This framework will form the basis for year twelve art making. They also learn how to analyse art works and understand how artists use materials and methods to communicate messages to their audience.

Unit 3 – Studio Production and Art Practice
Using their own ideas and preferred techniques and materials, students develop a range of concepts and ideas in their sketch books. They make selections about their best developed ideas which they will create as finished artworks in Unit Four. Students learn about Copyright and associated art issues and they undertake research that compares art works produced in different historical and social contexts.

Unit Four – Folio of finished Artworks and Art Industry Issues
Students work to complete a folio of artworks based on the ideas that they explored in Unit three.

They study a range of art industry issues such as Art Galleries, The roles of Gallery Staff, Exhibition design and layout, Conservation and Preservation of Artworks as well as other Art Industry issues. Students will be expected to attend compulsory excursions to Art Galleries as part of this course.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students wishing to do units 3 & 4, without having done units 1 & 2 in Studio Arts, are required to discuss their case with the Arts Domain Leader.

Assessment
Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
A range of school based assessment tasks, including end of unit exams, will be utilised to record the standard achieved by students.

Units 3 and 4
School-assessed tasks and an end-of-year examination
Unit 3 school-assessed coursework: 33 %
Unit 4 school-assessed coursework: 33 %
Units 3 and 4 examination: 34 %.
VCE SYSTEMS ENGINEERING

Please Note: Kyneton Secondary College will be offering Units 3 - 4 of this subject in 2016. Units 1-2 will be offered in 2017.

VCE Systems Engineering involves the design, creation, operation and evaluation of integrated systems, which mediate and control many aspects of human experience. Integral to Systems Engineering is the identification and quantification of systems goals, the development of alternative system designs concepts, trial and error, design trade-offs, selection and implementation of the best design, testing and verifying that the system is well built and integrated, and evaluating how well the completed system meets the intended goals.

Unit 1 - Introduction to Mechanical Systems
This unit focuses on engineering fundamentals as the basis of understanding underlying principles and the building blocks that operate in simple to more complex mechanical devices. While this unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work, the main focus is on the construction of a system. The construction process draws heavily upon design and innovation. Students apply their knowledge to design, construct, test and evaluate operational systems. The focus of the system should be mechanical; however, it may include some electronic components. The constructed operational systems demonstrate selected theoretical principles studied in this unit.

Unit 2 - Introduction to Electro technology Systems
In this unit students study fundamental electro technology engineering principles. Through the application of their knowledge and the Systems Engineering Process, students produce operational systems that may also include mechanical components. In addition, students conduct research and produce technical reports. While this unit contains fundamental physics and theoretical understanding of electro technology systems and how they work, student focus remains on the construction of electro technology systems. The construction process draws heavily upon design and innovation.

Unit 3/4: Integrated Systems Engineering and Energy
In this unit students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. Through the application of their knowledge, students design and plan an operational, mechanical-electro technology integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence work on the design, planning and construction of one substantial controlled integrated system. This project has a strong emphasis on designing, manufacturing, testing and innovation. Students manage the project throughout the Systems Engineering Process, taking into consideration the factors that will influence the design, planning, production and use of their integrated system. The systems engineering principles underpin students’ understanding of the fundamental physics and applied mathematics needed to provide a comprehensive understanding of mechanical and electro technology systems and how they function.

Area of Study 1 - Controlled and integrated systems engineering design

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Additional preparatory work is advisable for students entering Units 3 and 4 without completing Units 1 and 2. Students must undertake Units 3 and 4 as a sequence within one calendar year.

Assessment
Satisfactory Completion
A range of school based assessment tasks, including end of unit exams, will be utilised to record the standard achieved by students.

Levels of Achievement
Units 1 and 2
Demonstrated achievement of the set of outcomes specified for the unit.

Units 3 and 4
Level of achievement will be determined by School-assessed Coursework, a School-assessed Task and an end-of-year examination. Percentage contributions as follows
• Unit 3 School-assessed Coursework: 10%
• Unit 4 School-assessed Coursework: 10%
• Units 3 and 4 School-assessed Task: 50%
• End-of-year examination: 30%.
VCE THEATRE STUDIES

Rationale
VCE Theatre Studies develops, refines and enhances students’ analytical, evaluative and critical thinking, and their expression, and problem-solving and design skills. Through study and practice in theatrical analysis, play script interpretation and engagement in theatrical production processes, students develop their aesthetic sensitivity, interpretive skills, and communication, design, technological and management knowledge. The study of theatre is relevant to students who wish to pursue further study in theatrical production, theatre history, communication, writing and acting at tertiary level or through vocational educational training settings or to pursue industry or community related pathways. Unit 2 and 3 are completed in a practical setting where the students’ developed and explore their own work within live performance, the School Production.

