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# INTRODUCTION TO THE SUBJECT SELECTION PROCESS

## New Subject Selection Process

From 2016, students in Yrs 7-11 will have a dedicated day in August to meet with their Homegroup 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 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 both understand the requirements of different subjects, and that they submit the form on the day, as demand may determine which subject run, and some subjects may have limited enrolments.

## 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 are often the ones that 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 appointments
- Careers Resource Centre
- Horsham Work Experience Program
- Melbourne Work Experience trip
- VTAC workshops
- Training and Employment information
- Advice on course and subject selection
- MIPS Online (Careers Action Plans 7-12)
- Support with School-Based apprenticeships
- Scholarship and Special Consideration advice and support
- Western Victoria Careers Expo (biggest regional expo in Victoria)
- VTAC Information Night
- Guest speaker program
- Expanded Head Start program
- VCE/VCAL/VET Course Information Evening

**Please see the Careers office for more information.**

## SUBJECT SELECTION PROCESS CHECKLIST FOR SENIOR STUDENTS

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

- ☐ Ensure you understand the differences between VCAL, VCE and VET. If you do not, attend the Senior Course Information Evening with your family on 20 July 2016
- ☐ Make an appointment with your Home Group Teacher for 4 August (Subject Selection Day) through the online appointment process
- ☐ Read this book carefully, paying particular attention to different requirements for different programs
- ☐ Check what kind of program/subject combination will support you in your future career or study plans (if in doubt, see a Careers Adviser)
- ☐ Talk to your current teachers and family about your strengths and interests.
- ☐ Consider what subjects you would like to choose and compile a short list.
- ☐ Check details of subjects and courses (eg recommended sequences in Yr 11 that lead into Yr 12)
- ☐ Check the cost of VET courses (if applicable)
- ☐ Meet with your Home Group Teacher on 4 August and discuss your preferences
- ☐ Complete the Form. Sign the form and have your parents/guardians and Home Group Teacher sign it.
- ☐ Take the form to be checked and signed by VCE/Careers/VCAL/VET staff. This should be done on the day of subject selection.
- ☐ Submit your form



The following unit descriptors list all the Yr 10 units the College offers. The College aims to provide each student with a range of their selected subjects. The standard Yr 10 course is divided into six units per Semester, making a total of 12 units of study. English, Maths, History and Science are compulsory subjects, as is the Health/Careers unit. The remaining elective units will make up the rest of the program. Available units will depend upon student choices, viable class sizes and staff availability in 2017.

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 attempt a maximum of two VCE subjects and/or VET units per Semester. Indicators of this include excellent attendance, good behaviour in class and consistent application and effort in all subjects. If one of these options appeals to students or have been recommended, please see Mr. Campbell Pallot (VET) or Mr. Nick Rigas (VCE) for more information. There is further information about these options in the VCE pages.

School Based Apprenticeships are also an option for Yr 10 students. These opportunities may arise throughout the year and students may apply. See Ms. Sharon Warrick, Mr. Dan Garner or Ms. Caroline O'Donnell for additional details.

## Yr 10 CORE STUDIES and ELECTIVES CHOICES for 2017

\* All students must select an English, Mathematics, Humanities, Science and the compulsory Health/Careers unit

<b><u>ENGLISH*</u></b> <i>Whole year</i>	<b><u>HUMANITIES*</u></b> <i>At least ONE</i>	<b><u>MATHEMATICS*</u></b> <i>Whole year</i>	<b><u>SCIENCE*</u></b> <i>At least ONE</i>
<ul style="list-style-type: none"> <li>o English Essentials</li> <li>o English</li> <li>o English Extension</li> </ul>	<ul style="list-style-type: none"> <li>o War and Revolution</li> <li>o Legal and Economic Studies</li> <li>o Geography</li> <li>o VCE History / Geography</li> </ul>	<ul style="list-style-type: none"> <li>o Mathematics</li> <li>o VCE Mathematics</li> </ul>	<ul style="list-style-type: none"> <li>o Biological</li> <li>o Behavioural</li> <li>o Chemical</li> <li>o Physical</li> <li>o VCE Environmental Studies</li> </ul>
<b><u>ARTS</u></b>	<b><u>ARTS</u></b>	<b><u>HEALTH &amp; PE</u></b>	<b><u>TECHNOLOGY</u></b>
<ul style="list-style-type: none"> <li>o Analogue Photography</li> <li>o 2D Art</li> <li>o 3D Art</li> <li>o Contemporary Art</li> <li>o Dance</li> <li>o Media Arts</li> <li>o Visual Communication</li> <li>o Digital Photography &amp; Media Processes</li> <li>o Dance - Expressive</li> </ul>	<ul style="list-style-type: none"> <li>o Music Performance</li> <li>o Music Style and Composition</li> <li>o Music – The Beat Goes On (1 &amp; 2)</li> <li>o Music Investigation</li> <li>o Painting, Printmaking &amp; Calligraphy</li> </ul> <p><b><u>LANGUAGES</u></b> <i>Whole year recommended for VCE</i></p> <ul style="list-style-type: none"> <li>o German 1</li> <li>o German 2</li> </ul>	<ul style="list-style-type: none"> <li>o Peak Performance</li> <li>o Active Girls</li> <li>o Healthy Body, Healthy Mind</li> <li>o Bats, Balls and Walls</li> <li>o Higher, Faster, Stronger</li> <li>o Sports Coaching</li> <li>o Dance – Technical</li> </ul>	<ul style="list-style-type: none"> <li>o Fabulous Fashion</li> <li>o Wood</li> <li>o Electronics</li> <li>o Metal Studies</li> <li>o Vehicle Technology</li> <li>o Digital Technologies</li> <li>o Decorative Metal</li> <li>o International Food</li> <li>o Bakers Shop</li> </ul>

## Art (Photography)

Students analyse and evaluate how artists communicate ideas and convey meaning in photographic artworks. Students identify the influences of other artists and analyse connections between techniques, processes and visual conventions. They select, and manipulate printing materials and finishes, digital techniques, analogue processes, visual conventions and contemporary photographic technologies to express ideas in their photographic artworks.

