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# SUBJECT SELECTION CHECKLIST

**Getting your subject selection right is important. Please check you have undertaken each step before finally submitting your selection form.**

- Read all relevant sections of this book
- Ensure you understand the difference between VCE, VCAL and VET
- Ensure you know which subjects are compulsory and which are electives
- Consider your future career plans. Senior students will be asked to identify potential career paths before their form is accepted.
- Talk to family members and teachers about your strengths and interests
- Check details of subjects and courses (eg, recommended prerequisites etc)
- Complete the form prior to your meeting**
- Make an appointment to meet a member of your year level team on subject selection day
- Attend your meeting, have your subject selection form checked and signed
- If you are going into Yrs 9/10/11 or are doing any VCE sequence, have your form check and signed by a member of the Careers/VCE/VCAL/VET team.
- Submit your form.

## **New Subject Selection Process**

At Horsham College, students in Yrs 7-11 have a dedicated day in August to meet with Teachers to discuss and submit their subject selections. Students in Yrs 9-11 will also meet with a VCE, VCAL or Careers Adviser to have these forms approved. Classes will be cancelled for all Yrs 7-11 students, however all students will be expected to attend an appointment with their family.

## **How to use this book**

This book is divided into sections for Yr 8, Yr 9, Yr 10, VCAL, VCE, and VET. There is introductory information at the start of each section to explain requirements of the different programs and certificates. Students should familiarize themselves with the descriptions of all subjects available to them. They will be asked to fill out a form (included in the final section) that specifies their preferred areas of study for the subsequent year. It is important that students understand the requirements of different subjects, and that they submit the form on the day.

## **University Prerequisites**

Students who wish to go to university should ensure that the subjects they select enable them to meet the prerequisites for their desired course. They should undertake a VCE program. If in doubt, please see a careers adviser prior to, or on the day.

## **VCE prerequisites**

Some VCE Yr 12 subjects require students to undertake prerequisite studies at Yr 11. For this reason, students should read through the full subject descriptions. Many Sciences, Maths and Languages in particular are unable to be commenced at Yr 12, yet these subjects can help students to meet prerequisites or receive bonuses. For more information, please see a careers adviser.

## **Further Course and Career Information**

The subject selection day is one of many events and services run by Horsham College to help students identify future pathways both within and beyond school. These include:

- Careers counselling
- Work Experience
- VTAC workshops
- Career Action Plans
- Advice on scholarships and special consideration
- Careers expo
- Guest speaker program
- Careers Resource Centre
- Melbourne work experience program



Yr 8 is an opportunity for students to continue to develop a broad range of skills, while providing opportunities to pursue their specific interests in the language of their choice, and areas of artistic specialty.

The standard Yr 8 course is five compulsory year-long subjects, two semester long technology subjects, a choice of two semester long arts electives and a choice between two languages.

Compulsory subjects are English, Mathematics, Science, Humanities and Physical Education/Health. The Technology subjects are Textiles and Systems.

Arts electives are subject to student selections and teacher availability, but usually include Drama, Dance, Music, Art and Visual Communications and Design. Students can choose one per semester, and will be in classes with other students who have selected these electives.

After trialing Spanish and German in Yr 7, students have the option of selecting one of these for a year-long language subject. Students who have taken part in the Literacy program will continue to be part of that class, and additional offers may be made to students, based on their English testing results.

## COMPULSORY YR 8 SUBJECTS

<p style="text-align: center;"><b><u>ENGLISH</u></b></p> <p style="text-align: center;"><i>Areas of study:</i></p> <ul style="list-style-type: none"> <li>• Reading and viewing</li> <li>• Writing</li> <li>• Speaking and Listening</li> </ul>	<p style="text-align: center;"><b><u>MATHEMATICS</u></b></p> <p style="text-align: center;"><i>Areas of study:</i></p> <ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Measurement and Geometry</li> <li>• Statistics and Probability</li> </ul>	<p style="text-align: center;"><b><u>PE AND HEALTH</u></b></p> <p style="text-align: center;"><i>Areas of study:</i></p> <ul style="list-style-type: none"> <li>• Net and wall games</li> <li>• European sports</li> <li>• Physical health</li> <li>• Mental health</li> <li>• Sexual health</li> <li>• Drugs and harm minimisation</li> </ul>
<p style="text-align: center;"><b><u>SCIENCE</u></b></p> <p style="text-align: center;"><i>Areas of study:</i></p> <ul style="list-style-type: none"> <li>• Earth Science</li> <li>• Light and sound</li> <li>• Cells and body systems</li> <li>• Matter and Chemistry</li> </ul>	<p style="text-align: center;"><b><u>SYSTEMS TECHNOLOGY</u></b></p> <p style="text-align: center;"><i>Areas of study:</i></p> <ul style="list-style-type: none"> <li>• Introduction to a range of basic electronic skills including soldering</li> <li>• Robomoth project</li> <li>• KNex and Lego</li> <li>• Nerve Tester project</li> </ul>	<p style="text-align: center;"><b><u>TEXTILES</u></b></p> <p style="text-align: center;"><i>Areas of study:</i></p> <ul style="list-style-type: none"> <li>• Complete samplers and pin cushion</li> <li>• Decorative cushion</li> <li>• Pencil case</li> <li>• Boxer shorts</li> </ul>

## Art Unit 1: Exploring and expressing art ideas

### Students will be able to:

- Express their own ideas and thoughts in artworks
- Use artists as inspiration
- Experiment with ideas, concepts, themes, values, beliefs, observations and experiences
- Create art using skills, techniques, processes, materials and technologies

### Areas of Study:

- Exploring different art ideas, themes and concepts
- Using 2D, 3D and digital technologies to make artworks
- Learning how to exhibit different artworks

## Art Unit 2: Responding to and interpreting art

### Students will be able to:

- Analyse, evaluate, interpret and reflect upon meanings, beliefs and values in artworks
- Examine artworks in historical and cultural contexts
- Respond using visual arts knowledge, understanding and skills to express meaning
- Create an artwork by responding to an artist's style, techniques and skills

### Areas of Study:

- Looking at artworks from different cultures, historical times and contemporary art
- Experimenting with different materials to create artworks
- Documenting the planning and design of artworks

## Dance

### Students will be able to:

- Learn, rehearse and perform dances in a variety of styles
- Choreograph original movement for their own dance works
- Use performance skills to communicate ideas and stories through dance
- Use the vocabulary of dance to discuss their own and others' dance-making

### Areas of Study:

- Exploring different dance ideas
- Dance practices
- Present and perform
- Respond and interpret dance

## Drama

### Students will be able to:

- Combine the elements of drama to explore and develop issues, ideas and themes
- Plan, structure and rehearse drama, to communicate and refine dramatic meaning
- Perform devised and scripted drama focusing on performance styles, role and stagecraft
- Analyse how the elements of drama in devised and scripted drama

### Areas of Study:

- Ensemble performance
- Monologues
- Analysis of performance and dramatic elements

## Media

### Students will be able to:

- Structure stories through settings, in images, sounds and text
- Develop and refine media production skills images, sounds and text
- Plan, structure and design media using media elements and production processes
- Present media artworks

### Areas of Study:

- Explore different means of creating and responding to existing media works
- Study and apply basic media arts practices
- Be introduced to and apply production skills
- Study project management of the production process

## Music Performance Unit 1

### Students will be able to:

- Create backing tracks using Garageband
- Create a graphic score and performance
- Write songs and lyrics to music
- Arrange percussion

### Areas of Study:

- Instrument technique
- Music practices
- Presenting and performing

## Music Composition Unit 2

### Students will be able to:

- Create an iMovie film clip to accompany class songs
- Creating different moods/emotions through music selection and creation
- Develop a Garageband class performance of selected songs

### Areas of Study:

- Music Practices
- Composition
- Presenting and performing
- Responding and Interpreting

## Theatre Studies

### Students will be able to:

- Set design, lighting design
- Costume design, make-up design
- Stagecraft

### Areas of Study:

- Theatre design
- Ensemble
- Analysis of performance and stagecraft elements

# ARTS ELECTIVES

## Visual Communication/Graphics

### Students will be able to:

- Select and apply media, materials and techniques to draw and render forms
- Use manual and digital methods to create drawings for different purposes
- Apply drawing methods which apply observation, visualisation and presentation

### Areas of Study:

- 3D Lettering
- Technical Drawing
- Design and brand Identity

# LANGUAGE ELECTIVES

## German

### Students will be able to:

- Communicate in German
- Understand the role of German language and culture

### Areas of Study:

- Introducing yourself in German
- People and animals
- The world around me
- The Holocaust
- The environment
- Christmas in Germany

## Spanish

### Students will be able to:

- Communicate in Spanish
- Understand Spanish language and culture

### Areas of Study:

- Physical and personality descriptions
- Hobbies, likes and dislikes
- Hispanic languages and cultures
- Food
- School in the Hispanic world and Australia
- Daily life and lifestyle in the Hispanic world and Australia



Our Yr 9 program aims to engage students in their own learning and to develop well-rounded, independent learners. The program is concerned with the individual, their families and their communities and presents them with academically and socially responsible programs. Students study core subjects for academic rigour, and electives to begin building bridges toward future careers, along with engaging in the wider community. The Yr 9 program is divided into core and elective subjects. As part of their core studies, students study English, Humanities, Science, Mathematics and Health. Three electives per semester drawn from Arts, Health and PE, Spanish or German and Technology comprise the rest of the program.

Top performing students may apply to undertake a VCE subject in Yr 9. Please see Ms Caroline O'Donnell in the Careers Office for more information.

## COMPULSORY YR 9 SUBJECTS

<p style="text-align: center;"><b><u>ENGLISH</u></b></p> <p style="text-align: center;"><i>Areas of study/Key skills:</i></p> <ul style="list-style-type: none"> <li>• Reading and viewing</li> <li>• Writing</li> <li>• Speaking and listening</li> </ul>	<p style="text-align: center;"><b><u>MATHEMATICS</u></b></p> <p style="text-align: center;"><i>Areas of study:</i></p> <ul style="list-style-type: none"> <li>• Number and Algebra</li> <li>• Measurement and Geometry</li> <li>• Statistics and Probability</li> </ul>	<p style="text-align: center;"><b><u>SCIENCE</u></b></p> <p style="text-align: center;"><i>Areas of study:</i></p> <ul style="list-style-type: none"> <li>• Atoms and Radioactivity</li> <li>• Reactions and conservation of mass</li> <li>• Responding</li> <li>• Cycles in Nature</li> <li>• STELR- Renewable energy</li> <li>• CREST- student investigation</li> </ul>
<p style="text-align: center;"><b><u>PHYSICAL EDUCATION</u></b></p> <p style="text-align: center;"><i>Areas of study:</i></p> <ul style="list-style-type: none"> <li>• Athletics</li> <li>• Lifestyle and leisure</li> <li>• Indigenous games</li> <li>• Community sports</li> <li>• Sport Education</li> </ul>	<p style="text-align: center;"><b><u>HEALTH AND COMMUNITY STUDIES</u></b></p> <p style="text-align: center;"><i>Areas of study:</i></p> <ul style="list-style-type: none"> <li>• Self-image</li> <li>• Gender identity</li> <li>• Relationships</li> <li>• Sexual Health</li> <li>• Nutrition</li> </ul>	<p style="text-align: center;"><b><u>LOTE</u></b></p> <p style="text-align: center;"><i>(Compulsory for SEALP students only)</i></p> <ul style="list-style-type: none"> <li>• German</li> <li>• Spanish</li> </ul>

## Outdoor Education

### Students will be able to:

- Participate in outdoor activities
- Complete learning modules from the Duke of Edinburgh program

### Areas of Study:

- Physical Recreation
- Skill
- Service

### Pathways:

- VCE Outdoor and Environmental Studies Units 1-4
- VET Sport and Recreation

## Sports for Boys

### Students will be able to:

- Be active for overall health and wellbeing
- Develop skills in a range of sports and physical activities
- Promote a variety of community based sports and physical activities
- Identify physical, social and mental health benefits through physical activity

### Areas of Study:

- Team sports
- Individual sports

### Pathways:

- Yr 10 PE electives
- VCE Physical Education Units 1-4
- VET Sport and Recreation

## Sports for Girls

### Students will be able to:

- Be active for overall health and wellbeing
- Develop skills in a range of sports and physical activities
- Promote a variety of community based sports and physical activities
- Identify physical, social and mental health benefits through physical activity

### Areas of Study:

- Team sports
- Individual sports

### Pathways:

- Yr 10 PE electives
- VCE Physical Education Units 1-4
- VET Sport and Recreation

## Bats and Racquet Sports

### Students will be able to:

- Develop advanced knowledge of skills, rules and tactics in a range sports
- Foster sportsmanship, team cooperation as well as an understanding of fitness
- Encourage lifelong participation in sports for physical health and wellbeing
- Demonstrate critical thinking and decision making processes

### Areas of Study:

- Team sports
- Individual sports

### Pathways:

- Yr 10 PE Electives
- VCE Physical Education Units 1-4
- VET Sport and Recreation

## Fitness

### Students will be able to:

- Physically train to improve
- Encourage physical, social and mental health through the participation in fitness training
- Promote fitness for lifelong physical activity participation

### Areas of Study:

- Training principles
- Types of training
- Fitness components

### Pathways:

- Yr 10 PE Electives
- VCE Physical Education Units 1-4
- VET Sport and Recreation

## Peak Performance

### Students will be able to:

- Physically train for their chosen discipline
- Demonstrate performance growth
- Demonstrate an understanding of training theory

### Areas of Study:

- Fitness Components
- Training programs
- Performance

### Pathways:

- Yr 10 PE Electives
- Yr 10 Peak Performance
- VCE Physical Education Units 1-4
- VET Sport and Recreation

## Dynamic Dancer

### Students will be able to:

- Develop and expand dance movement vocabulary
- Use ICT to evaluate and improve the quality movement skills during performance
- Identify a range of development paths used for creating dance routines
- Build knowledge of safe dance practices and warm up principles

### Areas of Study:

- Dance movement and skill
- Physical, emotional and spiritual health benefits associated with dance
- Dance performance

### Pathways:

- Yr 9 Dance Expressive
- Yr 10 Dance Technical
- Yr 10 Dance Expressive
- VCE Dance Units 1-4
- VET Dance

## German

### Students will be able to:

- Communicate in German
- Understand the role of German language and culture

### Areas of Study:

- Communicating about yourself
- School in Germany and Australia
- People and places
- Life as a teenager
- Leading a healthy lifestyle
- Christmas in Germany

### Pathways:

- Yr 10 German
- VCE German Units 1-4

## Spanish

### Students will be able to:

- Communicate in Spanish
- Understand Spanish language and culture

### Areas of Study:

- Home and routine
- Work, plans and preferences
- Music and art
- Healthy lifestyles
- News, media and opinions
- Travel and tourism
- The Spanish conquest

### Pathways:

- Yr 10 Spanish
- VCE Spanish Units 1-4

## Digital Photography

### Students will be able to:

- Take photographs using aperture, shutter speed and ISO
- Respond to photographs and photographers from different cultures and times
- Manipulate images in Photoshop
- Express and explore their ideas in the form of photography

### Areas of Study:

- Explore and express ideas through photography
- Photoshop
- Presenting photographs and photo
- Responding and interpreting photographic works