Unit 1 - Theatrical styles of the pre-modern era
This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with play scripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance. Periods from the pre-modern era of theatre include Ancient Greek, Roman, Italian and the Commedia Dell’Arte.

Unit 2 - Theatrical styles of the modern era
In this unit students study theatrical styles and stagecraft through working with play scripts in both their written form and in performance with an emphasis on the application of stagecraft. Students work with play scripts from the modern era, focusing on works from the 1920s to the present. They study theatrical analysis and production evaluation and apply these skills to the analysis of a play in performance. Theatrical movements in the modern era include Musical Theatre, Epic Theatre, Constructivist theatre and Verbatim theatre. Unit 2 is completed as development and performance within the School Production.

Unit 3 - Production development.
In this unit students develop an interpretation of a play script through the stages of the theatrical production process: planning, development and presentation. Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play script. They use knowledge they develop from this experience to analyse the ways stagecraft can be used to interpret previously unseen play script excerpts. Students also attend a performance selected from the prescribed VCE Theatre Studies Unit 3 Playlist and analyse and evaluate the interpretation of the play script in the performance.

Unit 4 - Performance Interpretation.
In this unit students study a scene and associated monologue from the Theatre Studies Stagecraft Examination List published by the VCAA. Students study the text of the monologue, the prescribed scene and the play script from which the scene is derived. Students apply selected stagecraft from the list for Unit 4 to interpret the monologue (acting and direction OR design) and develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students apply their selected areas of stagecraft to realise and present their interpretation of the monologue. Students’ work for Outcomes 1 and 2 is supported through analysis of a performance they attend selected from the prescribed VCE Theatre Studies Unit 4 Playlist.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Units 3 and 4 as a sequence within one calendar year. Students who enter the study at Unit 3 must undertake preparatory work related to Unit 2. Participation in Drama classes during levels 9, 10 and Production will be an asset. Students also need to be prepared to rehearse and perform outside of school hours.

Assessment
Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
A range of school based assessment tasks, including end of unit exams, will be utilised to record the standard achieved by students.

Units 3 and 4
Assessment includes an end-of-year Stagecraft examination and written examination.
Percentages contributions as follows:
Units 3 and 4 school-assessed coursework: 45 %
Units 3 and 4 end-of-year Stagecraft examination: 25%
Units 3 & 4 end-of-year written examination: 30%
VCE VISUAL COMMUNICATION & DESIGN

Rationale
Visual Communication and Design relies on drawing as the primary component of visual language to support the conception and visualisation of ideas. Consequently, the study emphasises the importance of developing a variety of drawing skills to visualise thinking. Digital design technologies provide new challenges to visual communication practices. Throughout the study students explore manual and digital methods. The consideration of ethical and environmental sustainability issues, enable students to make informed choices that affect current and future design practices. Students employ a design process to generate and develop visual communications, organise design thinking and consideration of aesthetics and functionality, as well as social, environmental and economic factors. Students develop skills to manipulate and organise design elements and principles, selected media, materials and production methods along with creative, critical and reflective thinking. Students investigate the work and practices of Australian and international designers from a variety of social, cultural, historical and contemporary contexts. Students build an understanding of the important role of visual communication design within society.

Structure
The study is made up of four units:

Unit 1 - Introduction to Visual Communication Design
This unit focuses on using visual language to communicate messages, ideas and concepts. This involves applying design thinking skills as well as drawing skills. Students draw what they observe and use visualisation drawing methods to explore their own ideas and concepts and gain understanding of presentation drawings. An understanding of how design elements and principles affect visual messages as well as the contextual background of design through investigation of design styles is also examined.

Unit 2 - Applications of Visual Communication Design
This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to meet specific purposes in designated design fields. Students use presentation drawing methods that incorporate use of technical drawing to communicate ideas associated with environmental or industrial/product design fields of design. They investigate how typography and imagery are manipulated to communicate ideas. Students develop an understanding of the design process as a means of organising their thinking to solving design problems and presenting ideas. In response to the development of their own brief, students engage in research, generation of ideas and development of concepts to create visual communications.

