EXCELLENCE IN LEARNING
2016 DUX Sasha Sciberras - ATAR 95.15!

S E N I O R Y E A R S
H A N D B O O K 2 0 1 8

EXCELLENCE IN TEACHING
Some of our amazing Year 12 Teachers!!

We Value
Respect - Diversity - Sustainability - Excellence
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Welcome

Executive Principal Ana Rees with our Year 11 Captains, Estelle Winkelmann and Mitchell Bye

Dear Parents, Guardians and Caregivers,

At Kyneton Secondary College, we are committed to providing excellence in education and training pathways for all students. We value Respect, Diversity, Sustainability and Excellence, and this is reflected in the quality and breadth of the learning pathways that we offer.

Students are able to select from a range of VCE, VET and VCAL pathways that will enable them to gain entry to the tertiary courses, job opportunities or traineeship of their choice. The excellent support provided by our staff to ensure that our students reach their potential in their senior years is a unique characteristic of our College, based on positive, respectful relationships. This starts with the discussions which are generated by perusing this handbook, which outlines the comprehensive academic and vocational programs that are offered. We know that the best educational outcomes can be achieved through a shared responsibility between the parents, students and the College, so please take the opportunity to talk to our senior team about your choices.

Best Wishes
Ana Rees. Executive 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 Certificate. 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 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 an invaluable experience.
➢ Use the electronic media to assist you.
➢ Give every subject your ‘best shot’.

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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 for 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:
- At least three units from the English Group (English, Literature or English EAL), two of which must be a Unit 3-4 sequence.
- An additional three Unit 3-4 sequences of studies (which may include any number of English sequences once the English requirement has been met). This includes VET Unit 3-4 sequences.

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 modules 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. 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 year 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 ranking (Australian Tertiary Admissions Rank) will be calculated by VTAC upon successful completion of the VCE.

VCE (Baccalaureate)
The VCE (Baccalaureate) provides an additional form of recognition in the VCE for those students who choose to undertake the demands of studying both a higher level of mathematics and a language in their VCE program of study. To be eligible to receive the VCE (Baccalaureate) students must receive a study score of at least 30 in their English study (33 for English EAL), a units 3-4 sequence in either Mathematics Methods or Specialist Maths, a unit 3-4 sequence in a VCE language and at least two other unit 3-4 sequences.

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.

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.

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.

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 improving 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 further develop 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 team sporting activities, including more traditional sports such as football, netball, cricket, basketball, athletics, swimming, and cross-country.

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 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. 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.

WELFARE
Kyneton Secondary College has a dedicated Welfare Team who are linked in with local agencies such as Cobaw for student support if required. Promoting and supporting student wellbeing is a priority across all year levels. Students can access a range of support services and also join in a number of activities organised by our wellbeing team. We have a full time Welfare Counsellor working with individuals, small groups and class groups. Restorative practice is a key focus to support students through issues and referrals are made where necessary to additional services for individual counselling. Our School Nurse is at the school two days per week running health programs and ensuring our students and staff are up to date with current information.

We also have a school chaplain two days per week, providing another source of support for students to talk through their experiences. We have regular involvement with Cobaw Community Health, leading our Pride Crew to support diversity and the MRSC Youth Team to run the Youth Mental Health programs.

Students can also access the Doctors in Schools clinic for individual consultations on a Tuesday.

Our team arrange healthy treats such as Fresh Fruit Friday and support our breakfast club. They are active in arranging programs for online safety and respectful relationships. We do our best to find positive approaches and teach students to support themselves and others. Further information regarding this important program is available from Home Group Teachers, Year Level Co-ordinators and the Welfare Officer.

SPECIAL PROVISION
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 Special Provision is available from the Senior 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.

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<thead>
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<th>Arts</th>
<th>English</th>
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<td>Health &amp; Physical Education</td>
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<td>Languages Other Than English (LOTE)</td>
<td>Mathematics</td>
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<td>Science</td>
<td>Technology</td>
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THE ARTS DOMAIN

Units in the Arts Domain: Studio Arts 1 – 4, Media 1-4.
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.

ENGLISH DOMAIN

Units in the English Domain: English 1 – 4, Literature 3 – 4, English EAL (English as an Additional Language) 1-4.
VCE English enables students to further 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 at least three units from the English group, two of which must be a Unit 3-4 sequence, in order to satisfy the requirements of the VCE.

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. It 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: Business Management 1-2, Classical Studies 1 – 4 and Legal Studies 3-4.
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: 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 Units 1 – 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 such as Maths Methods. 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 in Year 11. This could lead to either Maths Methods and Specialist Maths in Year 12, or just Maths Methods 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: Computing 3-4 and VET Subjects
VET programs now cover the traditional technology areas of Automotive, Engineering, Metals and Building & Construction. 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.