### Areas of study/Key Skills

- Explore and express ideas within photography
- Visual art practice-Photography
- Present and perform
- Respond and interpret

### Pathways

- VCE Art
- VCE Studio Arts
- VCE Visual Communication Design

## Art (2 Dimensional)

Students explore how artists manipulate materials, techniques, technologies and processes in two dimensional art works. Students conceptualise, plan and design art works investigating a range of two dimensional art such as drawing, painting, and printmaking. Students analyse, interpret and evaluate a range of two-dimensional artworks from different cultures, historical and contemporary contexts.

### Areas of study

- Explore and express ideas within two-dimension art practices
- Visual art practice-Two-dimensional art
- Present and perform
- Respond and interpret

### Pathways

- VCE Art
- VCE Studio Arts
- VCE Visual Communication

## Art (3 Dimensional)

Students manipulate materials, techniques, technologies and processes with an explicit study of three dimensional art practices such as clay modelling, Modroc forms, carving, moulding plastics. Students design artworks that express ideas, concepts and artistic intentions, three dimensional thinking and technical expertise.

Students create, present, analyse and evaluate three-dimensional artwork considering the audience, materiality and site.

### Areas of study

- Explore and express ideas within three-dimensional art practices
- Visual art practice-Three-dimensional art
- Present and perform
- Respond and interpret

### Pathways

- VCE Art
- VCE Studio Arts
- VCE Visual Communication Design

## Art (Contemporary)

Students explore how artists manipulate materials, techniques, technologies and processes in art with an explicit study of Contemporary art practices, including site specific work, relational work, performance art, durational works, ephemeral works, post object fabrication. Students conceptualise, plan and design innovative art works that express ideas, concepts and artistic intentions. Students create, present, analyse and evaluate displays of Contemporary art and evaluate how ideas may be conveyed to audiences.

### Areas of study

- Explore and express ideas within Contemporary art practices
- Visual art practice - Contemporary art
- Present and perform
- Respond and interpret

### Pathways

- VCE Art
- VCE Studio Arts
- VCE Visual Communication Design

## Music - The Beat Goes On (1 & 2)

The first unit focuses on arranging and performance. Students perform on their chosen instrument in solo and groups. While completing this unit students will be developing their performance skills, musical understanding and aural skills to enhance performance aspects. The second unit focuses on extending the students arranging and performance skills while expanding their musical language and understanding. During this unit students will be further advancing their technique on their chosen instrument while working collaboratively with others to perform in groups and solo.

### Areas of study/Key skills

- Perform a variety of musical styles in solo and group
- Collaborate, rehearse and perform
- Aural and musical concepts activities
- Practice on chosen instrument
- Arrange music for different instruments and groups
- Application of musical knowledge to perform across musical styles
- Aural and music foundation activities
- Music Investigations

### Pathways

- VCE Music Performance

## Dance - Expressive

Students choreograph dances by manipulating and combining the elements of dance, choreographic devices, and form and production elements to communicate their choreographic intent. They choreograph, rehearse and perform dances, demonstrating safe dance practice and technical and expressive skills appropriate to the style and genre.

Students analyse choreographers' use of the elements of dance, choreographic devices, and form and production elements to communicate choreographic intent in dances they make, perform and view. They evaluate the impact of dance from different cultures, times and locations.

### Areas of study

- Explore and Express Ideas
- Dance Practices
- Respond and Interpret

### Pathways

- VCE Dance Units 1-4
- VET Cert 3 Dance (Two years)

## Dance - Technical

This subject has students working on technical skills of dance. Students focus on the foundation principles of dance creation. Students work in teams with the teacher in a guided discovery partnership to facilitate the introduction of the key concepts into their dance routines. Students focus on the concept of the qualities of movement, the movement creation process, systematic training, body alignment, coordination, balances and flexibility.

### Areas of study

- Technical Skills
- Choreography
- Movement and creative processes

### Pathways

- VCE VET Dance

## Media Arts

Students analyse how values and alternative viewpoints are portrayed in the media artworks they make.

Students use intent, structure, setting, characters and genre conventions to evaluate how technical and symbolic elements are manipulated to make representations and meaning.

Consider media artworks for different community and institutional contexts. They apply design, production and distribution processes to the media artworks they make.

### Areas of study

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

### Pathways

- VCE Media Studies
- VCE Art
- VCE Studio Arts
- VCE Visual Communication Design

## Visual Communication Design

Students analyse and evaluate visual communications. Within visual communication fields, students develop briefs and visualise, generate and develop ideas in response to audience needs.

Design skills, techniques, conventions and processes are applied in a range of design fields. Design elements and design principles, materials, methods, media and technologies are used to realise concepts and ideas for specific purposes, audiences and needs.

### Areas of study/Key skills

- Explore and represent Ideas.
- Visual Communication Design practices.
- Present and perform visual design.
- Respond to and Interpret visual design.

### Pathways

- VCE Visual Communication Design
- VCE Studio Art
- VCE Art



## Art (Digital photography and media processes)

This unit focuses on the fundamental skills of Photography, Media and the Media today. Students learn the modes and functions of a digital camera, importance of lighting and photographic compositions. Students prepare photographs for print and learn the features of programs in the Adobe Creative Cloud Suite, for example Adobe Photoshop. Final Cut Express is also examined and applied. Students investigate Social Media and create their own projects including stop motion animation.

### Areas of study/Key skills

- Arts terminology
- Preparing images for print
- Storyboards and stop motion animation

### Pathways

- VCE Media
- VCE Studio Art
- VCE Art

## **Learning Area Heads – Alex Mawson and Georgina Hobbs**

**mawson.alex.a@edumail.vic.gov.au and hobbs.georgina.j@edumail.vic.gov.au**

The Yr 10 English curriculum is built around the three interrelated strands of language, literature and literacy. Together the strands focus on developing students' knowledge, understanding and skills in listening, reading, viewing, speaking, writing and creating. Learning in English builds on concepts, skills and processes developed in earlier years, and teachers will revisit and strengthen these as needed. At Horsham College, we offer three pathways in English in order to best meet the needs of our students.