Unit 3 - Design thinking and practice
The focus of this unit if for students to create visual communications for specific contexts, purposes and audiences that are informed by their analysis of existing visual communications. Students also study design industry practice and how the design process is applied in industry to create visual communications looking at contemporary and international designers. Students apply design thinking skills in preparing a brief, undertaking research and generating a range of concept ideas relevant to the brief.

Unit 4 - Design development and presentation
Having completed a brief and generated ideas in Unit 3, students continue the design process by developing and refining concepts for each need stated in the brief. The focus of this unit is the development and refinement of design concepts and two final presentations of visual communications to meet the requirements of the brief from Unit 3. This involves applying the design process twice to meet each of the stated needs. They utilise a range of digital and manual methods, media and materials along with application of design elements and principles to communicate messages with their target audience.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Additional preparatory work is advisable for students entering Units 3 and 4 without completing Units 1 and 2. Students must undertake Units 3 and 4 as a sequence within one calendar year.

Assessment
Satisfactory Completion - Demonstrated achievement of all set outcomes.

Levels of Achievement
Units 1 and 2
A range of school based assessment tasks including end of unit exams, will be utilised to record the standard achieved by students.

Units 3 and 4
Unit 3 School-assessed Coursework: 20 %
Unit 4 school-assessed Coursework: 5 %
School-assessed Task: 40 %
End-of-year examination: 35 %
VCAL PROGRAM
The Victorian Certificate of Applied Learning (VCAL) is an option for students who enjoy authentic learning (hands-on) in Years 11 and 12. VCAL at Kyneton Secondary College is a rigorous program for students who wish to start a qualification in their chosen vocation (pathway).

There are three levels of The VCAL Program:-
- Foundation VCAL
- Intermediate VCAL
- Senior VCAL.

At Kyneton Secondary College most Year 11 students will be studying Intermediate VCAL and most Year 12 students will be studying Senior VCAL. These levels however can also be tailored to suit the individual student’s needs.

The VCAL course is structured for students as follows:
- 4 core VCAL subjects – Literacy, Numeracy, Work Related Skills and Personal Development.
- 1 VET subject to be selected from the range available – Automotive, Hospitality, Building and Construction, Engineering, Community Services, Horticulture.
- Either one VCE subject or an additional VET subject must be chosen.

To be awarded a VCAL certificate, students must complete 10 units of study over the year that will enable them to complete 10 credits.

The following provides a brief description of the four core VCAL subjects.. The complexity of work is dependent on the certificate level being undertaken.

PERSONAL DEVELOPMENT SKILLS
At Kyneton Secondary College we strive to provide students with a challenging, contemporary and relevant curriculum that is tailored to meet the needs of each individual student. To achieve this, we have designed an Individual Learning Plan (ILP) that acknowledges the strengths, skill, learning preferences and abilities of each individual student.

Broadly, VCAL Personal Development advocates project based applied learning which empowers and motivates students, while assisting them to develop key skills and knowledge required for employment, further education and active participation in their communities that focuses on life-long learning.

Areas of study include planning and organising an activity, problem solving, communication skills, setting goals, researching and evaluating personal performance. One of the major group projects we work on early in the year is the School Carnival. This is a project which boosts school pride and offers great success to all students involved in planning and running the event.

Work includes self and group assessments, assignments, practical activities, oral presentations and class discussion.

LITERACY SKILLS
Literacy is the means by which we use reading, writing, speaking and listening to communicate and gain information and understanding of the world we live in.

The purpose of the VCAL Literacy skills units (Reading and Writing, and Oral Communication) is to develop literacy skills and knowledge that allow effective participation in the four main social contexts in which we function in Australian society - family and social life, workplace and institutional settings, education and training contexts, and community and civic life.

Class activities and assessment will require students to show understanding of the process of writing, purpose and structure of writing as well as the mechanics of spelling, punctuation and grammar. These tasks may include letters, reports, opinion pieces, narratives and instructions.

To fulfil reading outcomes, students will be required to identify the intended audience and purpose, gain information and understanding from different texts, for example from instructions to newspaper articles, job information to fiction and express an opinion about what they have just read.
In order to successfully complete oral communication outcomes, students will need to understand the stories of others as told to them, understand and deliver reports, speeches, interviews etc, give and respond to instructions and directions and participate in discussions and meetings.

NUMERACY SKILLS
Numeracy is the use of mathematics to meet the everyday demands of life. It is the application of knowledge to solve problems and make sense of time, numbers, patterns and shapes in everyday activities like cooking, reading a map or bill, reading instructions and even playing sport.