### Pathways:

- Yr 10 Analogue Photography
- Yr 10 Photography
- Yr 10 Contemporary Art
- VCE Media Studies Units 1-4
- VCE Studio Arts Units 1-4
- VCE Art Units 1-4

## Three Dimensional Art

### Students will be able to:

- Use their own artistic practice to express ideas
- Create sculptures with an wide range of materials and techniques
- Understand the process that artists use to create sculptures
- Respond to sculptures and artists from different cultures and times

### Areas of Study:

- Explore three dimensional media and express ideas through form
- Create three dimensional forms manually and through computer programs
- Presenting sculptural artwork
- Responding to and interpreting three dimensional artworks

### Pathways:

- Yr 10 3D Art
- Yr 10 Contemporary Art
- VCE Studio Arts Units 1-4
- VCE Art Units 1-4

## Visual Communication Design

### Students will be able to:

- Apply materials and media to create visual communication
- Create a specific design brief using elements and principles of design
- Develop skills in manual and digital drawing methods
- Analyse and evaluate designs from different contexts

### Areas of Study:

- Explore and represent ideas
- Visual Communication Design Practices
- Present and Perform
- Respond and Interpret

### Pathways:

- Yr 10 Visual Communication Design
- VCE Visual Communication Design Units 1-4
- VCE Studio Art Units 1-4

## Contemporary Music Unit 1

### Students will be able to:

- Rehearse and perform
- Use a range of musical instruments, guitar, bass guitar, keyboards, percussion, vocals
- Perform music
- Listen to, recognise and arrange music

### Areas of Study:

- Instrument technique
- Present and Perform, including recording
- Respond and Interpret
- Instrumental Music

### Pathways:

- Yr 10 The Beat Goes On 1
- Yr 10 The Beat Goes On 2
- VCE Music Performance Units 1-4
- VCE Music Investigation Units 3-4

## Songwriting and Performance

### Students will be able to:

- Investigate past and contemporary music
- Learn to plan, develop and notate compositions
- Evaluate performances and compositions
- Create, notate and perform your own arrangements

### Areas of Study:

- Composing stylistically
- Music Practices
- Present and Perform, including recording
- Respond and Interpret
- Instrumental Music

### Pathways:

- Yr 10 The Beat Goes On 1
- Yr 10 The Beat Goes On 2
- VCE Music Performance Units 1-4
- VCE Music Investigation Units 3-4

## Drama

### Students will be able to:

- Students devise, workshop and perform dramatic pieces
- Analyse drama they have participated in or viewed
- Experiment with characterisation
- Experiment with stagecraft

### Areas of Study:

- Experiment with theatrical styles
- Critically analyse performances in text and film
- Collaboration to organise and deliver a performance

### Pathways:

- Yr 10 Drama
- VCE Theatre Studies Units 1-4
- VCE Drama Units 1-4

## Media Arts

### Students will be able to:

- Apply media elements to create images, sound and text
- Media production skills to create a story
- Plan, produce and distribute media artworks
- Examine social beliefs and community values through technical and symbolic elements

### Areas of Study:

- Explore and express ideas
- Media arts practices
- Present and Perform
- Respond and Interpret

### Pathways:

- VCE Media Studies Units 1-4
- VCE Studio Arts Units 1-4

## Dance - Choreography

### Students will be able to:

- Apply the elements of dance to improvisation and safe dance practice
- Practise and refine expressive skills
- Perform dances aligned with the choreographer's intent
- Evaluate their own choreography and performance

### Areas of Study:

- Explore and express dance ideas
- Dance practices
- Present and Perform dance
- Respond and Interpret dance

### Pathways:

- Yr 10 Dance Technical
- Yr 10 Dance Expressive
- VCE Dance Units 1-4
- VET Dance

## Digital Technology

### Students will be able to:

- Create simple games in Gamemaker
- Create apps to drive robots
- Design informative websites
- Design basic apps for Windows

### Areas of Study:

- The role of hardware & software
- Web site design
- Application development

### Pathways:

- Yr 10 Digital Technology
- VCE Computing & Software Development
- VET Multimedia

## Wood

### Students will be able to:

- Follow the product design process to create a folio for set projects
- Use a range of hand tools and power equipment safely
- Produce a range of different projects

### Areas of Study:

- Skills development; complete a variety of skills exercises using tools and equipment
- Small carry tray project; document, design and produce a tool carry tray
- Coffee table; Document, design and produce a coffee table project

### Pathways:

- Yr 10 Wood
- VCE Product Design and Technology: Wood

## Metal

### Students will be able to:

- Follow the product design process to create a folio for set projects
- Use a range of hand tools and power equipment safely
- Produce a range of different projects

### Areas of Study:

- Skills development; complete a variety of skills exercises using tools and equipment
- Set project; document, design and produce either a motorbike stand, fire pit or barstool
- Own design; Document, research, design and produce a project of their choice

### Pathways:

- Yr 10 Metal and Related Materials
- VCE Product Design and Technology: Metal



## Café Foods

### Students will be able to:

- Produce a variety of Café style quality recipes
- Develop a range of complex cooking techniques and processes
- Develop knowledge in a range of ingredients
- Improve product quality with the consideration of ingredients and sustainability

### Areas of Study:

- Food ingredients, preparation, production and equipment
- Quality and presentation of foods
- Investigate, design, produce and evaluate café style recipes
- Investigate the social, ethical and sustainability of food production

### Pathways:

- Yr 10 Baker Shop
- Yr 10 International foods
- VCE Food Studies Units 1-4
- VET Hospitality – Kitchen Operations

## Small Engines

### Students will be able to:

- Use a range hand tools, specialist tools and power equipment safely
- Develop an understanding of small engine operation
- Conduct diagnosis and repairs to small engines

### Areas of Study:

- Safe work practices and equipment use
- Disassemble, reassemble and test small engines
- Study of 2 stroke and 4 stroke engine design and operation

### Pathways:

- Yr 10 Automotive
- VCE Systems Engineering Units 1-4
- VET Automotive

## Terrific Textiles

### Students will be able to:

- Follow the design process and evaluate projects
- Use a sewing machine and overlocker
- Produce a range of projects, book work and a fabric investigation

### Areas of Study:

- Complete samplers and a calico doll
- Toiletries/makeup bag
- Pyjama pants, top and pillowcase
- Patchwork cushion
- Bag and free choice project

### Pathways:

- Yr 10 Fabulous Fashion
- VCE Product Design and Technology: Textiles



The following unit descriptors list all the Yr 10 units the College offers. The standard Yr 10 course is divided into six units per Semester, making a total of 12 units of study. English and Maths are compulsory subjects, and students must also choose at least one Humanities elective, at least one Science elective and the Health and Careers unit.

There are many avenues other than the traditional Yr 10 course for students; some will choose to undertake work-based training in VET and many students will extend themselves with Yr 11 classes. Students with a strong academic record and demonstrated maturity for higher level work may be permitted to undertake up to two VCE subjects and/or VET units per Semester. Please see the VCE section for more information about subjects available.

School Based Apprenticeships are also an option for Yr 10 students. Please speak to staff from the careers office for more information.

## Yr 10 CORE STUDIES

### **ENGLISH**

*(Whole year)*

- English Essentials
- English
- Extension English

### **HUMANITIES**

*(At least one)*

- War and Revolution
- Legal Studies
- Geography
- VCE History
- VCE Geography

### **MATHEMATICS**

*(Whole year)*

- Mathematics
- VCE Mathematics

### **SCIENCE**

*(At least one\*)*

- Biology
- Psychology
- Chemistry
- Physics
- VCE Environmental Studies

*\* Please note: students who may wish to eventually join the Defence Forces should choose two science subjects. Please see the careers team for more information.*

## Music - The Beat Goes On (1)

### Students will be able to:

- Select and play musical styles in solo and group
- Practise skills in collaboration, rehearsal and performance
- Develop musical and aural skills

### Areas of Study:

- Perform in a range of musical styles, solo and in group work
- Collaborate, rehearse, perform
- Participate in musical understanding and aural development exercises

### Pathways:

- VCE Music Performance Units 1-4
- VCE Music Styles and Composition Units 1-4

## Music - The Beat Goes On (2)

### Students will be able to:

- Arrange and perform an expanded musical range
- Further develop their skill in their chosen instrument
- Work collaboratively with others

### Areas of Study:

- Perform in a range of musical styles, solo and in group work
- Collaborate, rehearse, perform
- Participate in musical understanding and aural development exercises

### Pathways:

- VCE Music Performance Units 1-4
- VCE Music Styles and Composition Units 1-4

## Dance - Expressive

### Students will be able to:

- Apply the elements of dance to improvisation and safe dance practice
- Perform dances aligned with the choreographer's intent
- Evaluate their own choreography and performance

### Areas of Study:

- Explore and express dance ideas
- Dance practices
- Present and Perform dance
- Respond and Interpret dance

### Pathways:

- VCE Dance Units 1-4
- VET Dance

## Media Arts

### Students will be able to:

- Analyse how values and viewpoints are portrayed in the media artworks they make
- Evaluate how technical and symbolic elements are manipulated to create meaning
- Apply design, produce and distribute media artworks they make

### Areas of Study:

- Media Arts practices
- Present and Perform
- Respond and Interpret

### Pathways:

- VCE Media Studies Units 1-4
- VCE Visual Communication Design Units 1-4
- VCE Studio Arts Units 1-4
- VCE Art Units 1-4

## Art (Digital Photography)

### Students will be able to:

- Use and apply art elements and principles in photographs
- Record and express ideas in photographic artworks
- Prepare images for print, manipulating printing materials and finishes

### Areas of Study:

- Communication of ideas and meaning in photographic artworks
- Analysis of the connections between techniques, processes and visual conventions
- Contemporary photographic technologies
- Visually analyse how photographs are constructed by artists for meaning and message

### Pathways:

- VCE Visual Communication Design Units 1-4
- VCE Media Units 1-4
- VCE Studio Arts Units 1-4
- VCE Art Units 1-4

## Art (Digital Media Processes)

### Students will be able to:

- Prepare photographs for print
- Learn features of programs from the Creative Cloud Suite, Adobe Photoshop and Illustrator
- Learn features of Final Cut Express to create a stop motion animation

### Areas of Study:

- Techniques for the communication of ideas and meaning in photographic artworks
- Analysis of the connections between techniques, processes and visual conventions
- Contemporary photographic and film technologies and processes
- Analysis of the techniques used by artists in photo manipulation and animation

### Pathways:

- VCE Visual Communication Design Units 1-4
- VCE Media Units 1-4
- VCE Studio Arts Units 1-4
- VCE Art Units 1-4
- VET Media

## Art (2 Dimensional/Paint and print)

### Students will be able to:

- Manipulate materials, techniques, technologies and processes in two dimensional art
- Conceptualise, plan and design art works investigating a range of two dimensional art
- Develop skills in drawing, painting, and printmaking

### Areas of Study:

- Explore and express ideas
- Media Arts practices
- Present and Perform
- Respond and Interpret

### Pathways:

- VCE Studio Arts Units 1-4
- VCE Art Units 1-4
- VCE Visual Communication Design Units 1-4
- VCE Media Units 1-4

## Art (3 Dimensional/Sculpture)

### Students will be able to:

- Explicitly study simple clay modelling, Modroc forms, carving, moulding plastics
- Design artworks that express ideas, concepts and artistic intentions
- Create, present, analyse and evaluate three-dimensional artworks

### Areas of Study:

- Explore and express ideas
- Visual Arts practices
- Present and Perform
- Respond and Interpret

### Pathways:

- VCE Studio Arts Units 1-4
- VCE Art Units 1-4
- VCE Media Units 1-4

## Art (Contemporary)

### Students will be able to:

- Create site specific work, relational work, performance art, durational works
- Create light works, sound works, ephemeral works, post object fabrication
- Conceptualise, plan and design and record the process of creating innovative art works

### Areas of Study:

- Explore and express ideas
- Visual Arts practices
- Present and Perform
- Respond and Interpret

### Pathways:

- VCE Visual Communication Units 1-4
- VCE Media Units 1-4
- VCE Studio Arts Units 1-4
- VCE Art Units 1-4

## Visual Communication Design

### Students will be able to:

- Acquire design skills, techniques, conventions, process across a range of design fields
- Realise concepts and ideas for specific purposes
- Use design elements and principles, materials, methods, media and technologies

### Areas of Study:

- Explore and represent ideas
- Visual Communication Design Practices
- Present and Perform
- Respond and Interpret

### Pathways:

- VCE Visual Communication Design Units 1-4
- VCE Studio Art Units 1-4

## Drama

### Students will be able to:

- Students devise, workshop and perform ensemble and solo works
- Analyse and construct scripts
- Analyse and develop a range of characterisations
- Develop skill in stagecraft

### Areas of Study:

- Experiment with theatrical styles including Stanislavski, Brecht and Artaud
- Critically analyse performances in live performance and text
- Collaboration to organise and deliver a performance

### Pathways:

- VCE Theatre Studies Units 1-4
- VCE Drama Units 1-4

## English Essentials

### Areas of Study:

- Reading and interpreting various texts
- Grammar and punctuation proficiency
- Analysing and presenting argument
- Development of personal skills

### Pathways:

- VCAL
- VCE English

## English

### Areas of Study:

- Reading and interpreting texts
- Grammar and punctuation proficiency
- Analysing and presenting argument
- Writing creatively and analytically

### Pathways:

- VCE English
- VCE Literature

## English Extension

### Areas of Study:

- Reading and interpreting various texts
- Grammar and punctuation proficiency
- Analysing and presenting argument
- Writing creatively and analytically

### Pathways:

- VCE English
- VCE Literature



## Health

### Students will be able to:

- Be healthy, safe and active
- Communicate and interact for health and wellbeing
- Contribute to healthy and active communities

### Areas of Study:

- Dimensions of health
- Australia's health
- Health status
- Health behaviours

### Pathways:

- VCE Health and human development Units 1-4

## Bats Balls Walls

### Students will be able to:

- Participate in a variety of team sports
- Demonstrate skills involved in a variety of sports
- Demonstrate leadership skills - umpiring, coaching, peer teaching

### Areas of Study:

- Team sports
- Individual sports
- Sports promotion
- Basic Anatomy

### Pathways:

- VCE Physical Education Units 1-4
- VET Sport and Recreation

## Peak Performance

### Students will be able to:

- Physically train for their chosen discipline
- Demonstrate performance growth
- Demonstrate an understanding of training theory

### Areas of Study:

- Fitness Components
- Training programs
- Performance

### Pathways:

- VCE Physical Education Units 1-4
- VET Sport and Recreation

## Higher Faster

### Students will be able to:

- Train for fitness improvements
- Understanding training theory
- Understand basic anatomy

### Areas of Study:

- Principles of training
- Types of training
- Musculoskeletal system

### Pathways:

- VCE Physical Education

## Yr 10 Active Girls

### Students will be able to:

- Demonstrate movement and skills in a range of team and individual sports
- Show an understanding of the health issues facing Australian women

### Areas of Study:

- Women in sport
- Body image
- Peer Teaching
- Lifelong sports and leisure activities
- Team sports

### Pathways:

- VCE Health and Human Development Units 1-4
- VCE Physical Education Units 1-4
- VET Sport & Recreation

## Sports Coaching

### Students will be able to:

- Plan and structure a physical activity session
- Structure and deliver physical education lesson plans for primary aged students
- Coach and facilitate physical activity sessions for primary aged students