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 – How do cells stay alive?**

In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students consider base pairing specificity, the binding of enzymes and substrates, the response of receptors to signalling molecules and reactions between antigens and antibodies to highlight the importance of molecular interactions based on the complementary nature of specific molecules. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. Cells communicate with each other using a variety of signalling molecules. Students consider the types of signals, the transduction of information within the cell and cellular responses. At this molecular level students study the human immune system and the interactions between its components to provide immunity to a specific antigen.

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

In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population’s gene pool. Students explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species.

**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 / end-of-year exams.

- Unit 3 school-assessed coursework: 16%
- Unit 4 school-assessed coursework: 24%
- End-of-year examination: 60%
VCE BUSINESS MANAGEMENT

Kyneton Secondary College will be offering Units 1-2 of this subject in 2018. Units 3-4 will be offered in 2019.

Rationale
In contemporary Australian society there are a range of businesses managed by people who establish systems and processes to achieve a variety of objectives. These systems and processes are often drawn from historical experience and management theories designed to optimise the likelihood of achieving success. In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively as socially responsible and ethical managers, managers and leaders of the business community, and as informed citizens, consumers and investors. The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, operations manager or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Unit 1: Planning a Business
Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how businesses are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation’s wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. In this unit students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2: Establishing a Business
This unit focuses on the establishment phase of a business’s life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. In this unit students examine the legal requirements that must be satisfied to establish a business. They investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. Students analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Unit 3: Managing a Business
In this unit students explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. Students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 4: Transforming a Business
Businesses are under constant pressure to adapt and change to meet their objectives. In this unit students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

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

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.

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: How can chemical processes be designed to optimise efficiency?
Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells. They investigate the combustion of fuels, including the energy transformations involved, the use of stoichiometry to calculate the amounts of reactants and products involved in the reactions, and calculations of the amounts of energy released and their representations. Students consider the purpose, design and operating principles of galvanic cells, fuel cells and electrolytic cells. In this context they use the electrochemical series to predict and write half and overall redox equations, and apply Faraday’s laws to calculate quantities in electrolytic reactions.

Unit 4: How are organic compounds categorised, analysed and used?
Students study the ways in which organic structures are represented and named. They process data from instrumental analyses of organic compounds to confirm or deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students consider the nature of the reactions involved to predict the products of reaction pathways and to design pathways to produce particular compounds from given starting materials. Students investigate key food molecules through an exploration of chemical structures, the hydrolytic reactions in which they are broken down and the condensation reactions in which they are rebuilt to form new molecules. The role of enzymes and coenzymes in facilitating chemical reactions is explored. Students use calorimetry as an investigative tool to determine the energy released in the combustion of foods.

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 / end-of-year exam.
Unit 3 school-assessed coursework: 16%
Unit 4 school-assessed coursework: 24%
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 %. 
VCE COMPUTING

Kyneton Secondary College will be offering Units 1-2 of this subject in 2018. Units 3-4 will be offered in 2019.

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.

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 spread sheet 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 the Victorian Curriculum 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
In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

Texts selected for study in Area of Study 1 are chosen from the Text List published annually by the VCAA. The texts selected for study in Area of Study 2 must have appeared in the media since 1 September of the previous year.

Unit 4
In this unit, students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

Texts selected for Area of Study 1 are chosen from the Text List published annually by the VCAA. The issues selected for Area of Study 2 must have appeared in the media since 1 September of the previous year, but need not be the same as the issue selected for study in Unit 3.

Entry
There are no prerequisites for entry to Units 1 and 2. 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 HEALTH & HUMAN DEVELOPMENT

VCE Health and Human Development provide students with broad understandings of health and wellbeing that reach far beyond the individual. Students learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those that put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically – across the lifespan and the globe, and through a lens of social equity and justice.

Unit 1 - Understanding health and wellbeing
In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2 - Managing health and development
This unit investigates transitions in health and wellbeing, and development, from lifespan and societal perspectives. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality healthcare.

Unit 3 - Australia’s health in a globalized world
This unit looks at health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept and to take a broader approach to inquiry. As they consider the benefits of optimal health and wellbeing, their thinking extends to health as a universal right. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change should be seen within a global context.

Unit 4 - Health and human development in a global context
This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations’ (UN’s) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia’s overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

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
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 that if there are insufficient numbers of students enrolling in this subject, it will be offered 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 at Year 12, 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%
In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates’ Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. Throughout this unit, students apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4: The people and the law
The study of Australia’s laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. They investigate parliament and the courts, and the relationship between the two in law-making, and consider the roles of the individual, the media and law reform bodies in influencing law reform. Throughout this unit, students apply legal reasoning and information to actual scenarios.