## **English Essentials**

For students who are interested in completing VCAL, undertaking an apprenticeship or traineeship or going into full time work immediately after Yr 12.

### **Areas of study/Key skills**

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

### **Pathways**

- VCAL
- VCE English

## **English**

For students intending to complete your VCE and possibly go onto further study at University or TAFE.

### **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

## **English Extension**

For students who enjoy or are good at English and want to stretch their skills and knowledge.

### **Areas of study**

- Reading and interpreting various literary texts
- Analysing and presenting argument
- Writing creatively and analytically

### **Pathways**

- VCE English
- VCE Literature

**Learning Area Head – Kristen Pfitzner** [pfitzner.kristen.l@edumail.vic.gov.au](mailto:pfitzner.kristen.l@edumail.vic.gov.au)

## German – Semester One

Students are able to initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information. They create personal, informative and imaginative texts for different purposes, audiences and contexts. Students are also able to understand the relationship between language, culture and learning. They are able to develop intercultural capabilities and understand themselves as communicators.

### Areas of study

- Pleasure and pain of adolescence
- The world of work
- The impact of technology on the world today
- Health and Fitness

### Pathways

- VCE German (Note – Semester One and Semester Two German are the pre-requisite for entry to Yr 11 VCE German) (Students intending to study only one semester of German should elect to do so in Semester One.)

## German – Semester Two

Students are able to initiate and maintain interactions in written and spoken German to communicate ideas, thoughts, feelings and information. They create personal, informative and imaginative texts for different purposes, audiences and contexts. Students are also able to understand the relationship between language, culture and learning. They are able to develop intercultural capabilities and understand themselves as communicators.

### Areas of study

- The environment and ecotourism
- German fairytales, legends and poetry
- Christmas time in Germany

### Pathways

- VCE German (Semester One and Semester Two German are the pre-requisite for entry to Yr 11 VCE German) (Students intending to study only one semester of German should elect to do so in Semester One.)

**Learning Area Head – Elizabeth Klinge** [klinge.elizabeth.j@edumail.vic.gov.au](mailto:klinge.elizabeth.j@edumail.vic.gov.au)

## Yr 10 Peak Performance

This elective aims to give talented athletes the ability to train in their chosen discipline at an elite level to compete. The program aims to foster and develop individuals to have the skills and knowledge to train for success. Students develop individualised training programs to meet the specific needs of their specialist area. Students must apply to enter the program detailing their appropriateness for selection.

### Areas of study

- Apply anatomy and physiology principles in a fitness context
- Provide drugs in sport information
- Implement sports injury prevention

### Pathways

- VET Sport and Recreation
- VCE Physical Education

## Higher Faster Stronger

Students will undertake fitness testing and develop personal training programs, in particular, a weight training program. Fitness components, training principles, energy systems, nutrition, warm-up, cool downs and stretching will be developed through involvement in individual training programs, weight training, triathlons and individual circuits. Students will develop knowledge of the following: fitness components, training principles, energy systems, nutrition, muscle groups, movement analysis and games analysis.

### Areas of study

- Principles of training
- Types of training
- Warm ups
- Fitness testing

### Pathways

- VCE Physical Education
- VET Sport and Recreation

## Healthy Bodies, Healthy Minds

This unit is designed for students interested in developing a greater understanding of Health topics. Students will improve their knowledge and the application of their knowledge through a wide range of learning and investigative strategies including - practical demonstrations, research, developing an intervention or Health program, excursions and guest speakers.

### Areas of study

- Mental Health and development
- Nutrition
- Global/National health promotion programs
- Risks

### Pathways

- VCE Health and Human Development

## Bats, Balls and Walls

This unit would suit students who enjoy a wide variety of physical pursuits. Students become involved in the design of team play strategies, umpiring & scoring in a range of competitive sports. Students explore the relationship between sport, sponsorship and the media and develop knowledge of body systems, in particular, the muscular, skeletal and circulatory in theory lessons.

### Areas of study

- Participation in sport and recreation
- Individual and team skills
- Human anatomy and physiology

### Pathways

- VCE Physical Education
- VET Sport and Recreation

## Sports Coaching

This unit introduces students to the principles of sports coaching. Students will spend one term planning and peer teaching and one term coaching children from local primary schools. This unit offers students a huge opportunity to develop organisational and leadership skills. They will represent the College as role models for primary-aged children.

### Areas of study

- Roles & responsibilities of the coach
- Effective communication skills & Behaviour management skills
- Planning
- Teaching sports skills & games:
- Lesson structure

### Pathways

- VCE Physical Education
- VET Sport and Recreation

## Active Girls

This is a unit designed for students who want to continue to be active for enjoyment and health and wellbeing. Students participate in a range of leisure, recreational and sporting activities for lifelong physical participation. Students also examine different issues associated with healthy living and well-being within today's society including body image, nutrition and exercise, women in sport. Theory sessions develop knowledge for lifelong health and wellbeing.

### Areas of study

- Women in sport
- Nutrition
- Body Image and women's health
- Sport and Physical activities

### Pathways

- VCE Health and Human Development
- VCE Physical Education

## HEALTH/CAREERS – COMPULSORY COMBINATION OF SUBJECTS

As part of the Health and Careers compulsory block, students will undertake a double period of Careers each week. The Careers component (two periods per week) focuses on the Victorian Careers Curriculum outcomes of Self Development, Career Exploration and Career Management. Students will assess personal characteristics and behaviours, understand the relationships between work, the community and the economy, explore education and training requirements in different roles and develop a career action plan. Students will organise compulsory work experience and develop cover letters and resumes.