### Areas of Study:

- Roles and responsibilities of the coach
- Effective communication skills and behaviour management
- Lesson structures
- Teaching games and skills

### Pathways:

- VCE Physical Education Units 1-4
- VET Sport and Recreation

## Move and Groove

### Students will be able to:

- Demonstrate and understand technical skills in dance routines
- Understand the movement creation process, systematic training, body alignment
- Analyse and critique dance routines
- Demonstrate skills in leadership, communication, problem-solving, planning and evaluation

### Areas of Study:

- Dance technique and skills
- The creation process
- Analysis and critique

### Pathways:

- VCE Dance Units 1-4
- VET Dance

## History: War and Revolution

### Areas of Study:

- World War II and the Rise of Hitler
- Civil Rights Movements and the Cold War
- Worldwide Environmental Issues

### Pathways:

- VCE History Units 1-4
- VCE Politics Units 1-4
- VCE Legal Studies Units 1-4

## Geography

### Areas of Study:

- Environmental Change and Management
- Geographies of Human Wellbeing

### Pathways:

- VCE Geography Units 1-4

## Legal and Economic Studies

### Areas of Study:

- Pre-Trial (the crime, the investigation, the arrest)
- The Trial (adversarial nature, role of judge, jury and parties)
- The Globalising World

### Pathways:

- VCE Legal Studies Units 1-4
- VCE Economics Units 1-4
- VCE Accounting Units 1-4
- VCE Business Management Units 1-4

# LANGUAGE ELECTIVES

## German

### Students will be able to:

- Communicate in German
- Understand the role of German language and culture

### Areas of Study:

- Personal identity
- Schooling in Australia and Germany
- The world of work
- Health and fitness
- The environment and ecotourism
- Fairy tales, legends and poetry
- Christmas in Germany

### Pathways:

- VCE German Units 1-4

## Spanish

### Students will be able to:

- Communicate in Spanish
- Understand the role of language in reflecting various Hispanic cultures

### Areas of Study:

- The world of work
- Food and culture
- Hispanic youth; Australian youth
- Travel and tourism
- Diversity in the Hispanic world
- The Spanish conquest of the Americas
- Lost in translation

### Pathways:

- VCE Spanish Units 1-4

# MATHEMATICS

### Students will be able to:

- Discriminate in their use of skills and understandings
- Maintain and use a personal summary journal of skills and vocabulary
- Use a range of thinking skills for problem solving

### Areas of Study:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

### Pathways:

- VCE General Mathematics Units 1-2
- VCE Mathematical Methods Units 1-4
- VCE Further Mathematics Units 3-4
- VCE Specialist Mathematics Units 3-4

## Biology

### Students will be able to:

- Identify and describe functions of organelles within the cell
- Represent patterns of inheritance of a characteristic through generations of a family
- Explain mutations as changes in DNA or chromosomes
- Outline processes involved in natural selection and evolution

### Areas of Study:

- Cells and organelles
- DNA, genes & chromosomes
- Genetics & inheritance
- Evolution

### Pathways:

- VCE Biology Units 1-4

## Physics

### Students will be able to:

- Analyse a simple circuit
- Present and teach Physics knowledge
- Solve simple one dimensional motion questions

### Areas of Study:

- Motion
- Astrophysics and Astronomy
- Electromagnetism

### Pathways:

- VCE Physics Units 1-4
- VCE Chemistry Units 1-4

## Chemistry

### Students will be able to:

- Understand the structure of atoms including protons, neutrons and electrons
- Apply their knowledge how and why elements are arranged in specific positions on the periodic table
- Write and balance chemical reactions

### Areas of Study:

- Atomic theory & Radioactivity
- Periodic Table - Patterns and Trends
- Chemical Reactions

### Pathways:

- VCE Chemistry Units 1-4
- VCE Physics Units 1-4

## Psychology

### Students will be able to:

- Name and describe the functions of different areas of the brain
- Complete and write-up experiments of psychological theories
- Describe the roles of a sports psychologist
- Describe and explain social psychology phenomenon

### Areas of Study:

- The Brain
- Memory & Learning
- Sports Psychology
- Social Psychology

### Pathways:

- VCE Psychology Units 1 - 4

## Wood

### Students will be able to:

- Follow the product design process to create a folio for set projects
- Use a range of hand tools and power equipment safely
- Produce a range of different projects

### Areas of Study:

- Skills development; complete a variety of skills exercises using tools and equipment
- Bedside cabinet project; document, design and produce a bedside cabinet
- Own design; document, research, design and produce a coffee table project

### Pathways:

- VCE Product Design and Technology: Wood Units 1-4

## Systems Electronics

### Students will be able to:

- Follow the design process and evaluate projects
- Create a design folio
- Produce a range of electronic projects

### Areas of Study:

- Skill development using a range of relevant hand and power tools
- Development, documentation and evaluation of projects
- Produce a project that is negotiated with teacher

### Pathways:

- VCE Systems Technology Units 1-4

## Automotive

### Students will be able to:

- Use a range hand tools, specialist tools and power equipment safely
- Develop an understanding of a wide range of automotive systems
- Conduct diagnosis and repairs to automotive systems

### Areas of Study:

- Safe work practices and equipment use
- Disassemble, reassemble and test automotive
- Study of petrol, diesel and alternative fuel engine design and operation

### Pathways:

- VCE Systems Engineering Units 1-4
- VET Automotive

## Baker's Shop

### Students will be able to:

- Produce a variety of bakery recipes safely and hygienically
- Develop a range of complex cooking techniques and processes
- Improve product processes with the consideration of ingredients and sustainability

### Areas of Study:

- Food production, processes and equipment
- Cake, bread, pastry and biscuit production
- Investigate, design, produce and evaluate bakery recipes and their key ingredients
- Investigate social, ethical, economic and sustainability considerations

### Pathways:

- VCE Food Studies Units 1-4
- VET Hospitality – Kitchen Operations

## Digital Technologies

### Students will be able to:

- Create multi-level games in Gamemaker
- Create apps to drive robots
- Design informative websites
- Design fully fledged apps for Windows

### Areas of Study:

- The role of hardware, software and networks
- Web site design
- Application development

### Pathways:

- VCE Computing Units 1-4
- VET Multimedia

## Fabulous Fashion

### Students will be able to:

- Follow the design process and evaluate projects
- Use a sewing machine and overlocker
- Produce a range of projects, book work and study clothing styles
- Follow a commercial pattern

### Areas of Study:

- Complete samplers and a doll from stretch fabric
- Appliqued towel
- Hooded jumper (hoody)
- Quillow and free choice project

### Pathways:

- VCE Product Design and Technology: Textiles Units 1-4

## International Foods

### Students will be able to:

- Develop a range of complex cooking techniques and processes safely and hygienically
- Produce a variety of cultural cuisines from around the world
- Identify individual cuisine's historical, religious and social significance

### Areas of Study:

- Food production, processes and equipment
- Investigate, design, produce and evaluate a variety of cultural cuisines
- Investigate social, ethical, economic and sustainability considerations

### Pathways:

- VCE Food Studies Units 1-4
- VET Hospitality – Kitchen Operations

## Pre-VET Hospitality

### Students will be able to:

- Produce a variety of recipes to industry standards
- Develop a range of complex cooking techniques and processes
- Develop experience with the tools and equipment used in the hospitality industry
- Improve product processes and presentation

### Areas of Study:

- Workplace safety and hygienic food practices
- Use food preparation equipment
- Prepare dishes using basic methods of cookery
- Prepare and present simple dishes to hospitality industry standards

### Pathways:

- VCE Food Studies Units 1-4
- VET Hospitality – Kitchen Operations

## Wood

### Students will be able to:

- Follow the product design process to create a folio for set projects
- Use a range of hand tools and power equipment safely
- Produce a range of different projects

### Areas of Study:

- Skills development; complete a variety of skills exercises using tools and equipment
- Bedside cabinet project; document, design and produce a bedside cabinet
- Own design; document, research, design and produce a coffee table project

### Pathways:

- VCE Product Design and Technology: Wood Units 1-4

## Metal

### Students will be able to:

- Follow the product design process to create a folio for set projects
- Use a range of hand tools and power equipment safely
- Produce a range of different projects

### Areas of Study:

- Skills development; complete a variety of skills exercises using tools and equipment
- Set project; document, design and produce either a camp bbq, fire pit, barstool or motorbike stand
- Own design; Document, research, design and produce a project of their choice
- VCE Product Design and Technology: Metal Units 1-4



The Victorian Certificate of Applied Learning (VCAL) is a recognised senior secondary certificate, attainable at three levels; Foundation, Intermediate and Senior. VCAL certificates are open to students in Yrs 11 & 12 and sit alongside the VCE.

The VCAL provides a pathway to TAFE, an apprenticeship or employment linked to training. It gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. It is also possible to undertake a school-based apprenticeship or traineeship with VCAL.

A limited number of universities are now offering entry to students with Senior VCAL certificates. Such students must also go through an interview process.

If you begin your studies in a VCE or VCAL and then wish to change your enrolment to the other certificate you can use units satisfactorily completed in VCE or VCAL to credit towards your new certificate enrolment.

## Significant VCAL features:

- Strong emphasis on applied learning and adult learning principles - a hands on approach
- Competency-based assessment, reliant on demonstration of skills rather than achievement of certain grades
- Three award levels - Foundation, Intermediate and Senior
- Each level comprises approximately 1000 study hours (10 units of 100 hours) and can be completed in one academic year
- Certificates are non-sequential; a student needn't attain a Foundation level certificate in order to enrol at Intermediate level (nor Intermediate in order to enrol in Senior)
- A flexibility in program design; the study program is matched to the interests and abilities of the student. The only compulsory VCAL subject is Personal Development Skills
- A separate Certificate awarded for successful completion of each award level (Foundation, Intermediate, Senior)

## Creating your VCAL program

You must complete six units each semester, at or above the level of VCAL certificate you are enrolled in (a total of 12 units):

- Two units of English (VCAL Literacy or VCE English/ EAL/ Literature)
- Two units of Maths (VCAL Numeracy or VCE Maths/ Chemistry/ Environmental Science/ Physics)\*
- Two units of Work Related Skills (VCAL WRS or VCE Outdoor & Environmental Studies/ Product Design & Technology – Textiles, Metal or Wood)
- Two units of VCAL Personal Development Skills
- Two general credits (VCE units or other recognised training courses)
- Enrolment in a VET program

You must also complete a minimum of 90 hours of work placement (Structured Workplace Learning (SWL) or School-Based Apprenticeship aligned with your VET course).

\*Maths and general credit units may be carried forward from previous years, provided the minimum requirements of 12 units at or above the certificate level has been met. For instance if you attain two units of a VCE Maths for your Intermediate VCAL in Yr 11 you may count these same units toward your Senior VCAL in Yr 12.

## VCE or VCAL? Factors to consider.

- If the intention is to proceed directly to university on completion of Yr 12 then choose VCE - VCAL is not intended to provide university entrance
- If planning a TAFE course or employment in the workforce on completion of Yr 12 then VCAL should be considered
- VCAL is a senior secondary certificate; it provides an alternative pathway for study at senior level, it has rigour and should not be viewed as an easier option.

## For further information, contact:

- The VCAL Co-ordinator at Horsham College, Miss Celia Fairley (fairley.celia.f@edumail.vic.gov.au)
- The VCAA website (www.vcaa.vic.edu.au); choose 'VCAL' from the drop-down menu under 'Senior Secondary'.

# CURRICULUM OPTIONS FOR VCAL ELIGIBILITY

Abbreviations used in the table:

FE – Further Education

VCAL – Victorian Certificate of Applied Learning

VCE – Victorian Certificate of Education

VET – Vocational Education and Training

Options in **bold** are those currently offered at Horsham College

<b>STRAND</b>	<b>FOUNDATION</b>	<b>INTERMEDIATE</b>	<b>SENIOR</b>
<b>Literacy Skills</b>	<ul style="list-style-type: none"> <li>• <b>VCAL Literacy Skills</b> units</li> <li>• VCE units, including:               <ul style="list-style-type: none"> <li>• EAL</li> <li>• <b>English</b></li> <li>• English Language</li> <li>• Foundation English</li> <li>• Literature</li> </ul> </li> <li>• Selected FE reading &amp; writing modules</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VCAL Literacy Skills</b> units (Inter/Senior)</li> <li>• VCE units, including:               <ul style="list-style-type: none"> <li>• EAL</li> <li>• <b>English</b></li> <li>• English Language</li> <li>• Foundation English</li> <li>• Literature</li> </ul> </li> <li>• Selected FE Certificates II/III Literacy/reading &amp; writing modules</li> </ul>	<ul style="list-style-type: none"> <li>• <b>VCAL Literacy Skills</b> units (Senior)</li> <li>• VCE units, including:               <ul style="list-style-type: none"> <li>• EAL</li> <li>• <b>English</b></li> <li>• English Language</li> <li>• Literature</li> </ul> </li> <li>• Selected FE Certificate III Literacy/reading &amp; writing modules</li> </ul>
<b>Numeracy Skills</b>	<ul style="list-style-type: none"> <li>• VCAL Numeracy Skills units</li> <li>• VCE units, including:               <ul style="list-style-type: none"> <li>• <b>Any Mathematics units</b></li> <li>• <b>Chemistry</b></li> <li>• Environmental Science</li> <li>• <b>Physics</b></li> </ul> </li> <li>• Selected FE numeracy &amp; mathematics modules</li> </ul>	<ul style="list-style-type: none"> <li>• VCAL Numeracy Skills units (Foundation/Inter)</li> <li>• VCE units, including:               <ul style="list-style-type: none"> <li>• <b>Any Mathematics units</b></li> <li>• <b>Chemistry</b></li> <li>• Environmental Science</li> <li>• <b>Physics</b></li> </ul> </li> <li>• Selected FE Certificate II or above numeracy &amp; mathematics modules</li> </ul>	<ul style="list-style-type: none"> <li>• VCAL Numeracy Skills units (Inter/Senior)</li> <li>• VCE units, including:               <ul style="list-style-type: none"> <li>• <b>Any Mathematics units</b></li> <li>• <b>Chemistry</b></li> <li>• Environmental Science</li> <li>• <b>Physics</b></li> </ul> </li> <li>• Selected FE Certificate III or above numeracy &amp; mathematics modules</li> </ul>
<b>Industry Specific Skills (ISS)</b>	<ul style="list-style-type: none"> <li>• VET certificates</li> <li>• VCE units, including:               <ul style="list-style-type: none"> <li>• Accounting</li> <li>• Industry &amp; Enterprise</li> <li>• Technology Studies</li> <li>• Visual Communication Design</li> <li>• Studio Arts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• VET certificates</li> </ul>	<ul style="list-style-type: none"> <li>• VET certificates II or above</li> </ul>
<b>Work Related Skills (WRS)</b>	<ul style="list-style-type: none"> <li>• VCAL Work related Skills units</li> <li>• VET Certificates</li> <li>• VCE units, including:               <ul style="list-style-type: none"> <li>• Any Technology studies</li> <li>• Industry &amp; Enterprise (Unit 1)</li> <li>• Outdoor &amp; Environmental Studies</li> </ul> </li> <li>• Selected FE certificates/modules</li> </ul>	<ul style="list-style-type: none"> <li>• VCAL Work related Skills units</li> <li>• VET Certificates</li> <li>• VCE units, including:               <ul style="list-style-type: none"> <li>• Any Technology studies</li> <li>• Industry &amp; Enterprise (Unit 1)</li> <li>• Outdoor &amp; Environmental Studies</li> </ul> </li> <li>• Selected FE Certificates II/III certificates/modules</li> </ul>	<ul style="list-style-type: none"> <li>• VCAL Work related Skills Inter/Senior units</li> <li>• VET Certificates II or above</li> <li>• VCE units, including:               <ul style="list-style-type: none"> <li>• Any Technology studies</li> <li>• Industry &amp; Enterprise (Unit 1)</li> <li>• Outdoor &amp; Environmental Studies</li> </ul> </li> <li>• Selected FE Certificates III certificates/modules</li> </ul>
<b>Personal Development Skills (PDS)</b>	<ul style="list-style-type: none"> <li>• VCAL Personal Development Skills units 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>• VCAL Personal Development Skills Inter/Senior units 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>• VCAL Personal Development Skills Senior units 1 &amp; 2</li> </ul>

VCAL Literacy is a work-based literacy program to develop students' reading, writing and oral communication skills for the workplace. At each certificate level there are four learning outcomes for each of Reading, Writing and Oracy (twelve outcomes in total). These outcomes are assessed continuously throughout the year.