The purpose of VCAL Numeracy is to enable students to develop skills and knowledge that will allow effective participation in our society.

VCAL Numeracy enables students to develop the knowledge, skills and understanding they will need through the application of real world problems and projects set in the context of home, work and the community. As such, integrated units of work with other VCAL subjects are often possible and knowledge of numeracy in the workplace and broader community can also be used to contribute to evidence of their learning outcomes.

Class activities for numeracy are designed to meet the learning outcomes for four main strands; numeracy for practical purposes (design and measurement), numeracy for interpreting society (the interpretation and presentation of numerical data), and numeracy for personal organisation (location, time and money).

WORK RELATED SKILLS
Areas of study include OH&S, Employer expectations, job applications, networking with employers, workplace rights and responsibilities, workplace conditions, Teamwork, technology skills, effective communication, problem-solving and skills development.

Work includes self and group assessments, projects on workplace issues, workplace records, structured work placements, oral presentations, topic research, and industry studies.

The normal streams for Work Related Skills are Intermediate Certificates at Year 11 & Senior Certificates at Year 12.

Work Placement
Work placement is a key component of the VCAL program.

During Term 1, students work with staff and the VCAL Co-ordinator to obtain work placements in their career interest areas.

It is also extremely important to recognise the family network in a collaborative effort to find suitable work opportunities.

A typical VCAL student’s timetable will look as follows:-

<table>
<thead>
<tr>
<th>SEMESTER 1</th>
<th>SEMESTER 2</th>
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<tbody>
<tr>
<td>Literacy 1 / 3</td>
<td>Literacy 2 / 4</td>
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<tr>
<td>Numeracy 1 / 3</td>
<td>Numeracy 2 / 4</td>
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<td>Personal Development 1 / 3</td>
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<td>Work Related Skills 1 / 3</td>
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<tr>
<td>VET Unit 1 / 3</td>
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<tr>
<td>VCE/VET Unit 1 / 3</td>
<td>VCE/VET Unit 2 / 4</td>
</tr>
<tr>
<td>Work Placement</td>
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</table>

The VCAL Program is an excellent practical based option for students. It is an alternative program with students realising that the course not only makes them work-ready and very employable, but also allows them the pathways into Certificate 3 and 4 courses, with the qualifications being recognised at a tertiary level.
VOCATIONAL EDUCATION & TRAINING (VET) PROGRAM

VCE VET programs are vocational studies approved by the Victorian Curriculum and Assessment Authority as appropriate for senior secondary school students. Kyneton Secondary College is auspiced by Registered Training Organisations to teach these subjects.

VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain both the VCE and a nationally portable vocational education and training certificate. VCE VET programs will be fully recognised within the Unit 1–4 structure of the VCE and therefore will contribute towards satisfactory completion of the VCE. VCE VET units have equal status with other VCE studies. They also contribute to the VCAL learning requirements.

VET Community Services, Hospitality, Engineering, and Music are scored VCE VET subjects. This means that these subjects can contribute to a student’s top four studies when producing the ATAR score for VCE students. These subjects have an external Exam at the end of Year 12.

Automotive, Building and Construction and Horticulture are non-scored VCE VET subjects which means they do not have an external exam at the end of Year 12, however can still add to the ATAR score of VCE students by contributing 10% of a student’s average study score and counting as fifth or sixth studies.

In 2016 there will be two ways in which students can undertake VET studies:

1. **Internally** — through study at Kyneton Secondary College
2. **Cluster** — On Wednesdays a cluster arrangement will be offered combining VET classes between Sacred Heart College and Kyneton Secondary College.

Internally
At Kyneton Secondary College, the following courses will be offered:
- Certificate II in Automotive (Prevocational Studies)
- Certificate II in Building and Construction
- Certificate II in Community Services
- Certificate II in Engineering
- Certificate II in Hospitality (Operations)
- Certificate III in Catering Operations

Macedon Ranges VET Cluster:
Kyneton Secondary College and Sacred Heart College have joined forces as part of the Macedon Ranges VET Cluster to broaden the range of VET subjects available in our area.

In 2016, Horticulture will be offered by Sacred Heart College for Kyneton Secondary College students. Kyneton Secondary College will in turn be offering Engineering and Community Services to Sacred Heart College students.