Yr 10 students will also undertake three periods of compulsory Health and Physical Education per week. This aims to encourage a holistic approach to health and wellbeing, looking at the dimensions of physical, social and mental health. Students will examine the impacts of change and transition on relationships and how their identity is shaped. Students will explore the role of community in shaping health outcomes. The course aims to promote health and wellbeing in theory and practical settings where students have the opportunity to form and challenge beliefs and values that influence overall health and the capacity to refine physical movement skills for life-long health outcomes.

**Learning Area Head – Mary-Lee Fenech** [fenech.mary-lee.j@edumail.vic.gov.au](mailto:fenech.mary-lee.j@edumail.vic.gov.au)

## History: War and Revolution

'War and Revolution' examines the main causes of historical change throughout the 20th Century. This subject begins with the study of World War II, including the rise of Adolf Hitler and the Nazi Party and the atrocities they committed. Next students will examine the U.S. Civil Rights Movement, in which African-Americans fought to have the same rights as white citizens, in addition to Cold War conflicts such as the Cuban Missile Crisis and the Vietnam War. Finally, students will examine the issue of globalisation and explore worldwide environmental issues.

### Areas of study/Key studies

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

### Pathways

- VCE History
- VCE Politics
- VCE Legal Studies

## Geography

This unit covers care and protection of the environment at a local, regional and global level, including sustainability, destructions of societies due to climate change and the welfare and safety of the human population.

### Areas of study

- Environmental change and management
- Geographies of human wellbeing

### Pathways

- VCE Geography

## Legal and Economic Studies

This unit will show you how business, economics the law and legal systems affect your daily life. It covers criminal and civil law, with a focus on the study of actual cases, as well as an in-depth look at the operations of parliament. The course will also look in detail at government, democracy, political parties and how to run a country. The second term will focus primarily on how businesses affect the global political landscape, and the role economics has to play, as well as focusing on business management principles.

### 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
- VCE Economics
- VCE Accounting
- VCE Business Management

# MATHS

**Contact teacher's name – Cheryl Bradshaw (Learning Area Head)**

## Yr 10 Maths

This unit is compulsory for all students, unless they have completed Yr 10 through acceleration. Students will complete Maths in both semesters and will study a variety of topics.

Students will complete a range of exercises, set tasks, homework and skill building activities, as well as investigation projects. Students will also develop skills in the use of technology to assist in their learning of Maths.

This subject prepares students for the broad range of Maths subjects offered in Yr 11, with students able to choose which topics they will study in Semester 2 to align with their chosen pathway.

### Areas of study/Key skills

- Measurement
- Linear Equations
- Trigonometry
- Algebra
- Statistics
- Quadratics
- Financial Maths

### Pathways

- VCE Foundation Maths
- VCE General Maths
- VCE Mathematical Methods

# SCIENCE

**Contact teacher's name – Tara Crowe (Science Learning Area Head)**

## Chemical Science

This unit examines atomic structure and how the properties of elements are used to organise them in the periodic table. Differences between elements, compounds and mixtures will be described by using a particle model. The students will investigate chemical reactions and learn how to write balanced equations. The concept of chemical change will be studied as well as the different types of chemical reactions. Extended investigations into combustion reactions, and the reactions of acids, will further extend the student's knowledge of chemistry in our everyday lives.

### Areas of study/Key skills

- Elements & the Periodic Table
- Compounds and mixtures
- Writing and balancing equations
- Hydrocarbons and Combustion Reactions
- Reactions with Acids

### Pathways

- VCE Chemistry
- VCE Environmental Science



## Physical Science

This unit explores and develops an understanding of motion and the laws that explain it. Aspects of the universe are also investigated, with a focus on Astronomy and Astrophysics and how they relate to each other and our understanding of the Big Bang Theory. Basic concepts of Electrical circuits will be developed, with a closer look at electromagnetism and its application in everyday uses.

### Areas of study

- Motion
- Astrophysics and Astronomy
- Electromagnetism

### Pathways

- VCE Physics
- VCE Systems Engineering
- VCE Maths

## Biological Science

This unit examines cell structure and specifically the nucleus. It looks at cellular reproduction and the replication of DNA. The importance of DNA in terms the synthesis of proteins which show as genetic characteristics of any individual and how these characteristics are passed from generation to generation. Students will explore how the expanding knowledge of genetics has impacted on humanity. Students will look at how genetic variation, natural selection and the environment combined to effect the development of a species over time. They will also consider the important role of global systems in the function of the Earth's environment.

### Areas of study

- Genetics
- Evolution
- Global Systems

### Pathways

- VCE Biology
- VCE Environmental Science

## Behavioural Science

Students in this unit investigate the physiological and cognitive processes of the human mind. The unit will also introduce the factors that influence our thinking and behaviour, such as emotions and social influences. There will be a focus on how the brain and nervous system works and how this relates to the way we see and experience the world and the reason for some of our thoughts and behaviours. Research experiments and ethics are also introduced.

### Areas of study

- The brain and the nervous system
- Understanding and expressing emotion
- Sports Psychology
- Persuasion
- Perception
- Dreaming
- Memory

### Pathways

- VCE Psychology

**Learning Area Heads – Tina Fitzgerald [tina.m@edumail.vic.gov.au](mailto:tina.m@edumail.vic.gov.au)  
William Hehir [hehir.william.a@edumail.vic.gov.au](mailto:hehir.william.a@edumail.vic.gov.au)**

## Wood

Students will work with design briefs based around a theme of storage to design and produce a range of different projects. During their studies they will learn about and develop different woodworking techniques needed for the construction of their designs. Students will develop safe work practices while using a variety of different tools and power equipment during production. An evaluation of their work will be completed at the end of production.

### Areas of study

- Investigating and designing
- Producing
- Analysing and evaluating
- Safe operation of tools and power equipment

### Pathways

- Wood - Product Design & Technology

## Decorative Metal

Recommended for both boys and girls.