Though they are separately outlined below, Reading, Writing and Oracy Outcomes are encountered in an integrated fashion throughout the course.

**Areas of Study:**

- Self-Expression
- Knowledge
- Practical Purposes
- Public Debate

## Reading

Reading Learning Outcomes involve shared and independent reading tasks. Comprehension of the intended tone and audience of the author are key areas of focus. With increasing levels of complexity at each successive level of the VCAL certificate, students demonstrate comprehension of meaning from a variety of texts, as outlined below.

**Text types:**

- Narrative, recount or expressive texts
- Instructional or transactional texts
- Explanatory, expository and informative texts
- Persuasive, discursive and argumentative texts

## Writing

Writing Learning outcomes involve the construction of texts for a variety of real-life purposes. Students work through planning, drafting and editing processes to produce texts ranging from resumes to persuasive magazine articles. The text types constructed align with those encountered in Reading Learning Outcomes.

**Areas of Study:**

- Planning, drafting and editing
- Purpose and audience
- Structure, length and complexity
- Spelling, punctuation and grammar

## Oral Communication

Oracy Learning Outcomes focus on the use of, and response to spoken language in a range of real-life contexts. Formal speeches, interviews, reports and personal explanatory accounts are components of spoken assessments. Listening to and responding to guest speakers, informative videos, presentations by politicians and meetings are examples of learning activities related to listening.

**Areas of Study:**

- Purpose
- Language Use
- Non-verbal Communication
- Listening

# VCAL NUMERACY

VCAL Numeracy is an applied numeracy program to develop students' use of measurement, shape, numbers and graphs for daily life. At each certificate level there are learning outcomes for each of Practical Purposes, Personal Organisation and Interpreting Society. At Senior level, Numeracy for Knowledge is introduced. These outcomes are assessed continuously throughout the year.

## Areas of Study:

- Practical Purposes: Designing, making and measuring
  - Design
  - Measuring
- Personal Organisation: Money, time and travel
  - Money and time
  - Location
- Interpreting Society: Self, work and community
  - Data
  - Numerical information
- Knowledge (*Senior level only*): connecting to other subjects and further study
  - Formulae
  - Problem Solving

## Foundation

At Foundation level, students develop familiarity and confidence with using mathematics in day-to-day contexts.

## Intermediate

At Intermediate level, students extend their use of mathematics beyond the personal realm, applying it to tasks in the workplace and community. Students are able to select and apply appropriate methods for solving problems, in either verbal or written form.

## Senior

At Senior level, students further extend their understanding of mathematics to removed contexts such as newspaper and other media reports, workplace documents and procedures and specific projects.

Work Related Skills runs as two units, one per semester, at each level of the VCAL. Unit one focuses on the processes and policies related to identifying, responding to and communicating information related to workplace hazards and the risks they present. Unit two focuses on the organisation and completion of workplace procedures according to established policies. Identifying and addressing issues arising in relation to work-related activities also forms a key part of this unit. Constructive and appropriate use of the information and communications technology is also examined.

**Learning outcomes:**

- Workplace and industry information: accessing and collating information
- Common Occupational Health and Safety (OHS) issues and employee rights and responsibilities
- Communication in the workplace
- Issue identification, resolution and dispute management
- Defining and adhering to safe work procedures
- Project planning, management, teamwork and evaluation
- Technology in the workplace

## Foundation

At Foundation level, students focus on identifying the processes and procedures relating to hazard identification, risk assessment and risk management. Students work in teams to plan and participate in basic activities that conform to OHS guidelines.

**Learning Outcomes:**

- Workplace role and activities
- Occupational Health and Safety issues and their management
- Adhering to safe work procedures
- Use of technologies in the completion and communication of workplace activities

## Intermediate

At Intermediate level, students are more actively involved in the process of identifying workplace hazards and risks. They develop and adhere to plans to minimise the likelihood and severity of injuries related to workplace activities.

**Learning Outcomes:**

- Workplace and industry information: research
- Common OHS issues aligned with chosen industries
- Risk assessment and management
- Information and communications technology related to OHS

## Senior

**Learning Outcomes:**

- Accessing and collating information related to workplace activities
- Communication in the workplace
- Project planning, management and evaluation
- Issue identification, resolution and communication
- Teamwork in the workplace
- Use of technologies in the completion and communication of workplace activities

## Overview

Personal Development Skills Units are based on development of skills linked to community based projects or activities, as well as school, individual and team activities.

Assessment methods may include (but are not limited to) log books, photographs, awards from recognised programs, self-assessment and teacher observation. Unit one focuses on activities in areas of student interest, generally at the school level. Unit two extends projects to the wider community.

### Areas of Study:

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

## Foundation

At Foundation level, students are expected to plan and organise a simple activity. Students draw on specific knowledge and skills related to their chosen activity. Students develop and display problem-solving and teamwork skills.

### Learning outcomes:

- Planning and organisational skills
- Context-driven knowledge building
- Context-driven skill building
- Contextual problem solving
- Teamwork

## Intermediate

At Intermediate level, student plan activities of greater complexity than those undertaken at Foundation level. Self-management, leadership and communication skills are also focused on at this level.

### Learning outcomes:

- Complex planning and organisational skills
- Context-driven knowledge and skill building
- Self-management for achieving goals
- Leadership skills and responsibilities
- Interpersonal skills for effective communication

## Senior

At Senior level, students work almost completely autonomously. Projects are conceived of, planned, executed and evaluated with minimal teacher input. Students are expected to use teachers and other experts as resources in the planning and execution of their projects. They must account for social diversity within all projects undertaken. Students are expected to schedule, attend and run meetings with a variety of staff and community members.

### Learning outcomes:

- Independent planning and organisational skills related to complex projects
- Planning to cater for social diversity
- Communication strategies
- Leadership skills in groups and teams
- Decision-making skills in collaborative situations

## What is the VCE?

The Victorian Certificate of Education (VCE) is a certificate that recognises the successful completion of your secondary education and provides pathways to further study at university, Technical and Further Education (TAFE) and to the world of work. It is even possible to undertake a school-based apprenticeship or traineeship within your VCE.

The VCE is designed to be completed over a minimum of two years and includes VCE subjects as well as VET (Vocational Education and Training) subjects.

Units 1-2 are usually completed in Yr 11. Units 3-4 are usually completed in Yr 12. Many students elect to undertake certain sequences in lower year levels.

To graduate, students must pass 16 units. This must include at least three units of a VCE English, including a Unit 3-4 sequence. It must also include at least three other VCE sequences.

## VCE Baccalaureate

The VCE Baccalaureate is contained within the VCE. Students are eligible if they receive a Study Score of 30+ for English or 33+ for EAL, complete a 3-4 sequence of Maths Methods or Specialist Maths, and complete a 3-4 sequence of a LOTE.

The VCE Baccalaureate does not affect the calculation of the ATAR.

## Industry Pathways

The Industry Pathways (IP) Program provides recognitions for students who complete a program of study that prepares them for further study or employment in a specific vocational area. The program includes VET units and structured work placement in the relevant industry. IPs are available through both VCE and VCAL in the following industries: Building and Construction, Manufacturing and Engineering, Community Services and Health, Sport and Recreation.

## VCE VET

As part of VCE, students can choose a Vocational Education and Training program. It contributes to the VCE in the same way as a VCE subject. See the VET section of this book for more information.

## Apprenticeships and Traineeships

School-based Apprenticeships can also contribute to the VCE or VCAL. See the relevant section of this book.

## General Advice for Choosing a VCE program

- Consider your strengths and interests. Talk to your family, teachers and careers staff.
- Check university prerequisites for courses that may interest you. The Careers Office will have resources to help you.
- Choose Mathematics courses with care. Specific Mathematics sequences are often a key requirement for a large number of courses, particularly Engineering.
- Include subjects you will enjoy as this will help you to do well.

## Advice for Students entering Yr 11 in 2018

- You must select 6 units in each semester (a total of 12 units) including English in each semester.
- If a student completed Units 1-2 in Yr 10, they can undertake Units 3-4 in Yr 11 provided that they have passed Units 1-2 with a B average in unit 2 and/or are endorsed by the relevant subject teacher and Year Level Coordinator.
- Students must make a special application to undertake two Unit 3-4 sequences in Yr 11.

## Advice for Students entering Yr 12 in 2018

- Students must select five Unit 3-4 sequences.
- Students must select Units 3-4 English
- Units 3-4 are taken as a sequence. You must choose both.
- Changes are possible at the start of 2018 but the later the change, the more you will be disadvantaged.

## ATAR Scores and Study Combinations

A student's ATAR is calculated by VTAC by adding:

- the scaled score from one English study
- the next best three scaled scores
- 10% of a fifth and sixth score

Any VCE units can be included in the primary four except that a maximum of two scores will be used from:

- VCE Maths (eg; Specialist/Methods/Further)
- VCE English (eg; Literature/English/English Language)
- Music Performance subjects
- LOTE subjects
- History subjects

*Please note, the subjects listed in this section of the book are offered at Horsham College if there is adequate demand. Additional subjects may be studied via **Distance Education**. See Mr Rigas for more information.*



## Unit 1: Establishing and Operating a Service Business

### Students will be able to:

- Understand the factors involved in establishing a small business
- Examine the accounting and financial management of the business
- Examine the processes of gathering and recording financial data
- Understand how accounting information is reported and analysed by internal and external users

### Areas of Study:

- Going into Business
- Recording financial data and reporting accounting information

## Unit 2: Accounting for a Trading Business

### Students will be able to:

- Record and report accounting information for a small business using the cash basis
- Examine the role of accounting in the decision-making process for a sole proprietor of a service business
- Understand the application of accounting principles

### Areas of Study:

- Recording financial data and reporting accounting information
- ICT in accounting

## Unit 3: Recording and Reporting for a Trading Business

### Students will be able to:

- Use the double entry system of recording financial data
- Prepare reports using the accrual basis of accounting

### Areas of Study:

- Recording financial data
- Balance day adjustments and reporting and interpreting accounting information

## Unit 4: Control and Analysis of Business Performance

### Students will be able to:

- Investigate the role and importance of budgeting for businesses
- Complete budgets for cash, profit and financial positions
- Interpret accounting information from accounting reports and graphs, and analyse these results to suggest strategies for improved business performance

### Areas of Study:

- Extension of recording and reporting
- Financial planning and decision making

## Unit 1: Artworks, experience and meaning

### Students will be able to:

- Analyse artworks using the Structural Framework
- Analyse artworks using the Personal Framework
- Develop their visual diary responding using the Structural and Personal Frameworks
- Develop a completed art work in a material of their choice

### Areas of Study:

- Introduction to Analytical Frameworks
- Meanings and messages of artworks by the artist and the viewer's interpretation
- Three contemporary artists
- Documented visual responses using reflective visual language about own artwork

## Unit 2: Artworks and contemporary culture

### Students will be able to:

- Analyse artworks using the Cultural and Contemporary Frameworks
- Apply the Contemporary Framework to historical artworks, reinterpreting traditional art
- Study traditions of realism, abstraction and conceptual art
- Investigate the process of contemporary art making in relation to their own art making

### Areas of Study:

- Consolidation of the Analytical Frameworks
- Meanings and messages of artworks by the artist and the viewer's interpretation
- Three contemporary artists
- Documented visual responses using reflective visual language about own artwork

## Unit 3: Artworks, ideas and values

### Students will be able to:

- Analyse and interpret art made before 1990 and after 1990
- Discuss art applying the Analytical Frameworks
- Develop confidence in applying these frameworks to their own art making

### Areas of Study:

- Interpreting art
- Investigation and interpretation through art making

## Unit 4: Artworks, ideas and viewpoints

### Students will be able to:

- Study artworks and develop and expand upon personal points of view
- Discuss at least one work by the selected artist with related commentaries and viewpoints
- Develop a body of work using the process that demonstrates creativity
- Present a body of work including at least one finished work accompanied by documentation

### Areas of Study:

- Discussing art
- Realisation and resolution

## Unit 1: How do living things stay alive?

### Students will be able to:

- Explain how a variety of adaptations enhance the survival of an organism
- Analyse the impact of factors that affect population growth
- Identify and explain the adaptations of a range of organisms that allow them to survive in particular habitats
- Undertake an investigation related to the survival of an organism or species

### Areas of Study:

- How do organisms function?
- How do living systems sustain life?
- Practical investigation

## Unit 2: How is continuity of life maintained?

### Students will be able to:

- Compare the advantages and disadvantages of sexual and asexual reproduction
- Identify the role of stem cells in cell growth and differentiation and in medical therapies
- Apply understanding of genetics to describe patterns of inheritance
- Communicate a response to an issue in genetics and/or reproductive screening

### Areas of Study:

- How does reproduction maintain the continuity of life?
- How is inheritance explained?
- Investigation of an issue

## Unit 3: How do cells maintain life?

### Students will be able to:

- Explain the dynamic nature of the cell in terms of key cellular processes including regulation, photosynthesis and cellular respiration
- Analyse factors that affect the rate of biochemical reactions
- Apply a stimulus-response model to explain how cells communicate with each other
- Outline immune responses to invading pathogens
- Explain how malfunctions of the immune system cause disease

### Areas of Study:

- How do processes work?
- How do cells communicate?