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

Please note that Kyneton Secondary College will not be offering Units 1-2 of this subject in 2018.

The study of Literature focuses on the meaning derived from texts; the relationship between texts; the context in which it was produced and the experience the reader brings to the texts.

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: Approaches to Literature
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.

Area of Study 1: Reading practices
Area of Study 2: Ideas and concerns in texts

Unit 2: Context and connections
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.

Area of Study 1: The text, the reader and their contexts
Area of Study 2: Exploring connections between texts

Unit 3: Form and transformation
In this unit students consider how the form of a text affects meaning, and how writers construct their texts.

They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed.

Students will draw on their study of adaptations and transformations to develop creative responses to texts.

Area of Study 1: Adaptations and Transformations
Area of Study 2: Creative response to texts

Unit 4: Interpreting texts
In this unit students develop critical and analytic responses to texts.

They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

Area of Study 1: Literary perspectives
Area of Study 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 1 & 2 - leads on to Maths Methods 3 & 4 and Further 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: Data distribution, Computational arithmetic, Linear equations, Linear Modelling and Graphs.
- Unit 2: Bivariate Data, Patterns and recursion, Trigonometry, Shape and Measurement.

MATHEMATICAL METHODS UNITS 1 & 2
These units are designed as preparation for Mathematical Methods Units 3 and 4 and are compulsory for students intending to study Mathematical Methods 3-4. The areas of study are Functions and Graphs, Algebra, Probability, Rates of change and calculus.

FURTHER MATHEMATICS UNITS 3-4
Further Mathematics consists of two compulsory areas of study Data Analysis and Financial Recursion.

Then a selection of two from four modules in the Applications area of study made up of Matrices; Networks and Decision Mathematics; Geometry and Measurement; and Linear Graphs.

MATHEMATICAL METHODS 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.

Entry Requirements
Students undertaking Mathematical Methods 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 Units 1 and 2 and General Mathematics Units 1 and 2.

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 %

Calculators
Students undertaking any senior maths subject require a TI-nspire CAS calculator.
VCE MEDIA

Rationale
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 %
VCE OUTDOOR & ENVIRONMENTAL STUDIES

Kyneton Secondary College will be offering Units 3-4 of this subject in 2018. Units 1-2 will be offered in 2019.

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

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.

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.

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.
VCE PHYSICAL EDUCATION

Kyneton Secondary College will be offering Units 1-2 of this subject in 2018. Units 3-4 will be offered in 2019.

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: The human body in motion
In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students evaluate the social, cultural and environmental influences on movement. They consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

Unit 2: How does the cardiorespiratory system function at rest and during physical activity?
In this area of study students examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Through practical activities students explore the structure and function of the cardiorespiratory system and their contributions and interactions during physical activity, sport and exercise. Students explore the ethical and performance considerations of the use of a variety of legal and illegal practices and substances specific to each system.

Unit 3: Movement skills and energy for physical activity
This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Training to improve performance
In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

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. Physics 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.

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.

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: How do fields explain motion and electricity?
In this unit students explore the importance of energy in explaining and describing the physical world. They examine the production of electricity and its delivery to homes. Students consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators. They explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein’s theories to explain the motion of very fast objects. They consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

Unit 4: How can two contradictory models explain both light and matter?
In this unit, students explore the use of wave and particle theories to model the properties of light and matter. They examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour. Students further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter. Students learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective. Students design and undertake investigations involving at least two continuous independent variables.

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 / end-of-year exam.
Unit 3 school-assessed coursework: 21%
Unit 4 school-assessed coursework: 19%
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: How does experience affect behaviour and mental processes?

The nervous system influences behaviour and the way people experience the world. In this unit students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person’s psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4: How is wellbeing developed and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person’s functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual’s mental functioning and wellbeing.

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: 16%
- Unit 4 School-assessed Coursework: 24%
- End-of-year external examination: 60%
VCE STUDIO ARTS

Rationale
The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. Exhibitions of artworks offer an insight into the diverse interpretations of life and experiences of artists. Engagement with artworks facilitates creative thinking and the development of new ideas; it also supports connection and exchange within local, national and global communities. VCE Studio Arts broadens students’ understanding of, and ability to engage with, artworks. It equips students with the knowledge and skills to pursue an art studio practice and follow tertiary and industry pathways in fine art, research and education. The study also offers students opportunities for personal development and encourages them to make an ongoing contribution to society and the culture of their community through lifelong participation in the making and viewing of artworks.