This unit is designed to encourage students to develop a range of different techniques in producing models of stained glass work and decorative metal projects. This area allows students to advance into VCE Design and Technology, a professional art course or to develop their own skills as a hobby.

Possible projects may include: Stained Glass Mirrors, Wind Chimes, Candle Holders, Coat Racks and other projects. A wide range of materials such as glass, plastic, copper and other decorative materials will be available for students to use.

### Areas of study

- Investigating and designing
- Producing
- Analysing and Evaluating
- Safe operation of tools and equipment

### Pathways

- Metal - Product Design & Technology

## Metal and Related Materials

This unit allows students to further develop basic skills, by using a wide range of materials, equipment and techniques. Students can select from a range of projects or choose to develop their own design through the use of a Design Brief and creation of a design folio. Areas of study include: Investigating and Designing, Producing and Analysing and Evaluating. This area can lead on to further studies in VCE Design & Technology or VET.

### Areas of study

- Investigating and designing
- Producing
- Analysing and evaluating
- Safe operation of tools and equipment

### Pathways

- Metal - Product Design & Technology

## Baker Shop

Students will use a variety of recipes with a range of complex techniques in the processing and preparation of food typically purchased from a bakery. Students will investigate, design, produce, analyse and evaluate foods. Students will explore and focus on the analysis, modification and improvement of a product with consideration of ingredients and sustainability.

### Areas of study

- Food Safety and Hygiene
- Food Equipment and Safety
- Cake Production and Decorating
- Bread Production
- Pastry Production
- Biscuit Production

### Pathways

- VCE Food Studies
- VET Hospitality

## International Foods

During this unit students produce a variety of recipes from around the world with complex cooking techniques using the technology process to investigate, design, produce and evaluate foods. This unit encourages creativity and appreciation for the cuisine of various nationalities. Each week a different country or region is examined in detail with an accompanying recipe containing authentic ingredients from that area. Students will research, analyse and create recipes and menus to continually modify and improve recipes and skills.

### Areas of study

- Food safety and hygiene
- Food equipment and safety
- Food from around the world and its origins
- Cuisine taboos and customs
- Planning for social and cultural purposes
- Historical developments in food systems and culture
- Hand-made pasta and/or noodle productions
- Curry, fried rice and/or stir-fry productions
- Pastry, bread and other yeast based dough productions
- Biscuit, cakes and other dessert productions
- Finger food and entrees (soup, spring rolls, sushi, rice paper rolls etc.)

### Pathways

- VCE Food Studies
- VET Hospitality

## Fabulous Fashion

**Contact Tina Fitzgerald - [fitzgerald.tina.m@edumail.vic.gov.au](mailto:fitzgerald.tina.m@edumail.vic.gov.au)**

In this unit students will develop their sewing skills when producing garments and textile products. They will use commercial patterns and gain an understanding of pattern symbols and sewing techniques. Students will work through the 3 phases of technology studies: Designing & Investigating, Producing and Analysing and Evaluating.

### Areas of study/Key skills

- Appliqued towel
- Doll from stretch material
- Hooded windcheater
- Quillow
- Safe work practises
- Fabrics and their characteristics

### Pathways

- Textiles - Product Design & Technology

## Digital Technologies

Contact Duane Collision [collinson.duane.a@edumail.vic.gov.au](mailto:collinson.duane.a@edumail.vic.gov.au)

### Semester 1

Students are introduced to computer networks, web design and application development. Students learn how to analyse and visualise data to create information that addresses complex problem real world problems.

#### Areas of study

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

### Semester 2

Students create interactive solutions for sharing ideas and information online. Students do this through designing the user interface of a solution using story boards and mock-ups, for example mocking up the product design of an app for people with disability. Further they learn about designing documentation, branding, and marketing for a digital solution, for example a product demonstration screencast or 'getting started' user guide.

#### Areas of study

- Application design and development
- Digital interactions and impact

#### Pathways

- VCE Computing

## Systems Electronics

William Hehir – [hehir.william.a@edumail.vic.gov.au](mailto:hehir.william.a@edumail.vic.gov.au)

In this unit students will work with design briefs based around a theme of Electronic Projects and produce a range of different projects. During their studies they will learn about and develop different techniques needed for the construction of their designs. Students will develop safe work practices while using a variety of different tools and power equipment during production. An evaluation of their work will be completed at the end of production.

#### Areas of study

- Investigating and designing
- Producing
- Analysing and evaluating
- Safe operation of tools and power equipment

#### Pathways

- Systems Engineering

## Vehicle Technology

Vehicle Technology is a practical study providing opportunity for students to gain experience in working with different engines and engineering and vehicle systems. They will learn how to safely operate hand and power tools as well as equipment associated with the engine and vehicle repair industry.

#### Focus

Students are able to bring their own project to the class to be negotiated with the teacher.

They will learn about engines and vehicle systems through a balance of practical application and theory.

Learning activities include, but not limited to: diagnosis, dismantling, inspection and repair, test, diagnose different support systems of the vehicle (engine-transmission, steering, brakes, electrical, fuel), application of appropriate safety standards and use of specialist techniques and equipment.

They may choose to work in pairs or individually.

#### Pathways

- Systems Engineering
- VET Automotive

The Victorian Certificate of Applied Learning (VCAL) is a senior secondary certificate, attainable at three levels; Foundation, Intermediate and Senior. They 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 students 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 towards your new certificate enrolment.

## **Significant VCAL features:**

- 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)
- open to students in Yrs 11 and beyond
- strong emphasis on applied learning and adult learning principles - a hands on approach
- 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)

## **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.

## **Students attempting VCAL will find significant performance expectations between the levels:**

- At the Foundation level students receive significant teacher direction and input
- A more negotiated approach is taken at the Intermediate level where teachers and students work together to define tasks, outcome requirements and evidence
- A high degree of independence, self-motivation and commitment is expected at Senior level. Students negotiate a project and take responsibility for the design, research, implementation and delivery of the required outcomes with minimal levels of teacher direction.
- After completion of a VCAL certificate a student may continue VCAL at the next level, transfer to VCE, commence a TAFE course or apprenticeship or start full time work.