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

### Students will be able to:

- Analyse evidence for evolutionary change
- Elaborate on the consequences of biological change in human evolution
- Describe how tools and techniques can be used to manipulate DNA
- Analyse the interrelationship between scientific knowledge and its applications in society
- Design and undertake a practical investigation related to cellular processes and/or biological change

### Areas of Study:

- How are species related?
- How do humans impact on biological processes?
- Practical investigation

## Unit 1: Planning a business

### Students will be able to:

- Describe how and why business ideas are created and developed
- Identify business opportunities
- Describe both the internal and external environments that affect business planning
- Develop and construct business plans

### Areas of Study:

- The business idea
- The external environment
- The internal environment

## Unit 2: Establishing a business

### Students will be able to:

- Investigate the features of effective marketing
- Consider the skills and capabilities of staff can contribute to the business
- Research and analyse case studies of business management
- Discuss the staffing needs and management strategies for a business

### Areas of Study:

- Legal requirements and financial considerations
- Marketing a business
- Staffing a business

## Unit 3: Managing a Business

### Students will be able to:

- Discuss the key characteristics of businesses and stakeholders
- Analyse the relationship between corporate culture, management styles and management skills
- Explain theories of motivation and apply them to a range of contexts
- Analyse the relationship between business objectives and operations management

### Areas of Study:

- Business Foundations
- Managing Employees
- Operations Management

## Unit 4: Transforming a Business

### Students will be able to:

- Explain the way business change may come about and use key performance indicators to analyse the performance of a business
- Discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future
- Evaluate the effectiveness of a variety of strategies used by managers to implement change
- Discuss the effect of change on the stakeholders of a business

### Areas of Study:

- Reviewing Performance – the need for change
- Implementing Change

## Unit 1

**Students will be able to:**

- Examine hardware and software and how these interact with people
- Design digital solutions
- Create web sites

**Areas of Study:**

- Data and graphic solutions
- Networks
- Collaborations and communication

## Unit 2

**Students will be able to:**

- Create solutions to real world problems
- Program using an object orientated programming language
- Describe database management software and manipulate datasets

**Areas of Study:**

- Programming
- Data analysis and visualisation
- Data management

## Unit 3

**Students will be able to:**

- Design software that solves real world problems
- Work with clients develop and design alternative digital solutions
- Develop a software requirement specification (SRS) for a workable digital solution

**Areas of Study:**

- Programming practice
- Analysis and design

## Unit 4

**Students will be able to:**

- Further their designs from unit 3 and transform them into workable solutions
- Evaluate the effectiveness and efficiency of their designs against a range of criteria
- Analyse dependent information systems and evaluate controls used to protect data

**Areas of Study:**

- Software solutions
- Interactions and impact

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

### Students will be able to:

- Relate the position of elements in the periodic table to their properties
- Investigate the structures and properties of metals, ionic compounds and covalent substances
- Name organic compounds
- Explain how polymers can be designed for a purpose

### Areas of Study:

- How can knowledge of elements explain the properties of matter?
- How can the versatility of non-metals be explained?
- Research investigation

## Unit 2: What makes water such a unique chemical?

### Students will be able to:

- Relate the properties of water to structure and bonding
- Explain the importance of the properties and reactions of water
- Analyse water samples for salts, organic compounds and acids and bases
- Design and undertake a laboratory investigation related to water quality

### Areas of Study:

- How do substances interact with water?
- How are substances in water measured and analysed?
- Practical investigation

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

### Students will be able to:

- Develop aims and questions, formulate hypotheses and make predictions
- Draw evidence based conclusions
- Communicate and explain scientific ideas

### Areas of Study:

- What are the options for Energy production
- How can the yield of a chemical product be optimised?

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

### Students will be able to:

- Plan and undertake investigations
- Conduct investigations to collect and record data
- Analyse and evaluate data, methods and scientific models

### Areas of Study:

- How can the diversity of carbon compounds be explained and categorised?
- What is the chemistry of food?
- Practical Investigation

## **Unit 1: Dramatic storytelling**

### **Students will be able to:**

- Create performances, both ensemble and solo
- Document and reflect on their works
- Analyse the work of professional practitioners
- Attend performances

### **Areas of Study:**

- Creating a devised performance
- Presenting a devised performance
- Analysing a devised performance
- Analysing drama performance presented by other practitioners

## **Unit 2: Non-naturalistic Australian Drama**

### **Students will be able to:**

- Construct a devised solo or ensemble performance that uses non-naturalistic performance styles
- Create, present and analyse a performance based on an Australian source of reference

### **Areas of Study:**

- Using Australia as inspiration
- Presenting a devised performance
- Analysing a devised performance
- Analysing Australian drama performance

## **Unit 3: Devised non-naturalistic ensemble performance**

### **Students will be able to:**

- Use non-naturalistic performance styles and conventions from contemporary and cultural performance
- Collaboratively devise, develop and present an ensemble performance
- Use and manipulate dramatic elements, conventions, performance and expressive skills
- Apply performance styles and stagecraft in non-naturalistic ways

### **Areas of Study:**

- Devising and presenting non-naturalistic ensemble performance
- Responding to devised ensemble performances
- Analysing non-naturalistic performance

## **Unit 4: Non-naturalistic solo performance**

### **Students will be able to:**

- Explore non-naturalistic performance styles and associated conventions
- Extract dramatic potential from stimulus material and use dramatic elements, conventions
- Develop and present a short solo performance in response to a prescribed structure
- Evaluate and analyse their own work

### **Areas of Study:**

- Working with stimulus material
- Devising a non-naturalistic solo performance
- Analysing devised non-naturalistic solo performance

# ENGLISH

## Unit 1

### Areas of Study:

- Reading and creating texts
- Analysing and presenting argument

## Unit 2

### Areas of Study:

- Reading and creating texts
- Analysing and presenting argument

## Unit 3

### Areas of Study:

- Reading and comparing texts
- Analysing argument

## Unit 4

### Areas of Study:

- Reading and comparing texts
- Presenting argument

# ENGLISH LITERATURE

## Unit 1

### Areas of Study:

- Reading practices
- Ideas and concerns in texts

## Unit 2

### Areas of Study:

- The texts, the reader and their contexts
- Exploring connections between texts

## Unit 3

### Areas of Study:

- Adaptations and transformations
- Creative responses to texts

## Unit 4

### Areas of Study:

- Literary perspectives
- Close analysis



## Unit 1: How are Earth's systems connected?

### Students will be able to:

- Examine the four interacting systems of Earth, Atmosphere, biosphere, hydrosphere and lithosphere
- Explore the physical requirements of life in terms of inputs and outputs
- Consider the effects of human activity of the Earth's environment
- Consider how local ecosystems can be monitored and measured

### Areas of Study:

- How life is sustained on Earth?
- How Earth is a dynamic system?
- Practical investigation

## Unit 2: How can pollution be managed?

### Students will be able to:

- Explore the impact of pollution on the four interacting systems of Earth, atmosphere, biosphere, hydrosphere and lithosphere
- Analyse the effects of pollution on the health of humans and the environment
- Explore the significance of various initiatives in redressing the effects of pollution
- Discuss management options for nationally significant pollutants

### Areas of Study:

- When does pollution become a hazard?
- What makes pollution management so complex?
- Case study

## Unit 3: How can biodiversity and development be sustained?

### Students will be able to:

- Assess beneficial and harmful impacts on the four Earth systems
- Understand challenges to sustainability such as population, food and energy use
- Apply measures of biodiversity

### Areas of Study:

- Is maintaining biodiversity worth a sustained effort?
- Is development sustainable?

## Unit 4: How can the impact of human energy use be reduced?

### Students will be able to:

- Analyse the impacts of energy production and use of society and the environment
- Explore the complexities of interacting systems

### Areas of Study:

- What is a sustainable mix of energy sources?
- Is climate predictable?
- Practical investigation

## Unit 1

### Students will be able to:

- Investigate how food has developed around the world
- Prepare a food product each week

### Areas of Study:

- Food origins and farming systems of ancient cultures
- Indigenous and colonists food
- Patterns of food in Australia
- Influence of migrants and food trends

## Unit 2

### Students will be able to:

- Identify food trends
- Preparation of food for a specific situation with an emphasis on families

### Areas of Study:

- Major food Industries, food suppliers and consumers
- Food in the home - food for families
- Food intolerances, restrictions and allergies

## Unit 3

### Students will be able to:

- Understand the food we eat, digestion and food safety
- Apply practical skills to create a range of healthy meals for a family

### Areas of Study:

- Food in daily life
- Food science
- Food safety
- Social Influences on food choices

## Unit 4

### Students will be able to:

- Discuss issues related to global food supply and analyse solutions
- Prepare recipes each week related to the areas of Study:

### Areas of Study:

- Environment and ethical issues related to food products
- Food systems around the world
- Analysis of global food problems including food shortages
- Food sustainability

## Unit 1: Hazards and Disasters

### Students will be able to:

- Evaluate the impact of natural disasters
- Analyse the effectiveness of disaster prevention methods
- Develop strategies for increasing human preparedness to minimise disasters

### Areas of Study:

- Characteristics of hazards
- Response to hazards and disasters

## Unit 2: Tourism

### Students will be able to:

- Understand the basics of tourism
- Use fieldwork techniques to conduct their own research
- Explore and contrast the impact of tourism in Australia and overseas

### Areas of Study:

- Characteristics of Tourism
- Impact of Tourism

## Unit 3: Changing the Land

### Students will be able to:

- Articulate the ways in which the Earth's surface has changed through natural and human involvement
- Describe processes such as deforestation, ice caps melting and desertification
- Debate the justification for human manipulation

### Areas of Study:

- Land use change
- Land cover change

## Unit 4: Human Population – Trends and Issues

### Students will be able to:

- Explore patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world
- Examine why population movements occur, and analyse the impact of them

### Areas of Study:

- Population dynamics
- Population issues and challenges

## Unit 1

### Students will be able to:

- Maintain a spoken or written exchange related to personal areas of experience
- Listen to, read and obtain information from spoken and written texts
- Produce a personal response to a text focusing on real or imaginary experience

### Areas of Study:

- Pleasure and pain of adolescence
- Communal living
- Future plans

## Unit 2

### Students will be able to:

- Complete a spoken or written exchange related to making arrangements/transactions
- Listen to, read, extract and use information from spoken and written texts
- Give expression to real or imaginary experience in spoken or written form

### Areas of Study:

- Our global village
- Fairy tales and German stories
- Propaganda during the Nazi time

## Unit 3

### Students will be able to:

- Express ideas through the production of original texts
- Analyse and use information from spoken texts
- Exchange information, opinions and experiences

### Areas of Study:

- Pleasure and pain of adolescence
- Communal living
- Future plans

## Unit 4

### Students will be able to:

- Analyse and use information from written texts
- Respond critically to spoken and written texts which reflect aspects of the language and culture of German speaking communities

### Areas of Study:

- Our global village
- Fairy tales and German stories
- Propaganda during the Nazi time

## Unit 1

### Students will be able to:

- Explain multiple dimensions of health and wellbeing
- Explain indicators used to measure health status of youth
- Apply nutritional information
- Interpret data to improve health

### Areas of Study:

- Health perspectives and influences
- Health and nutrition
- Youth health and wellbeing

## Unit 2

### Students will be able to:

- Explain developmental changes from youth to adulthood
- Analyse healthy development during stages of the lifespan
- Describe how to access Australia's health system and health promotion

### Areas of Study:

- Developmental transitions
- Healthcare in Australia

## Unit 3

### Students will be able to:

- Explain global health and wellbeing
- Interpret data and explain changes to public health approaches
- Evaluate health promotion

### Areas of Study:

- Understanding health and wellbeing
- Promoting health and wellbeing

## Unit 4

### Students will be able to:

- Analyse global health status and burden of disease
- Analyse relationships between health and human development
- Evaluate global health programs

### Areas of Study:

- Health and wellbeing in a global context
- Health and the Sustainable development goals

## Unit 1: Twentieth Century History 1918–1939

### Students will be able to:

- Examine the causes leading up to World War Two
- Consolidate their knowledge of the rise of the Nazi Party in Germany
- Explain how the USSR, Italy, America and Japan contributed to the development of World War Two
- Examine social and cultural changes throughout the interwar years

### Areas of Study:

- Ideology and Conflict
- Social and Cultural Change

## Unit 2: Twentieth Century History 1949–2000

### Students will be able to:

- Examine power structures in the second half of the 20th Century
- Understand the causes and consequences of the Cold War, by using the Cuban Revolution as a case study
- Examine challenges to the world today through a study of terrorism and other contemporary political issues

### Areas of Study:

- Competing Ideologies
- Challenge and Change

## Unit 3: The French Revolution

### Students will be able to:

- Analyse the social, political and economic impacts of change throughout a revolution
- Examine historiography and analyse historical perspectives that shape interpretations of history
- Explain how the French Revolution shaped society today

### Areas of Study:

- Causes of Revolution
- Consequences of Revolution

## Unit 4: The Russian Revolution

### Students will be able to:

- Analyse the social, political and economic impacts of change throughout a revolution
- Examine historiography and analyse historical perspectives that shape interpretations of history
- Explain how the Russian Revolution shaped society today

### Areas of Study:

- Causes of Revolution
- Consequences of Revolution

## Unit 1: Guilt and liability

### Students will be able to:

- Understand the foundations of criminal and civil law
- Gain an understanding of the different sources of law
- Investigate the key concepts of criminal and civil law
- Look at factual and hypothetical cases and determine the guilt or liability of defendants

### Areas of Study:

- Legal foundations
- Presumption of innocence
- Civil liability

## Unit 2: Sanctions, remedies and rights

### Students will be able to:

- Look at the enforcing of criminal and civil law
- Investigate two criminal and civil cases
- Evaluate the ability of our legal system to protect rights

### Areas of Study:

- Sanctions
- Remedies
- Rights

## Unit 3: Rights and justice

### Students will be able to:

- Look at both the criminal and civil justice system in Victoria
- Analysing the ability of the Victorian justice system to meet the principles of justice
- Discuss the rights of individuals in disputes and suggested reforms to the system

### Areas of Study:

- The Victorian criminal justice system
- The Victorian civil justice system

## Unit 4: The people and the law

### Students will be able to:

- Investigate where law comes from
- Explore Australia's Constitution, and how it establishes law-making in Australia
- Understand how the courts and parliament are able to make law

### Areas of Study:

- The people and the Australian Constitution
- The people, the parliament, and the courts

# MATHEMATICS - FOUNDATION MATHEMATICS

## Unit 1

### Students will be able to:

- Consolidate real world skills and understandings
- Work independently and in groups
- Maintain and use a personal summary journal of skills and vocabulary
- Meet deadlines

### Areas of Study:

- Space, shape and design
- Patterns & number
- Data
- Measurement

## Unit 2

### Students will be able to:

- Consolidate real world skills and understandings
- Work independently and in groups
- Maintain and use a personal summary journal of skills and vocabulary
- Meet deadlines

### Areas of Study:

- Space, shape and design
- Patterns & number
- Data
- Measurement

# MATHEMATICS - GENERAL MATHEMATICS

## Unit 1

### Students will be able to:

- Discriminate in the application of skills and understandings
- Maintain and use a bound reference
- Learn to use a CAS calculator

### Areas of Study:

- Number
- Linear Equations
- Recursion
- Matrices

## Unit 2

### Students will be able to:

- Discriminate in the application of skills and understandings
- Maintain and use a bound reference
- Become proficient with a CAS calculator

### Areas of Study:

- Linear Graphs
- Univariate Data
- Bivariate Data
- Inequalities & Linear Programming



## Unit 1

### Students will be able to:

- Discriminate in the application of skills and understandings
- Be an independent learner
- Maintain and use a bound reference
- Become proficient with a CAS calculator

### Areas of Study:

- Functions & Graphs
- Algebra
- Calculus
- Probability & Statistics

## Unit 2

### Students will be able to:

- Discriminate in the detailed application of skills and understandings
- Be an independent learner
- Maintain and use a bound reference
- Maintain strong study habits

### Areas of Study:

- Functions & Graphs
- Algebra
- Calculus
- Probability & Statistics

## Unit 3

### Students will be able to:

- Discriminate in the application of skills and understandings
- Be an independent learner
- Maintain strong study habits
- Display organisation and meet deadlines