Unit 1 – Studio Inspiration and Techniques
In this unit students focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms. Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

Unit 2 - Studio Exploration and Concepts
In this unit students focus on establishing and using an individual studio practice. This includes the formulation of an exploration proposal that sets out student’s creative intentions. They document sources of inspiration, and experiment with selected materials and techniques relevant to their chosen art form/s. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. At the end of this process students reflect and evaluate their progress. Through the study of art movements and styles, students begin to understand the use of other artists’ work in the making of new artworks.

Unit 3 – Studio Practices and Processes
In this unit students focus on the implementation of an individual studio process, leading to the production of a range of potential directions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a studio process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the studio process to support making of finished artworks in Unit 4.

Unit Four – Studio Practice and Art Industry Contexts
In this unit students focus on the planning, production and evaluation required to develop, refine and present artworks that link cohesively according to the ideas resolved in Unit 3. To support the creation of artworks, students present visual and written evaluation that explains why they selected a range of potential directions from Unit 3 to produce at least two finished artworks in Unit 4. Once the artworks have been made, students provide an evaluation about the cohesive relationship between the artworks. This unit also investigates aspects of artists’ involvement in the art industry, focusing on at least two different exhibitions, that the student has visited in the current year of study with reference to specific artworks in those exhibitions. Students investigate the methods and considerations of the artist and/or curator involved in the preparation, presentation and conservation of artworks displayed in exhibitions in at least two different galleries or exhibitions.

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: 5%
Unit 4 school Assessed Coursework: 5%
Unit 3 and 4 School Assessed Task: 60%
Units 3 and 4 End of Year Examination: 30%.
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 and Engineering.
- 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.

**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 & 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
In 2018 VCAL students will be undertaking Certificate II in Business (Year 11) and Certificate II in Creative Industries (Year 12) to incorporate the Work Related Skills subject.

Modules 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.

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.

Students are able to work with one employer for a maximum of 20 days.

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

A VCAL student’s typical timetable

<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>
</tr>
<tr>
<td>Numeracy 1 / 3</td>
<td>Numeracy 2 / 4</td>
</tr>
<tr>
<td>Personal Development 1 / 3</td>
<td>Personal Development 2 / 4</td>
</tr>
<tr>
<td>Work Related Skills 1 / 3</td>
<td>Work Related Skills 2 / 4</td>
</tr>
<tr>
<td>VET Unit 1 / 3</td>
<td>VET Unit 2 / 4</td>
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<tr>
<td>VCE Or</td>
<td>VCE Or</td>
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<tr>
<td>VET Unit 1 / 3</td>
<td>VET Unit 2 / 4</td>
</tr>
</tbody>
</table>

Work Placement

The VCAL Program is an excellent practical based option for students. It is an alternative program for students which makes them work-ready and very employable. It also allows them pathways into Certificate 3 and 4 courses, with 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. St Helena Secondary College is the College’s RTO for VET Automotive, VET Building & Construction and VET Hospitality. Kangan Bendigo TAFE is the RTO for VET Engineering. IVET is the RTO for VET Business Management and VET Creative Industries (studied by VCAL students).

VCE VET programs lead to nationally recognised qualifications, thereby offering students the opportunity to gain a nationally portable vocational education and training certificate. They are also 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 Hospitality and VET Engineering 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 VCAAS exam at the end of year 12.

Students will be required to provide the appropriate uniform or protective clothing for the program chosen. They will be required to pay for equipment used in producing finished products eg. items of furniture, meals and electronic devices, and for travel and fee costs associated with training days.

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.

The average cost of being enrolled in a VET Program at Kyneton Secondary College is $200.

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 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).

Please note that White Card Construction Training is a compulsory module to be completed during the first year of this course. The course is run externally to our school and costs approx. $120 per student. Students who complete this training have the advantage of a construction card certification that enables them to work on building sites.

### 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 apprenticeships.

### VCE VET CERTIFICATE II IN HOSPITALITY – KITCHEN 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 III, IV or Diploma studies. The course aims to provide students with a foundation to a Nationally Recognised qualification in Hospitality. Student will engage in school based theory studies, work placement 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.
Our Commitment

We are 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.

Our Vision

We work in partnership to own our learning, engaging with the wider community and preparing students for their futures as responsible, successful adults. We strive for excellence, developing confidence and embracing diversity in a respectful, sustainable environment.

Student learning is our core business. Our students are the focus of everything we do, the conversations that we have and the priorities that we identify and undertake.

Our Values

RESPECT
Caring, Communication, Compassion, Consideration, Integrity, Self-worth

DIVERSITY
Acceptance, Empathy, Equity, Inclusion, Openness, Safety

SUSTAINABILITY
Accountability, Perseverance, Pride, Reflection, Resilience, Responsibility

EXCELLENCE
Ambition, Courage, Creativity, Enthusiasm, Learning, Success