**CLUSTER ARRANGEMENTS:**

- **Cluster day:** Wednesdays, half day
- **Selection/induction:** Students will need to attend a course/program information session, and undertake a selection process and induction program.
- **VET Fees:** These will be published early Term 4
- **Code of Conduct:** Students will be expected to abide by a Code of Conduct covering attendance & behaviour at VET Cluster schools
- **Completion of Units 1-4:** It is intended that 1-4 sequence will be offered at the one school, ie if students start Units 1&2 in 2016, Units 3&4 will be available at that school in 2016.
- **Withdrawal:** Students will need to inform the VET Co-ordinator by 19th February 2016 if they wish to withdraw from a VET subject. If a student withdraws after this date, they will be required to pay the full cost of the course.

Students should discuss VET Cluster arrangements with their Course Counsellor.

**COST OF VET PROGRAMS**

VET programs are costly to operate and are subsidised by the government for administrative arrangements and external (TAFE) tuition. Students will be required to provide the appropriate uniform or protective clothing for the program chosen. They will also be required to pay for equipment required eg. Knife set for hospitality. They will also be required to pay for materials used in producing finished products eg. items of furniture, meals and electronic devices, and for travel and fee costs associated with training days.
VCE VET CERTIFICATE II IN AUTOMOTIVE (PREVOCATIONAL)
The VET Automotive Program is a work ready pre-employment course designed to meet the needs of full-time students wishing to pursue a career in the automotive industry through an apprenticeship or higher education. The VET Automotive program has a nominal duration of 400 hours.

The learning outcomes of the Certificate II in Automotive Studies (Prevocational) enable an individual with this qualification to:-
- demonstrate basic operational knowledge in a moderate range of automotive technologies
- apply a defined range of skills appropriate to entry to the automotive industry
- apply known solutions to a limited range of predictable problems associated with an understanding of basic automotive technologies
- perform a range of tasks where choice between a limited range of options is required
- assess and record information from varied sources
- take limited responsibility for own outputs in work and learning.

On successful completion of this program students are eligible for the award of 22015VIC Certificate II in Automotive Studies. The VCE VET Automotive program does not offer scored assessment, however students will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

VCE VET CERTIFICATE II IN BUILDING & CONSTRUCTION
Students selecting this course will complete modules leading to the partial completion of Certificate II in Building and Construction. The overall aim of this program is to provide students with the opportunity to gain entry-level training in the Building and Construction industry.

The program covers pre-apprenticeship carpentry and construction skills, workplace safety and industry induction. Examples of Unit 1 and 2 modules include Building Structures, Safe handling and use of power tools and equipment, introduction to scaffolding and levelling. Examples of Unit 3 and 4 modules include work procedures for environmental sustainability, roof framing, wall framing, workplace documentation and plans. This is a two year course and students completing all required modules will also be credited with VCE Units 1/2 and 3/4.

The required number of hours for VCE/VET Units 1-4 is a minimum of 396 hours. This course requires a structured work placement each year. The VCE VET Building and Construction program does not offer scored assessment, however students will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

VCE VET CERTIFICATE II IN COMMUNITY SERVICES
Please note: In 2016 Kyneton Secondary College will be offering Unit 1-2 in that contributes up to three units towards VCE/VCAL. Units 3-4 will be offered in 2017.

The VCE VET Community Services Program enables students to receive Certificate II in Community Services work and a Statement of Attainment of selected units of competency from Certificate III in Community Services Work and Certificate III in Children’s Services. Skills will be developed in communication, information provision and processing, administration support, networking and group supports.

A study score is available for this program, which can contribute directly towards your ATAR, either as one of your best four studies or as your fifth or sixth study. VCAL students will be eligible for up to three credits at the Foundation, Intermediate or Senior Levels. Completion of this Certificate will assist students in pursuing a career in the community services sector in areas such as child care, aged care, home and community care, alcohol and other drugs work, disability, social housing, mental health work, child protection, community services or youth work. It is also highly relevant for students considering a career in Nursing or the broad area of Health care.
VCE VET CERTIFICATE II IN ENGINEERING
The Certificate II in Engineering Studies 22209VIC is designed to provide pre-employment training and pathways in the engineering, manufacturing or related industries and accommodate entry into the wider engineering industry.

The knowledge and skills will assist students in gaining a work-based apprenticeship, traineeship or cadetship leading into a range of careers as a tradesperson.

All modules from this certificate provide credit for an apprenticeship in the engineering field. It also allows students access to a broad range of industry skills.

All core units, compulsory units and a specific elective are programmed in this qualification to best aid the students for career opportunities.

To complete this certificate a minimum of 390 hours will be undertaken through the school-based course.