## **For further information, contact:**

- The VCAL Co-ordinator at Horsham College, Miss Celia Fairley ([fairley.celia.f@edumail.vic.gov.au](mailto:fairley.celia.f@edumail.vic.gov.au))
- The VCAA website ([www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)); choose 'VCAL' from the drop-down menu under 'Senior Secondary.' Information for parents and students, as well as the VCAL Handbook and VCAL Accreditation documents.

## Overview

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

## Oracy

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

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## Overview

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 procedures and 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: research
- Common OHS issues and employee rights and responsibilities
- Risk Assessment
- Issue resolution and dispute management
- Defining and adhering to safe work procedures
- Information and communications technology related to OHS

## Foundation

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

### Learning outcomes

- Workplace roles 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 (industry-aligned)
- Risk Assessment and management
- Issue resolution and dispute management
- Defining and adhering to safe work procedures
- Information and communications technology related to OHS

## Senior

At Senior level, students are expected to independently access, collate and present information related to risk assessment and management in specific industries and activities. Project management and communication are key areas of focus at this level.

### 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

# PERSONAL DEVELOPMENT SKILLS

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## 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
- Leadership and teamwork
- 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



### For Students entering Yr 11 in 2017

You must select 6 units in each semester (a total of 12 units)

It is compulsory that of the 12 units selected you must include two units from the English group (students usually select English Units 1 & 2 or Literature Units 1 & 2).

If a student completed units 1 & 2 in Yr 10 in 2016 they can continue and complete units 3 & 4 in Yr 11 in 2017 provided that they:

- have passed all Units 1 and 2 attempted
- have at least a B average in the equivalent Unit 2 subject
- Cannot do more than two Unit 3 & 4 sequences in Yr 11 (or one unit 3 & 4 plus one VET 3 & 4)
- If your teachers feel you can manage the units 3 & 4 sequence you wish to do you need a recommendation signed by the current relevant teacher and Yr 10 Team Leader.
- Cannot select English Units 3&4 or Literature Units 3&4

**STUDENTS CAN APPLY TO THE SENIOR SITE ASSISTANT PRINCIPAL IF THEY WISH TO STUDY MORE THAN TWO UNIT 3&4 SEQUENCES**

### For Students entering Yr 12 in 2017

Most Yr 12 students select five Unit 3&4 sequences (including a Unit 3&4 sequence from the English group.)

- When you select unit 3 of a subject, you must also select unit 4 of that subject.
- Students may apply to the Senior Site Assistant Principal to do four subjects as a full course, providing evidence of exceptional circumstances.

### Higher Education Studies in the VCE

- A number of universities offer higher education studies for very able students to extend their learning in a particular subject area by completing the first year of a standard university subject as part of their VCE studies. Higher education studies are taught via Distance Education (correspondence). If you wish to find out further details about the programs that are offered please see Mr. Nick Rigas.

## CHOOSING A VCE PROGRAM

### General Advice

When planning your VCE program for 2017, consider the following:

- Talk over your strengths (and weaknesses) with your family, careers advisers, your Homegroup teacher and your current subject teachers.
- What are your interests?
- Select the VCE units you need for your chosen career or further study (prerequisites). Do some research – Tertiary Entry 2018 (for current Yr 11 students) and Tertiary Entry 2019 (for current Yr 10 students) list the required (prerequisite) VCE studies for Victorian university courses, and other course providers (see the Careers Teachers)
- Choosing VCE Mathematics requires extra care, as Mathematics is often a requirement for a very wide range of careers and courses of study. Talk to your current Maths teachers and careers advisers, for advice on which are the most appropriate units for you (Maths is not compulsory at VCE, but most students select Maths at Units 1 & 2 level as it is a pre-requisite for tertiary study).
- There should be room for VCE units that you enjoy and do well in. Not only will such units make your VCE experience more enjoyable, but doing well in these units can help boost your overall Yr 11 & 12 performance.
- As part of your research, talk to the subject teachers - find out more about each VCE subject and what will be expected of you.

# COURSE SELECTION INFORMATION

## Advice for Students entering Yr 11 in 2017

You must select both units of English - Units 1 & 2.

Plan your VCE program over the next two (or more?) years. You are not locked into that program. It may be possible to change your selections as early as the end of Semester 1, 2017. In Yr 11 you will select English and 5 other units in each semester.

It may be possible for you to do up to two Unit 3 & 4 sequences in Yr 11 if:

- your parents agree;
- your teachers feel you can manage the Units 3 & 4 sequence you wish to do;
- it can be timetabled

If you feel you would like to try a Units 3 & 4 sequence in Yr 11, ask the Yr 11 Co-ordinators or VCE Co-ordinator for more information.

## Advice for Students entering Yr 12 in 2017

- You must select one Unit 3 & 4 sequence from the English studies area.
- Remember that Units 3 & 4 are taken as a sequence. Changes to your program may be possible early in the year, but you will not be able to change units after Easter.
- Get advice on careers that interest you, including pre-requisite subjects for tertiary study. Make sure you include any units that you need in your program.
- Most Yr 12 students select five Unit 3 & 4 sequences (including English studies). This leaves 5 study periods per week.
- If you wish to select Mathematics in Yr 12, have a talk to your Yr 11 Maths teacher or careers adviser about which Maths you should do.
- When you select unit 3 of a subject, you must also select unit 4 of that subject.

## ATAR Scores and Study Combinations

A student's ATAR score for tertiary selection purposes is calculated by:

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

## Primary Four Combinations

Any VCE units can be included in the primary four except that only the best two studies can be used from each of the following combinations:

- Further Maths/Specialist Maths/Maths Methods CAS
- English/English Language/English Literature
- Music Performance: Solo/Music Performance: Group/Music History and Styles
- No more than two LOTEs or No more than two Histories

Other scores from these areas may be used as 10% increments for the fifth and sixth scores.