### Areas of Study:

- Data Analysis
- Recursion & Financial Modelling

## Unit 4

### Students will be able to:

- Discriminate in the application of skills and understandings
- Be an independent learner
- Maintain strong study habits
- Display organisation and meet deadlines

### Areas of Study:

- Matrices
- Linear Relations

# MATHEMATICAL METHODS

## Unit 3

### Students will be able to:

- Discriminate in the detailed application of skills and understandings
- Be an independent learner
- Maintain strong study habits
- Display organisation and meet deadlines

### Areas of Study:

- Functions & Graphs
- Algebra
- Calculus
- Probability & Statistics

## Unit 4

### Students will be able to:

- Discriminate in the detailed application of skills and understandings
- Be an independent learner
- Maintain strong study habits
- Display organisation and meet deadlines

### Areas of Study:

- Functions & Graphs
- Algebra
- Calculus
- Probability & Statistics

# SPECIALIST MATHEMATICS

## Unit 3

### Students will be able to:

- Apply strong mathematical skills and understandings
- Be an independent and flexible learner
- Maintain strong study habits
- Display organisation and meet deadlines

### Areas of Study:

- Functions & Graphs
- Algebra
- Calculus

## Unit 4

### Students will be able to:

- Apply strong mathematical skills and understandings
- Be an independent and flexible learner
- Maintain strong study habits
- Display organisation and meet deadlines

### Areas of Study:

- Vectors
- Mechanics
- Probability & Statistics

## Unit 1: Representations and Technologies of Representation

### Students will be able to:

- Understand the relationship between the media, technology and representations in media forms
- Apply practical and analytical skills, understanding the contribution of codes and conventions
- Discuss the role audiences play in constructing meaning from media representations
- Analyse the cultural and creative impact of new media technologies

### Areas of Study:

- Representation
- Technologies of representation
- New Media

## Unit 2: Media Production and The Media Industry

### Students will be able to:

- Apply the specialist production stages and roles within the collaborative organisation of media production
- Participate in specific stages of a media production, developing practical skills in their designated role
- Discuss media industry issues in the broader framework of Australian media organisations

### Areas of Study:

- Media production
- Media industry production
- Australian media organisations

## Unit 3: Understanding Narrative, Production Design and Production Skills

### Students will be able to:

- Understand film, television or radio drama production and story elements
- Examine how various production and diverse story elements work together to structure meaning
- Skills in the design and production process
- Present a media production design plan for a specific media form and audience
- Present a written planning document, with visual representations using selected media conventions

### Areas of Study:

- Narrative
- Media production skills
- Media production design

## Unit 4: Understanding Media Texts and Society Values and Media Influence

### Students will be able to:

- Produce media products to realise the design plan completed during Unit 3
- Demonstrate organisational and creative skills to the production process
- Analyse the relationship between media texts, social values and discourses in the media
- Critically analyse media influence, the relationship between the media, media audiences and regulation

### Areas of Study:

- Media processes
- Media texts and society's values
- Media influence

## Unit 1

### Students will be able to:

- Demonstrate musicianship skills to present performance of selected group & solo works
- Reference the works of other performers to improve their own approach to performance
- Identify challenges within their chosen performances pieces and rehearsal
- Listen, demonstrating aural and analytical musicianship skills through a musical instrument or voice

### Areas of Study:

- Performance
- Preparing for performance
- Music language

## Unit 2

### Students will be able to:

- Perform selected group & solo works and present performances in varied venues
- Study the works of other performers and refine selected strategies to improve performances
- Identify challenges within chosen performance pieces and address these through rehearsal
- Listen, applying aural and analytical musicianship skills to rehearsing and performing

### Areas of Study:

- Performance
- Preparing for performance
- Music Language
- Organization of Sounds

## Unit 3

### Students will be able to:

- Refine performance and musicianship skills
- Prepare a performance program for end of year exam either in a group or solo
- Present preparatory performances in both solo and group
- Play a musical instrument or voice

### Areas of Study:

- Performance (solo or group)
- Preparing for performance
- Music Language (writing, critical listening and analysis)

## Unit 4

### Students will be able to:

- Select either group or solo performance to rehearse for the end of year performance exam
- Refine their performance and optimise their approach to performance
- Consolidate their listening, aural, theoretical and analytical musicianship skills
- Play a musical instrument or voice

### Areas of Study:

- Performance
- Preparing for performance
- Music Language

## Unit 1:

### Students will be able to:

- Explore the diverse practice of music creators working in different times, places and traditions
- Listen to a wide range of music and respond to elements of music and compose music works that communicate their music ideas
- Study three distinct music styles including music not from Western art music or popular repertoires
- Compose and/or arrange brief creative exercises in response music and creative processes studied

### Areas of Study:

- Responses to music
- Organisation and context
- Creative Responses

## Unit 2:

### Students will be able to:

- Extend understanding of the diverse practices of music creators
- Investigate ways composers and/or creators treat elements of music
- Listen to improve their familiarity with elements of music
- Analyse specific multi-disciplinary works that combine music and non-music elements

### Areas of Study:

- Responses to music
- Organisation and context
- Creative processes in music for multi-disciplinary forms

## Unit 3:

### Students will be able to:

- Discuss diverse practices of music creators working in different times, places and stylistic traditions
- Manipulate elements of music and use compositional devices
- Know the music characteristics and style of two selected works or collections of minor works
- Compose brief creative exercises in response to the works selected for study

### Areas of Study:

- Responses to music
- Organisation and context
- Creative responses

## Unit 4:

### Students will be able to:

- Discuss the diverse practices of music creators working in different times, places and stylistic traditions
- Apply their knowledge of how composers/music creators create excerpts
- Discuss context in the creation of a selected work
- Create an original music work and document their creative processes from intention to outcome

### Areas of Study:

- Responses to music
- Organisation and context
- Creative processes

## Unit 1

### Students will be able to:

- Describe motivations for participation in outdoor experiences
- Describe ways of knowing and experiencing outdoor environments

### Areas of Study:

- Motivations for outdoor experiences
- Experiencing outdoor environments

## Unit 2

### Students will be able to:

- Describe the different characteristics of outdoor environments
- Evaluate human impacts on outdoor environments

### Areas of Study:

- Investigating outdoor environments
- Impacts on outdoor environments

## Unit 3

### Students will be able to:

- Explain and evaluate how relationships environments have changed over time
- Analyse and evaluate contemporary societal relationships with outdoor environments

### Areas of Study:

- Historical relationships with outdoor environments
- Contemporary relationships with outdoor environments

## Unit 4

### Students will be able to:

- Evaluate the health of outdoor environments
- Analyse conflicts of use over environments
- Evaluate strategies for sustainability

### Areas of Study:

- Healthy outdoor environments
- Sustainable outdoor environments

## Unit 1: What ideas explain the physical world?

### Students will be able to:

- Construct and analyse simple electric circuits
- Explain the structure of the atom
- Describe the ability of substances to conduct heat and change temperatures

### Areas of Study:

- How can thermal effects be explained?
- How do electric circuits work?
- What is matter and how is it formed?

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

### Students will be able to:

- Investigate and analyse the motion of particles and bodies
- Investigate a physics based issue of your interest
- Practically investigate and write-up a simple practical activity

### Areas of Study:

- How can motion be described and explained?
- Optional study area
- Create and run a scientific investigation

## Unit 3: How do fields explain motion and electricity?

### Students will be able to:

- Use the field model to understand why objects move when they are not in contact with other objects
- Examine the production and distribution of electricity
- Understand the applications of gravitational, electric and magnetic fields
- Understand and apply concepts in Einstein's theory of special relativity

### Areas of Study:

- Forces, Motion and Fields
- Electromagnetic Fields
- Einstein's Theory of Special relativity

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

### Students will be able to:

- Understand how light behaves as both a wave and a particle at the same time
- Calculate the way matter interacts with light to produce electricity
- Understand how experimental Physics works

### Areas of Study:

- How can waves explain the behaviour of light?
- How are light and matter similar?
- Practical investigation

## Unit 1

### Students will be able to:

- Collect and analyse data from practical activities
- Explain how the musculoskeletal system functions
- Evaluate performance enhancement

### Areas of Study:

- How does the musculoskeletal system work
- How does the cardiorespiratory system function

## Unit 2

### Students will be able to:

- Collect and analyse data on activity behaviours
- Create, undertake and evaluate an activity plan
- Research, analyse and evaluate a contemporary issue with participation in physical activity and/or sport

### Areas of Study:

- Relationships between physical activity, sport, health and society
- Contemporary issues with physical activity and sport

## Unit 3

### Students will be able to:

- Collect and analyse from physical activities
- Develop and refine movement skills from a coaching perspective based on biomechanics
- Use data from practical activities to analyse how body and energy systems work
- Explain the factors causing fatigue and suitable recovery strategies

### Areas of Study:

- How are movement skills improved?
- How does the body produce energy?

## Unit 4

### Students will be able to:

- Analyse data from an activity analysis and fitness tests
- Determine and assess fitness components and energy system requirements
- Participate in a variety of training methods
- Design and evaluate training programs to enhance specific fitness components

### Areas of Study:

- What are the foundations of an effective training program?
- How is training implemented effectively to improve fitness?



## Unit 1

### Students will be able to:

- Follow the product design process
- Analyse an existing design
- Research sustainable approaches for production

### Areas of Study:

- Product redesign for improvement
- Produce a redesigned product considering sustainability
- Create a folio and evaluate a redesigned product

## Unit 2

### Students will be able to:

- Follow the product design process
- Work collaboratively in a team
- Research human-centred design

### Areas of Study:

- Designing within a team
- Produce a collaboratively designed product
- Create a folio and evaluate a collaboratively designed product

## Unit 3

### Students will be able to:

- Apply the product design process
- Work with an end-user
- Establish the needs via a design brief
- Develop design ideas

### Areas of Study:

- The designer and end-user in product development
- Product development in industry
- Designing for others
- Create a folio and develop design ideas

## Unit 4

### Students will be able to:

- Collaborate with the end user during design development
- Produce the designed product
- Compare and analyse products against the product design factors
- Evaluate finished product against set criteria

### Areas of Study:

- Product analysis and comparison
- Product manufacture
- Product evaluation
- Complete design folio

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### Students will be able to:

- Follow the product design process
- Analyse an existing design
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- Evaluate finished product against set criteria

### Areas of Study:

- Product analysis and comparison
- Product manufacture
- Product evaluation
- Complete design folio

## Unit 1

### Students will be able to:

- Describe how our understanding of brain structure and function has changed over time
- Explain how different areas of the brain coordinate different functions
- Explain how brain plasticity and brain damage can change psychological functioning
- Identify the varying influences of nature and nurture on a person's psychological development

### Areas of Study:

- How does the brain function?
- What influences psychological development?
- Student-directed research investigation

## Unit 2

### Students will be able to:

- Compare the sensations and perceptions of vision and taste
- Identify factors that influence individuals to behave in specific ways
- Analyse ways in which others can influence individuals to behave differently
- Design and undertake a practical investigation

### Areas of Study:

- What influences a person's perception of the world?
- How are people influenced to behave in particular ways?
- Student-directed practical investigation

## Unit 3

### Students will be able to:

- Explain how the structure and function of the human nervous system
- Analyse the different ways in which stress can affect the nervous system
- Explain how new information can be learnt and stored in memory
- Explain a person's inability to remember information in terms of biological, psychological and social reasons

### Areas of Study:

- How does the nervous system enable psychological functioning?
- How do people learn and remember?

## Unit 4

### Students will be able to:

- Explain consciousness and compare theories about the purpose and nature of sleep
- Explain the concepts of mental health and mental illness including influences of risk and protective factors
- Explain the development and management of specific phobia in relation to biological, psychological and social approaches
- Explain the psychological basis of strategies that contribute to mental wellbeing

### Areas of Study:

- How do levels of consciousness affect mental processes and behaviour?
- What influences mental wellbeing?
- Practical investigation

## Unit 1: Artistic inspiration and techniques

### Students will be able to:

- Research artistic influences, develop ideas, and explore materials and techniques of specific art forms
- Refine and resolve skills recording these in a visual diary
- Research and analyse studio for ideas, inspiration, materials and techniques
- Examine artwork presentation, by visits to a range of exhibition spaces

### Areas of Study:

- Researching and recording ideas
- Studio practice
- Interpreting art ideas and use of materials and techniques

## Unit 2: Design exploration and concepts

### Students will be able to:

- Establish a studio practice to produce artworks, recorded in a visual diary
- Apply the concepts of art periods, movements and styles in order to understand studio practices
- Compare cultural and historical differences and contemporary art
- Visit a variety of exhibition contexts and discuss audiences

### Areas of Study:

- Exploration of studio practice and development of artworks
- Ideas and styles of artworks

## Unit 3: Studio and professional art practices

### Students will be able to:

- Produce an exploration proposal, work plan, visual diary, and direction statement
- Investigate professional art practices from different cultural and historical contexts
- Visit a range of exhibitions and prepare a study at least two exhibitions and specific artworks displayed

### Areas of Study:

- Exploration proposal
- Studio process
- Artists and studio practices

## Unit 4: Studio practices and art industry contexts

### Students will be able to:

- Develop, refine and present at least two artworks that link to ideas in Unit 3
- Examine staffing, curatorial and conservation practices in a range of settings
- Discuss at least two exhibitions and reference specific works in those exhibitions

### Areas of Study:

- Production and presentation of artworks
- Evaluation
- Art industry contexts

## Unit 1

### Students will be able to:

- Apply their knowledge to design, construct and test and evaluate operational systems
- Demonstrate selected theoretical principles studied
- Apply the Systems Engineering Process
- Complete a Design Folio

### Areas of Study:

- Fundamentals of Mechanical Design
- Producing a Mechanical System
- Evaluating a Mechanical System

## Unit 2

### Students will be able to:

- Apply their knowledge to design, construct and test Electrotechnology systems
- Demonstrate selected theoretical principles studied
- Apply the Systems Engineering Process
- Complete a Design Folio

### Areas of Study:

- Fundamentals of Electrotechnology system design
- Producing an Electrotechnology system
- Evaluating an Electrotechnology system

## Unit 3

### Students will be able to:

- Design and plan an operational Electrotechnology System
- Commence production, test and evaluate a controlled system
- Study the effects, drivers for and technologies used to harness different forms of energy
- Use engineering principles to explain the physical properties of integrated systems and how they work

### Areas of Study:

- Controlled Integrated Systems design
- Commence production of a Controlled Integrated System
- Clean energy technologies

## Unit 4

### Students will be able to:

- Complete production of a Controlled Integrated System
- Study new and emerging technologies, consider the developmental reasons for the technologies and analyse their impact
- Test, diagnose, analyse and evaluate their completed Controlled Integrated System

### Areas of Study:

- Producing, testing and evaluating integrated technological systems
- The Systems Engineering Process
- New and emerging technologies

## Unit 1: Pre-modern theatre

### Students will be able to:

- Apply acting and stagecraft to theatrical styles of the pre-modern era
- Work with play scripts from the pre-modern era of theatre, up to 1920
- Analyse a play in performance

### Areas of Study:

- Pre-modern theatre
- Interpreting play scripts
- Analysing a play in performance