Units completed include OHS, use of hand tools, apply basic fabrication techniques, perform computations, basic welding and thermal cutting processes, and participating in environmentally sustainable work practices.

These modules count towards apprenticeship training and further TAFE Certificates.

CERTIFICATE II IN HORTICULTURE
(VET Cluster Arrangement with Sacred Heart College, Kyneton)

By studying this subject students develop knowledge and skills to understand the many different activities involved in Horticulture.

This area of study aims to provide students with hand-on experience in many aspects of local and commercial horticulture. Students are given an excellent opportunity to undertake both practical and theory based activities during the course.

Areas of study include OHS, plant recognition, workplace communication, application of chemicals under supervision, planting of trees and shrubs, weed treatments, landscaping and pruning techniques.

This subject will prepare students to work in the horticulture and service related industries and if all four units are completed students are awarded the Certificate II in Horticulture.

This program does not offer a VCE VET scored assessment, however students will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies).

VCE VET CERTIFICATE III IN CATERING OPERATIONS
This course is completed over two years and leads to completion of a Nationally Recognised industry qualification, thereby offering students the opportunity to gain both VCE Units 1 - 4 and a Vocational Education and Training Certificate.

To obtain full certification students must complete at least fifteen units of competence.

The course can be followed by further study at Certificate IV or Diploma studies.

The course aims to provide students with a foundation to a Nationally Recognised qualification in Hospitality. Student will engage in online and school based theory studies, and practical units specifically relating to cookery. This qualification forms part of the apprenticeship qualifications in trades such as Chef, Pastry Cooks, Baker, Confectioner and many other food related trades.

This is a VCE VET scored assessed subject and on completion of the second year, students will obtain a unit 3-4 credit towards their VCE and be required to sit an end of year exam.
VCE VET CERTIFICATE III MUSIC OR MUSIC TECHNICAL PRODUCTION

Please note: in 2016 Kyneton Secondary College will be offering students Unit 3-4 VET Music. Unit 1-2 will be offered again in 2017.

VET Music at Kyneton Secondary College offers students the opportunity of achieving a Certificate III in Music or Certificate III in Music Technical Production as part of the VCE VET Music Industry Program.

Aims
The aims of the VCE VET Music Industry program are to provide participants with knowledge and skill development to enhance their employment prospects within the music industry, and enable participants to gain a recognised credential and make a more informed choice of vocational and career paths.

Structure
The Certificate III qualifications offer specialist training in either performance/composition or technology.

The two qualifications are run in the same class. Students may either take the Music Performance Stream OR the Technical Production Stream.

Music Performance

VCE VET Units 1–2
First Semester Units of Competence include:-
• Working effectively in the music industry
• Follow OHS procedures
• Playing music from simple written notation.

Second Semester Units of Competence include:-
• Composing simple songs or musical pieces
• Contribute to backup accompaniment
• Make a Music Demo
• Implement copyright arrangements
• Develop simple musical pieces using electronic Media.

VCE VET Units 3–4
Units of Competence include:-
• Preparing for a performance
• Develop improvisation skills

• Perform music as part of a group
• Perform music as soloist
• Apply knowledge of genre to music making
• Develop technical skills in performance
• Develop and maintain stagecraft skills.

Technical Production

VCE VET Units 1–2
First Semester Units of Competence include:-
• Source and apply entertainment industry knowledge
• Follow OHS procedures
• Implement copyright arrangements
• Work effectively with others
• Manage own work and learning and perform basic sound editing.

Second Semester Units of Competence include:-
• Repair and maintain audio equipment
• Operate professional audio equipment
• Incorporate music technology into performance
• Assist with sound recording.

VCE VET Units 3–4
Units of Competence include
• Select and manage microphone and other audio input sources
• Apply a general knowledge of audio to work activities
• Provide sound reinforcement
• Record and mix a basic music demo
• Set up and disassemble audio equipment.

Assessment
For VET Music, students are required to achieve competency in all the elements of each unit. Competency for each unit is demonstrated through the successful completion of a work project, product, work performance, portfolio or formal examination.

Assessments are based on the following criteria:-
• Application of underpinning knowledge
• Communication, language and interpersonal skills
• Techniques and processes
• Work organisation
• Supervision and performance of work tasks

Students may be required to undertake an interview and informal audition if the VET Music teacher is unfamiliar with the student’s abilities.
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It is our vision that Kyneton Secondary College is committed to building a Learning Community, based on positive relationships and a strong work ethic, where people are able to realise their potential in a safe, caring, stimulating and sustainable environment.