- Higher education studies (university) can only be counted as the sixth subject.

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 Vocational Education and Training (VET). VCE studies usually consist of four units (Units 1–4).

Units 1 & 2 are usually completed in Yr 11. Units 3 & 4 are usually completed in Yr 12. The VCE is designed to be undertaken in Yrs 11 & 12, however, many students start their VCE in Yr 10. Students who show excellence in a subject are able to combine some VCE Unit 1 & 2 with their Yr 10 studies. Yr 11 students also have the opportunity to develop a course of study combining Units 1, 2, 3 & 4. This allows students to gain more VCE units, a higher Australian Tertiary Admission Rank (ATAR) and to increase the breadth of subjects to accommodate interests or skills. There is also the possibility of pursuing higher education studies at university level. Students who wish to ‘accelerate’ a subject must apply.

Units 1 and 2 may be completed as single units (separately) or as a pair. Unit 1 is completed in Semester 1 and Unit 2 is completed in Semester 2. Units 3 and 4 of all studies must be undertaken together (as a sequence). Unit 3 is completed in Semester 1 and Unit 4 is completed in Semester 2. Each VCE study is designed to provide a two-year program. eg. Legal studies units 1 & 2 (Yr 11) and Legal studies 3 & 4 (Yr 12).

There are multiple options for students to choose from in each study.

## **English**

English, Literature, English as an Additional Language

## **The Arts**

Art, Studio Arts, Theatre Studies, Media Studies, Visual Communication & Design, Drama, Music Performance (Solo & Group), Music Style & Composition, Music Investigation

## **Health and Physical Education**

Health and Human Development, Outdoor and Environmental Studies, Physical Education

## **Humanities**

Accounting, Business Management, History, Legal Studies

## **Languages**

German

## **Mathematics**

Foundation Mathematics, Further Mathematics, General Mathematics, Mathematical Methods, Specialist Mathematics

## **Science**

Biology, Chemistry, Physics, Psychology, Environmental Science

## **Technology**

Product Design and Technology (Wood, Metal, Textiles), Food Studies, Computing, Systems Engineering

There are many other studies that can be done via Distance Education such as Geography, Classical Studies, Economics, Philosophy, English Language, Australian History, Religion, Sociology, Politics, many Languages (Chinese, Italian, Japanese, Greek, French, etc).

For a complete list go to <http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

There are no restrictions on the number or combinations of units which students may undertake in each study. For example, students may obtain credit for any number of units in the Mathematics or English study areas. Students may enter studies at Units 1, 2 or 3 level. It is recommended that students complete both Units 1 and 2 before attempting Unit 3. There are no restrictions on students repeating units, but students may obtain credit once only for each unit.

## What programs can contribute towards the VCE

- any VCE study
- any VET units
- School-based Apprenticeship or Traineeship
- VCAL units

(Intermediate VCAL units may contribute to the satisfactory completion of the VCE at Units 1 and 2 level. Senior VCAL units may contribute to the satisfactory completion of the VCE at Units 3 and 4 level but no study score is available.)

## VCE (Baccalaureate)

The VCE (Baccalaureate) is contained within the VCE and is not another senior secondary certificate. To be eligible to receive the VCE (Baccalaureate) the student must satisfactorily complete the VCE and receive a study score for each prescribed study component.

The VCE program of study must include:

- a Units 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above; or a Units 3 and 4 sequence in EAL with a study score of 33 or above
- a Units 3 and 4 sequence in either Mathematics Methods (CAS) or Specialist Mathematics
- a Units 3 and 4 sequence in a VCE Language
- at least two other Units 3 and 4 sequences

The VCE (Baccalaureate) will not affect the calculation of the ATAR.

Tertiary institutions have indicated that they strongly support initiatives that encourage students to study a higher level mathematics and a language in the final years of schooling. Some tertiary institutions will look favourably upon students that have achieved the VCE (Baccalaureate).

## INDUSTRY PATHWAYS

The Industry Pathways (IP) program provide a new form of recognition for students who complete a program of study designed to prepare them for further study or direct employment in a specific vocational area.

The IPs will be available through both the VCE and VCAL in the following industries: **Building and Construction, Manufacturing and Engineering, Community Services and Health, and Sport and Recreation. More pathways will become available in the future.**

Development of the IPs will occur in consultation with the relevant industry to determine the best mix of industry-based learning and academic studies.

Each IP will include:

- Vocational Education and Training (VET) units
- Structured work placements in the relevant industry
- Students meeting the requirements of an Industry Pathway will receive a certificate indicating they have been awarded the VCE or VCAL and have successfully completed an Industry Pathway in the relevant industry area.
- School-based Apprenticeships and Traineeships (SBATs) will also continue to be available. SBATs offer students enrolled in the VCE or VCAL the opportunity to combine employment, school and training. These programs will continue to be delivered under a training plan signed by the school and a training contract with an employer.

## CHECKLIST

**Before** you hand your course selection/enrolment form to the appropriate Year Level Co-ordinator, have you done the following?

- Have you had advice on what you should study for a chosen career or further study?
- Have you selected the units you need for career or further study?
- Have you selected English 1 & 2 plus 5 other units in each semester at Yr 11? OR...
- English 3 & 4 plus 4 other units in each semester at Yr 12?
- If you have selected Maths units, have you checked that they are “right” for you?
- Have you talked to subject teachers of the units you intend to study?

If you have any questions about your course selection, please ask the Careers teacher, the Yr 11 or 12 Team Leaders, or the VCE Coordinator.

- Have your course selection with the appropriate Year Team Leader by the due date.
- If your selection is late, it may affect your chances of being placed in all of your subject choices.

## VCE REQUIREMENTS

### TO GRADUATE WITH THE VCE

- Students expecting to complete their VCE in 2017 will be required to satisfactorily complete the equivalent of 16 units.