## Unit 2: Modern theatre

### Students will be able to:

- Discuss play scripts from the modern era of theatre, the 1920s to the present
- Recount at least three distinct theatrical movements and play scripts from the modern era
- Develop stagecraft and performance possibilities of each play script including context, origin, style, and production
- Apply the knowledge to stagecraft of how each movement shaped modern theatre

### Areas of Study:

- Modern theatre
- Interpretation through stagecraft
- Analysing a play in performance

## Unit 3: Play script interpretation

### Students will be able to:

- Interpret play script through the planning, development and presentation
- Specialise in two areas of stagecraft, to realise the production of a play script
- Analyse the ways stagecraft can be used to interpret previously unseen play script excerpts
- View a performance selected from the prescribed VCE Theatre Studies Unit 3
- Analyse and evaluate the interpretation of a play script in performance

### Areas of Study:

- Production process
- Theatrical interpretation
- Production analysis

## Unit 4: Performance interpretation

### Students will be able to:

- Select a monologue from the list in Theatre Studies Stagecraft Examination Specifications
- Interpret monologue, the prescribed scene and the play script from which the scene is derived
- Realise and present their interpretation of the monologue
- Consider relationships between acting, direction and design

### Areas of Study:

- Monologue interpretation
- Scene interpretation
- Performance analysis

## Unit 1: Introduction to Visual Communication Design

### Students will be able to:

- Use visual language to communicate and transfer messages, ideas and concepts
- Use and apply design thinking skills and observational drawing techniques

### Areas of Study:

- Drawing as a means of communication
- Design elements and design principles
- Visual Communication Design in context

## Unit 2: Applications of Visual Communication Design

### Students will be able to:

- Employ design thinking strategies and drawing methods to create various visual communications
- Build on and apply the elements and principles of design within own designs

### Areas of Study:

- Technical drawing in context
- Type and imagery
- Applying the design process

## Unit 3: Design Thinking and practice

### Students will be able to:

- Recount the processes that designers employ to structure their thinking
- Understand how designers communicate creative ideas with clients, target audiences and designers
- Experiment with various medias, mediums and materials

### Areas of Study:

- Analysis and practice in context
- Design industry practice
- Developing a brief and generating ideas

## Unit 4: Design development and presentation

### Students will be able to:

- Develop design concepts
- Create and present two final presentations that meet the requirements and expectations of a set brief
- Apply the design process meet the client's stated needs

### Areas of Study:

- Development of design concepts
- Final presentations



**A VET study is quite different to sitting in a normal school classroom.**

**VET Courses are provided by Registered Training Organisations (RTO) which are usually TAFE Institutions and are heavily aligned with 'hands on' practical industry experience - hence the term 'vocational training.'**

Students undertaking a VET in the VCE/VCAL program can combine their studies with a nationally accredited VET Certificate.

These Certificates may also enable students the opportunity to advance in their chosen vocation into School Based Apprenticeships, Full time Apprenticeships or Traineeships.

VET Programs usually take two years to complete. Several programs require or recommend Work Placement in Industry. These programs will allow students from Yr 10, 11 and 12 to gain VCE units along with the Certificate.

Many VET programs complement VCE subjects ie: VCE Design Technology, Systems, Technology, Physical Education, Visual Communications & Design and Dance.

Many certificates contribute a 1 - 4 sequence of VCE units and some can contribute to an ATAR score.

**Please note: each VET program may have materials costs. Some areas may also incur extra costs e for books, travel, extra certificates, materials, uniforms and equipment etc.** These costs are compulsory and Certificates will not be issued unless this payment is made.

**Students are requested to attend the VCE/VET/VCAL Information Night to gain a complete overview of their selected program. See Mr Campbell Pallot for more information.**

## CERTIFICATE II in AGRICULTURE

### SKILLINVEST - LONGERENONG COLLEGE

#### AHC20110 Certificate II in Agriculture

**Careers (without additional training):** Farm hand, contract header operator, contract machinery operator, shearer, rouse-about, livestock exchange assistant, farm apprentice or trainee, rural merchandise assistant, rural merchandise administration clerk assistant or apprentice.

**Careers (with Advanced Diploma of Agriculture):** Agronomist, stock agent, artificial insemination technician, farmer and manager, rural real estate sales manager, rural merchandise sales manager, sales representatives – chemical companies, fencing materials, shearing equipment, animal health supplies etc. rural lending officer, project officer, wool buyer, TopCrop extension officer, wool store manager, wool classer, rural reporter, lecturer etc.

**Program structure:** Delivered each Wednesday over 2 years at Longereng College, from 9.30am to 3.00pm.

**Workplacement:** Integrated into the program's delivery.

**Contribution towards the VCE:** Students can gain VCE Units 1 - 4 with satisfactory completion of the Certificate. Scored assessment is not available, but a 10% ATAR increment is available for those who complete the certificate.

**Contribution to VCAL:** One credit towards a VCAL learning program is awarded on successful completion of 90 nominal hours of accredited VET curriculum.

First year units may include	Costs
Participate in OHS processes Assist agricultural crop maintenance Install, maintain and repair fencing Handle livestock using basic techniques Fabricate and repair metal or plastic Operate tractors Move and handle pigs Provide basic emergency life support	Bus to and from Longereng – approximately \$70.00 per semester Approximately: 1st year \$150 and 2nd year \$80 in materials

## CERTIFICATE II in AUTOMOTIVE STUDIES

### SKILLINVEST - LONGERENONG COLLEGE

#### 22015VIC Certificate II in Automotive Studies (pre-vocational)

**Description:** The majority of the program is made up of electives chosen from streams in maintenance, mechanical, electrical, panel beating, painting, trimming, body making and engine reconditioning.

**Program structure:** Delivered each Wednesday over 2 years at Longereng College, from 9.30am to 3.00pm.

**Workplacement:** A minimum of 40 hours work placement is recommended.

**Careers/Pathways:** Light vehicle mechanic, heavy vehicle mechanic, earthmoving and mobile plant, automotive electrician, motorcycle mechanic, Certificate III (apprenticeship), Certificate IV (post trade), Diploma.

**Contribution towards the VCE:** Students can gain VCE Units 1 - 4 with satisfactory completion of the Certificate. Scored assessment is not available, but a 10% ATAR increment is available for those who complete the certificate.

**Contribution to VCAL:** One credit towards a VCAL learning program is awarded on successful completion of 90 nominal hours of accredited VET curriculum.

First year units may include	Costs
Carry out industry research Use and maintain workplace tools and equipment Remove and replace wheel and tyre assemblies Job seeking skills Dismantle and assemble transmission (manual) Participate in basic servicing operations Remove and refit batteries	Approximately: \$60 in materials

# CERTIFICATE II IN BUILDING & CONSTRUCTION (PARTIAL)

## SKILLINVEST – BALLINGER STREET

### 22216VIC Certificate II in Building and Construction - Carpentry

**Description:** This VET study provides students with the knowledge and skills to enhance their employment prospects in the building and construction industry. The program provides partial completion of the pre-apprenticeship in **carpentry**.

**Program structure:** Delivered each Wednesday over 2 years at Skillinvest's training centre, from 9.30am to 3.20pm.

**Workplacement:** A minimum of 40 hours work placement is recommended.

**Careers/Pathways:** Builder, building site manager, building inspector, landscaper, carpentry apprenticeship, architecture, building engineering, interior design.

**Contribution towards the VCE:** Students can gain VCE Units 1 - 4 with satisfactory completion of the Certificate. Scored assessment is not available, but a 10% ATAR increment is available for those who complete the certificate.

**Contribution to VCAL:** One credit towards a VCAL learning program is awarded on successful completion of 90 nominal hours of accredited VET curriculum.

First year units may include	Costs
Workplace document and plans Work safely in the construction industry Basic environmental sustainability in carpentry Provide basic emergency life support Building structures Calculations for the construction industry Safe handling and use of plant and selected portable power tools Carpentry hand tools	Approximately \$288 for 1st year and \$106 for 2nd / 3rd year materials fee  Students will be given a tools/clothing list which need to be purchased prior to commencing this program

# CERTIFICATE II IN COMMUNITY SERVICES

## CENTRE FOR PARTICIPATION

### CHC20112 Certificate II in Community Services

**Description:** Students will develop skills in communication, information provision and processing, administration support, networking and group support. Units 3 and 4 offers scored assessment and incorporates units such as working effectively with young people and operating under a casework framework.

**Program structure:** Delivered each Wednesday over 2 years at Wimmera HUB's training centre, from 9.30am to 3.00pm.

**Workplacement:** A minimum of 20 days work placement is recommended.

**Careers/Pathways:** personal care assistant, support worker, customer service, child care worker, aged care worker, disability support worker, traineeship, Certificate III in Child Care, Certificate III in Aged care, Certificate III in Disability, Certificate IV in Child Care, Certificate IV in Aged care, Certificate IV in Disability, Diploma of Early Childhood Education.

**Contribution towards the VCE:** Students can gain VCE Units 1 - 4 with satisfactory completion of the Certificate. Scored assessment is available.

**Contribution to VCAL:** One credit towards a VCAL learning program is awarded on successful completion of 90 nominal hours of accredited VET curriculum.

First year units may include	Costs
Communicate with people accessing services Follow policies, procedures and programs of the organisation Follow WHS procedures for direct care work Apply first aid Prepare for disability work Undertake basic administrative procedures Communicate appropriately with clients and colleagues	Approximately \$180 for 1st year and \$120 for 2nd year materials fee

## CERTIFICATE II IN DANCE

### HORSHAM COLLEGE – AUSDANCE

#### CUA20113 Certificate II in Dance with selected units from CUA30113 Certificate III in Dance

**Description:** The VCE VET Dance programs aim enhance employment prospects in the live performance and entertainment industry and enable participants to gain a recognized credential and make an informed choice of vocation or career path.

**Program structure:** Delivered each Wednesday over 2 years at Wimmera HUB's training centre, from 9.30am to 3.00pm.

**Workplacement:** A minimum of 20 days work placement is recommended.

**Careers/Pathways:** Potential career paths exist in performance in a variety of dance styles and at a range of levels, including elite performance, choreography, community dance, theatre and events (performers and administrators), community cultural development and maintenance (performers and managers/administrators), musical theatre (performers and cabaret performers/producers), dance teaching and management.

**Contribution towards the VCE:** Students can gain VCE Units 1 - 4 with satisfactory completion of the Certificate. Scored assessment is available.

**Contribution to VCAL:** One credit towards a VCAL learning program is awarded on successful completion of 90 nominal hours of accredited VET curriculum.

First year units may include	Costs
Perform basic jazz dance technique Perform basic contemporary dance technique Work effectively with others Develop basic dance techniques Follow safe dance practices Develop a basic level of physical condition for dance	Materials fees – approximately \$100

## VCE VET INTERACTIVE DIGITAL MEDIA

### HORSHAM COLLEGE – ACADEMY OF INTERACTIVE ENTERTAINMENT

#### CUF20107 Certificate II in Creative Industries (Media)

**Description:** This program offers students the opportunity to learn about the electronic media and media related sectors.

**Program structure:** Delivered each Wednesday over 2 years at Horsham College – Wimmera Trade Training Centre from 9.15am to 3.10pm. A minimum of 20 days work placement is recommended.

**Careers/Pathways:** Certificate III in Media, Certificate III in Broadcasting, Certificate IV in Broadcasting, Diploma of Interactive Media, Diploma of Professional Games Development, Photography assistant, Community broadcaster, Website designer, Graphic designer, Journalist, Digital video and sound editor, Television Production Assistant  
Employment opportunities in Multimedia include:

- Organisations/companies dedicated to multimedia production
- Organisations/companies participating in multimedia production, eg: film post production companies, television stations, graphic design studios, printers, IT vendors, internet service providers.
- Sole operators and self-employed people specialising in any of the above areas.
- Multimedia users - companies and individuals who use the new mediate

**Contribution towards the VCE:** Students can gain up to 3 VCE Units with satisfactory completion of the certificate. Scored assessment is not available.

**Contribution to VCAL:** One credit towards a VCAL learning program is awarded on successful completion of 90 nominal hours of accredited VET curriculum.

First year units may include	Costs
Follow occupational health and safety procedures Develop and apply creative arts industry knowledge Apply critical thinking techniques Follow a design process Develop and apply creative arts industry knowledge Maintain interactive content	Approximately \$130 materials fee

# CERTIFICATE II IN ELECTROTECHNOLOGY

## FEDERATION UNIVERSITY - WIMMERA TRADE TRAINING CENTRE

### Certificate II in Electrotechnology

**Description sourced from VCAA:** This VET program provides students with the knowledge and skills to enhance their employment prospects in the field of electrotechnology.

**Careers/Pathways:** Certificate III in Electrotechnology, Electrician (apprenticeship), Certificate IV in Electrical, Diploma of Electrical and Instrumentation, Electrician, Electrical Engineer, Electrical Linesperson.

**Contribution towards the VCE:** Students will be eligible for block credit at units 1 and 2 level only.

**Contribution to VCAL:** One credit towards a VCAL learning program is awarded on successful completion of 90 nominal hours of accredited VET curriculum.

**Cost:** TBC

Further information available from Federation University.

# CERTIFICATE II IN ENGINEERING

## SKILLINVEST - LONGERENONG COLLEGE

### 22019VIC Certificate II in Engineering Studies

**Description:** This program aims to provide students with training in the engineering, manufacturing or related industries and accommodate entry into the wider engineering industry. This program provides students with broad based underpinning competences in a range of engineering skills such as basic machining, fabrication and use of tools

**Program structure:** Delivered each Wednesday over 2 years (with a third year option) at SkillInvest's training centre at Longerenong College from 9.30am to 3.00pm.

**Workplacement:** Some work placement is recommended but not mandatory.

**Careers/Pathways:** Certificate III in Engineering, Certificate IV in Engineering, Diploma of Engineering, Advanced Diploma of Engineering, Qualified Tradesman (Fabrication /Mechanical), Dual qualified Tradesman both Fabrication and Mechanical, Shop floor supervisor/foreperson, Trainer and Assessor, Company Manager

**Contribution towards the VCE:** Students can gain VCE Units 1 - 4 with satisfactory completion of the Certificate. Scored assessment is available.

**Contribution to VCAL:** One credit towards a VCAL learning program is awarded on successful completion of 90 nominal hours of accredited VET curriculum.

First year units may include	Costs
Apply Occupational Health and Safety principles in the work environment Organise and communicate information Interact with computing technology Use hand tools Use power tools/hand held operation Develop an individual career plan for the engineering industry Perform basic machining processes Apply basic fabrication techniques	Students supply their own overalls and boots (steel capped) \$150 materials fee for both first and second year students. Bus to and from Longerenong – approximately \$70.00 per semester

## CERTIFICATE II IN FURNITURE MAKING

### FEDERATION UNIVERSITY - WIMMERA TRADE TRAINING CENTRE

#### Certificate II in Furniture Making

**Description sourced from VCAA:** A person working in the furnishing trade may be involved in cabinet making, upholstery, polishing, picture framing and floor finishing and covering while incorporating elements of creativity with functionality and design.

**Careers/Pathways:** Certificate III (apprenticeship), Diploma of Building Surveying, Advanced Diploma of Building Design, Bachelor of Architecture, Furniture Maker, Cabinet Maker, Picture Frammer, Wood Machinist, Production Manager

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**Contribution towards the VCE:** Students can gain VCE Units 1 - 4 with satisfactory completion of the Certificate. Scored assessment is available.

**Contribution to VCAL:** One credit towards a VCAL learning program is awarded on successful completion of 90 nominal hours of accredited VET curriculum.

**Cost:** TBC

Further information available from Federation University.

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## CERTIFICATE II IN SALON ASSISTANT

### FEDERATION UNIVERSITY

#### Certificate II in Hairdressing

**Description sourced from VCAA:** This program will be helpful with achieving Certificate II training for a Hairdressing Apprenticeship or Traineeship. It will also provide students with skills and knowledge at an entry level standard to enhance their career prospects within the hairdressing industry.

**Careers/Pathways:** Apprenticeship, Certificate III in Hairdressing, Certificate IV in Hairdressing, Hairdresser, Stylist, Salon Assistant, Salon Manager, Retail sales.

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**Contribution towards the VCE:** Students will be eligible for block credit for up to 4 units at units 1 and 2 level.

**Contribution to VCAL:** One credit towards a VCAL learning program is awarded on successful completion of 90 nominal hours of accredited VET curriculum.

**Cost:** TBC

Further information available from Federation University.

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# CERTIFICATE II IN KITCHEN OPERATIONS

## HORSHAM COLLEGE – INNER MELBOURNE VET CLUSTER WIMMERA TRADE TRAINING CENTRE

### SIT20312 Certificate II in Hospitality (Kitchen Operations)

**Description:** Certificate II in Hospitality (Kitchen Operations) provides students with the skills and knowledge to be competent in a range of kitchen functions and activities to work in various hospitality enterprises where food is prepared and served.

**Program structure:** Delivered each Wednesday over 2 years at Federation University from 9.30am to 3.20pm.

**Workplacement:** 40 hours spread across the 2 year program is recommended.

**Careers/Pathways:** Hospitality Traineeship, Chef's Apprenticeship, Certificate III in Commercial Cookery, Certificate III in Hospitality – Patisserie, Food and Beverage Attendant, Chef, Café Owner/Manager, Kitchen Assistant, Patisserie, Hospitality Manager.

**Contribution towards the VCE:** Students can gain VCE Units 1 - 4 with satisfactory completion of the Certificate. Scored assessment is available.

**Contribution to VCAL:** One credit towards a VCAL learning program is awarded on successful completion of 90 nominal hours of accredited VET curriculum.

First year units may include	Costs
Participate in safe working practices Work effectively with others Use food preparation equipment Produce dishes using basic methods of cookery Source and use information in the hospitality industry Clean kitchen premises and equipment Maintain the quality of perishable supplies Use hygienic practices for food safety Prepare simple dishes	Uniforms (approximately \$80) and materials costs of \$150

# CERTIFICATE II IN MUSIC

## HORSHAM COLLEGE – COSAMP

### CUS20109 Certificate II in Music

**Description:** Core units of competency in the program include developing and updating industry knowledge, participating in work, health and safety processes and working effectively with others. The elective units in the program allow students to specialise in an area of their interest from preparing for performances, mixing sound in a broadcasting environment or repairing and maintaining audio equipment.

**Program structure:** Delivered each Wednesday over 1 year from 9.15am to 3.20pm.

**Workplacement:** 20 hours of work placement is included in the program.

**Careers/Pathways:** Certificate III in Music, Certificate III in Music Business, Certificate III in Technical Production, Certificate IV in Music, Diploma or Bachelor of Music, Diploma or Bachelor of Sound Production, Music Performer, Sound Engineer, Producer, Sound/Lighting Technician, Broadcaster, Stage Manager

**Contribution towards the VCE:** On completion of Certificate II in Music students are eligible for two units at 1-2 level.

**Contribution to VCAL:** One credit towards a VCAL learning program is awarded on successful completion of 90 nominal hours of accredited VET curriculum.

First year units may include	Costs
Follow occupational health and safety procedures Develop and apply creative arts industry knowledge Work effectively with others Perform basic sound editing Develop and apply music ideas and listening skills Incorporate music technology into performance Develop ensemble skills for playing or singing music Prepare for performances Apply general knowledge of lighting to work activities Handle physical elements safely during bump in/bump out	Materials fees – approximately \$80

## CERTIFICATE II IN PLUMBING (PRE-APPRENTICESHIP) FEDERATION UNIVERSITY

### Certificate II in Plumbing (Pre-apprenticeship)

**Description:** This pathway has been designed to support knowledge and experience in the various areas of the plumbing industry. Recognition of modules completed will entail a trainee to enter further industry training and apprenticeships.

**Careers/Pathways:** Plumbing apprenticeship, Certificate III in Plumbing, Certificate IV in Plumbing, Plumber, Drainer, Roof Plumber, Gas Fitter, Mechanical Plumbing

**Contribution towards the VCE:** Under block credit, students will gain two VCE VET units at Unit 1 & 2 level.

**Cost:** TBC

Further information available from Federation University.

## CERTIFICATE II IN SPORT AND RECREATION HORSHAM COLLEGE - IVET

### SIS30513 Certificate III in Sport and Recreation

**Description:** This VETiS program provides student with the opportunity to acquire and develop skills, knowledge and confidence to work in the areas of community, sport and outdoor recreation. Leadership, organisational and specialist activity skills are developed with a fitness focus stream throughout the 2 years.

**Program structure:** Delivered each Wednesday over 2 years from 9.20am to 3.20pm.

**Workplacement:** 40 hours of work placement per year is recommended.

**Careers/Pathways:** Certificate IV in Fitness, Bachelor of Health and Physical Education, Bachelor of Exercise and Sport, Science, Bachelor of Sports Management, Sports Coach, Sports Administrator, Physical Education Teacher, Sports Development Manager, Sports Scientist, Sports Marketing Manager.

**Contribution towards the VCE:** Students can gain VCE Units 1 - 4 with satisfactory completion of the Certificate. Scored assessment is available.

**Contribution to VCAL:** One credit towards a VCAL learning program is awarded on successful completion of 90 nominal hours of accredited VET curriculum.

#### First year units may include

Organise personal work priorities and development  
Develop and extend critical and creative thinking skills  
Provide first aid  
Respond to emergency situations  
Use social media tools for collaboration and engagement  
Follow work health and safety policies  
Providing customer service  
Demonstrate top rope climbing skills on artificial surfaces  
Demonstrate simple canoeing skills

#### Costs

Approximately \$175 for 1st year and \$60 for 2nd year materials fee



## CERTIFICATE III IN VISUAL ARTS HORSHAM COLLEGE - GOTAFE

### CUV30111 Certificate III in Visual Arts (and Contemporary Crafts (Visual Arts))

**Description:** The Certificate III in Visual Arts and Contemporary Crafts (Visual Arts) is project based with learning linked to practical tasks. Students produce a portfolio of work, a visual diary recording work progress and involvement in group discussions and activities. Visiting artists and excursions to galleries are incorporated into the program.

**Program structure:** Delivered each Wednesday over 2 years from 9.20am to 3.20pm.

**Workplacement:** Although work placement is not required, it is recommended.

**Careers/Pathways:** Certificate IV in Visual Art, Diploma or Bachelor of Visual Art, Creative designer, Individual artist.

**Contribution towards the VCE:** Students can gain VCE Units 1 - 4 with satisfactory completion of the Certificate.

**Contribution to VCAL:** One credit towards a VCAL learning program is awarded on successful completion of 90 nominal hours of accredited VET curriculum.

First year units may include	Costs
Participate in occupational health and safety processes Develop drawing skills to communicate ideas Produce creative work Plan work space Produce computer aided drawings Produce drawings to communicate ideas Explore the use of colour	Materials fees – approximately \$120

## CERTIFICATE III IN COMMUNITY DANCE, THEATRE & EVENTS HORSHAM COLLEGE - GOTAFE

### CUA30213 Certificate III in Community Dance, Theatre and Events

**Description:** This qualification is a foundation course focusing on the development of performance skills and knowledge of the community productions industry. This study can then be followed up with a higher level qualification in order to work towards devising of original material for the small theatre show, cabaret style aimed at corporate or small-scale commercial ventures. This course will begin developing all three components - acting, voice and dance. This course provides development of basic musical theatre skills and most students would continue on to further studies. At the completion of this course students may provide support to others involved in productions and community events including musical theatre.

**Program structure:** Delivered at Horsham College's performance centre each Wednesday over 2 years from 9.20am to 3.20pm.

**Workplacement:** A minimum of 20 days work placement is recommended

**Careers/Pathways:** Following the successful completion of the Certificate, students could further their musical theatre skills by applying for higher level courses such as the Diploma of Musical Theatre or a Degree level. This qualification is very flexible and designed to meet a broad range of industry needs. It includes a general option to reflect the need for multi-skilling plus specialised streams for specific job outcomes. Performance industry careers, production assistant, Arts/ theatre project officer roles, community Arts project assistant. This is a nationally recognised qualification. At the completion of this course students may provide support to others involved in productions and community events including musical theatre.

**Contribution towards the VCE:** Students will be potentially eligible for up to 4 units at units 1 and 2 level.

**Contribution towards the VCAL:** One credit towards a VCAL learning program is awarded on successful completion of 90 nominal hours of accredited VET curriculum.

First year units may include	Costs
Follow occupational health and safety procedures Work effectively in the creative arts industry Plan a career in the creative arts industry Work effectively with diversity Support community resources Develop performance technique	Materials fees – approximately \$120



A School-based Apprenticeship and Traineeship combines part-time, practical experience in the workplace, and recognised structured workplace training with a Registered Training Organisation and School Studies.

Students undertake training over two years at an average of 13 hours per week for both employment and training.

School-based Apprenticeships and Traineeships are open to students 15 years of age or over.

School-Based Apprenticeships and Traineeships in the following industries have been approved for students undertaking the VCE and VCAL:

**Agriculture**

**Community Services**

**Horticulture**

**Sport and Recreation**

**Automotive Engineering**

**Hospitality**

**Business**

**Food Processing**

**Information Technology**

Please visit the Careers Office if you would like more information.





# YR 8 2018 SUBJECT SELECTION

Name: \_\_\_\_\_ Homeroom \_\_\_\_\_

Preferred language (Please circle) SPANISH / GERMAN

In 2018, all Yr 8 students will study two arts subjects, one each semester, Please number your Arts preferences **from 1 to 9 below**.

Subject		Rank
<b>Art: Exploring and expressing</b>		
<b>Art: Responding and interpreting</b>		
<b>Visual Communication/Graphics</b>		
<b>Music Performance</b>		
<b>Music Composition</b>		
<b>Drama</b>		
<b>Theatre Studies</b>		
<b>Media</b>		
<b>Dance</b>		

We recognise that some students have not yet had a chance to trial all subjects. The process to change preferences (if required) will be publicised in Term 4.



**YR 8 2018 SUBJECT SELECTION**

**Signatures**

**Student Name:** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Parent Name:** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Homeroom Teacher Name:** \_\_\_\_\_

**Signature** \_\_\_\_\_



# YR 9 2018 SUBJECT SELECTION

Name: \_\_\_\_\_ Homeroom \_\_\_\_\_

Language studied in Yr 8 \_\_\_\_\_ (Note: A LOTE is compulsory for SEALP students)

List your choice of Yr 9 electives **in order of preference**. All students must list One ARTS and one TECHNOLOGY subject in their first six choices

1	6
2	7
3	8
4	9
5	10

## Signatures

Student Name: \_\_\_\_\_ Signature \_\_\_\_\_

Parent Name: \_\_\_\_\_ Signature \_\_\_\_\_

Homeroom Teacher Name: \_\_\_\_\_ Signature \_\_\_\_\_







# YR 10 2018 SUBJECT SELECTION

Name: \_\_\_\_\_ Homeroom \_\_\_\_\_

English Two semesters of:	Maths Two semesters of:	Science At least one of:	Compulsory block: One semester of:		Humanities At least one of:
Essentials	Yr 10 Maths	Biology	Careers/PE/Health		History: War and revolution
English	VCE General Maths	Psychology			Legal and Economic Studies
English Extension	VCE Maths Methods	Physics			Geography
		Chemistry			VCE History/Geography
		VCE Environmental Science			

List your choice of Yr 10 electives **in order of preference**. Please include any VCE subjects you would like to study in Yr 10. You may choose additional Science and Humanities units as part of your electives selection. Please fill every box.

PLEASE NOTE: If you choose LOTE, it must be taken in both semesters and counts for two electives.

<b>1</b>	<b>6</b>
<b>2</b>	<b>7</b>
<b>3</b>	<b>8</b>
<b>4</b>	<b>9</b>
<b>5</b>	<b>10</b>



**VCE Subjects**

Please list all VCE subjects in order of preference. If you have indicated in the first table that you want to attempt a VCE subject instead of a compulsory Yr 10 subject, please also include them in this list.

1 \_\_\_\_\_ 2 \_\_\_\_\_

**VET Subjects:**

Have you applied to undertake a VET subject in 2018?

Nominated VET subject \_\_\_\_\_

If Yes, please obtain a signature from the VET coordinator Mr Campbell Pallot

\_\_\_\_\_

**Please list possible preferred career paths:**

1 \_\_\_\_\_ 2 \_\_\_\_\_

**Signatures**

**Student Name:** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Parent Name:** \_\_\_\_\_ **Signature** \_\_\_\_\_

**Homeroom Teacher Name:** \_\_\_\_\_ **Signature** \_\_\_\_\_

**VCE/Careers:** \_\_\_\_\_ **Signature** \_\_\_\_\_



# YR 11 2018 VCE SUBJECT SELECTION

Name \_\_\_\_\_ Contact Details \_\_\_\_\_

Yr 11 students must study 6 units in each semester. List all the units you want to study in semester 1 in order of preference.

Subjects in Order of Preference	Teacher Initials (Units 3-4)	Subjects in order of preference	Teacher initials (Units 3-4)
1 ENGLISH	1-2	4	
2		5	
3		6	
<b>Please list additional units you would study if you do not get your first preference</b>			
7		8	
9			

Please list possible preferred career paths:

1 \_\_\_\_\_ 2 \_\_\_\_\_

## Signatures

Student Name: \_\_\_\_\_ Signature \_\_\_\_\_

Parent Name: \_\_\_\_\_ Signature \_\_\_\_\_

Homeroom Teacher Name: \_\_\_\_\_ Signature \_\_\_\_\_

VCE/Careers: \_\_\_\_\_ Signature \_\_\_\_\_





# YR 12 2018 VCE SUBJECT SELECTION

Name \_\_\_\_\_ Contact Details \_\_\_\_\_

**Previous Studies: fill in the VET/VCE subjects you have studied in Yr 10 and 11**

Year Level	Unit	Unit	Unit	Unit	Unit
2016 (Yr 10)					
2017 (Yr 11) Semester 1					
2017 (Yr 11) Semester 2					

**Yr 12 students must select 5 units in each semester**

Subjects in Order of Preference	
1	4
2	5
3	
<b>Please list additional subjects you would study if you do not get your first preference</b>	
6	7



**Proposed Career Area(s)**

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**Signatures**

**Student Name:** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Parent Name:** \_\_\_\_\_

**Signature** \_\_\_\_\_

**Homeroom Teacher Name:** \_\_\_\_\_

**Signature** \_\_\_\_\_

**VCE/Careers:** \_\_\_\_\_

**Signature** \_\_\_\_\_