These must include:

- three units from the English group, with at least one unit at Units 3 and 4 level
- at least three sequences of Units 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

NOTE: As units 3 & 4 are a sequence, you must pass unit 3 AND unit 4 to pass a sequence.

The 16 units may include an unlimited number of units of Vocational Education and Training (VET).

- The units required for award of the VCE may be accumulated over a number of years. The VCE does not have to be completed in two years.

## VCE VET

As part of your VCE you can choose a Vocational Education and Training (VET) program. This means that you will be undertaking training in a specific vocational area, for instance hospitality, agriculture, information technology or engineering. A VET program contributes to your VCE in the same way that other studies contribute. There are 30 VCE VET programs to choose from. These programs will also allow students to gain VCE units along with the VET Certificate. Each Certificate contributes a 1-4 sequence of VCE units and some can contribute to an ATAR score.

## Apprenticeships and Traineeships

Another way for vocational training to contribute towards your VCE is through a School Based New Apprenticeship (SBNA) or traineeship. In order to become an apprentice or trainee you have to be in paid work and sign a contract which must be registered with the Office of Training and Tertiary Education (OTTE). Your VCE program would include your part-time work and vocational training.

Karen James - james.karen.j@edumail.vic.gov.au

## Unit 1: Establishing and Operating a Service Business

Ever wanted to start your own business? Students are introduced to the factors involved in the establishment of a small business and the accounting and financial management of the business, the processes of gathering and recording financial data and the reporting and analysing of accounting information 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

This unit focuses on the recording and reporting of accounting information for a small business using the cash basis. Students examine the role of accounting in the decision-making process for a sole proprietor of a service business and the application of accounting principles and the qualitative characteristics of accounting information.

### Areas of study

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

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

Do you want some skills that can launch your financial career? This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and 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

This unit is an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position. Students interpret accounting information from accounting reports and graphical representations, and analyse the results to suggest strategies to the owner on how to improve the performance of the business.

### Areas of study

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

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## Unit 1: Artworks, experience and meaning

Students are introduced to the Analytical Frameworks. The Structural and the Personal Framework support interpretation of meanings and messages of artworks, by the artist and as interpreted by the viewer. Included is the study of at least three contemporary artists.

Students create and develop a range of visual responses, documenting and reflect on their own visual language. Structural and Personal Frameworks are to discuss their own art making.

### Areas of study

- Artworks and meaning
- Art making and meaning

## Unit 2: Artworks and contemporary culture

Cultural and Contemporary Frameworks are introduced. Cultural contexts of artworks are examined by students in relation to their own art making. The Contemporary Framework is applied to historical artworks, reinterpreting traditional art forms, the traditions of realism, abstraction and conceptual artworks. Students investigate the process of contemporary art making in relation to their own art making. Students apply relevant analytical frameworks to the works of others and their own art making.

### Areas of study

- Contemporary artworks and culture
- Art making and contemporary culture

## Unit 3: Artworks, ideas and values

Students develop the language and skills to analyse and interpret art made before 1990 and after 1990. They apply relevant aspects of the Analytical Frameworks in this study.

Students develop confidence in applying these frameworks to their development and reflective discussion about their own art making.

Students will use the art process to develop at least one artwork, and apply the Analytical Frameworks to evaluate the progressive development and refinement of their artistic practice.

### Areas of study

- Interpreting art
- Investigation and interpretation through art making

## Unit 4: Artworks, ideas and viewpoints

Students study artworks and develop and expand upon personal points of view. They choose an art idea or issue to explore through the study of an artist not studied in unit 3, discussing at least one work by the selected artist through related commentaries and viewpoints.

Students develop a body of work using the process that demonstrates creativity and imagination, the evolution, the realisation of ideas and the realisation of appropriate concepts, knowledge and skills. Students present a body of work including at least one finished work accompanied by documentation of artistic practice.

### Areas of study

- Discussing art
- Realisation and resolution



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

Students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism. They analyse types of adaptations that enhance the organism's survival in a particular environment. Students investigate how a diverse group of organisms form a living interconnected community. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

### Areas of study

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

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

Students focus on cell reproduction and the transmission of biological information from generation to generation. They examine the process of DNA replication and compare cell division in different organisms. Students explore reproductive strategies in organisms and the role of stem cells in the differentiation, growth, repair and replacement of cells is examined. Students use chromosome theory to explain the inheritance of characteristics. The uses of genetic screening and its social and ethical issues are examined.

### 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?

This unit focuses on the functional unit of life – the cell – and the processes that maintain cellular life. Students focus on the workings of the cell from the perspectives of: building biomacromolecules, trafficking of substances around cells, synthesis of DNA and proteins, the action of enzymes, biochemical reactions, sending and receiving signals, and immune responses to non-self. A student-designed practical investigation related to cellular processes may be undertaken to address Outcome 3, Unit 4.

### Areas of study

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

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

This unit focuses on the continual challenges to life that occur on Earth. Students examine the key change agents to life from historical and contemporary perspectives. They use evidence from palaeontology, biogeography, developmental biology and structural morphology to discuss change over time. They explore the contribution of comparative genomics, molecular homology and bioinformatics to our contemporary interpretation of evolution. A student-designed practical investigation related to biological change over time may be undertaken to address Outcome 3, Unit 4.

### Areas of study

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



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## Unit 1: Small Business Management

Small business makes up the vast majority of business activity in Australia and through this sector, industries such as retail, manufacturing and construction drive the national economy forward. Through the practical and theoretical understanding of how a small business works, students will learn about the challenges and opportunities in advertising, employment and profit-making. Students will learn to analyse the businesses they interact with, and adopt the entrepreneurial skills required to set up and manage their own small business.

### Areas of study

- Introducing Business
- Small business decision-making, planning and evaluation
- Day-to-day operations

## Unit 2: Communication and Management

A critical part of effective business is communicating the right message to customers, stakeholders and suppliers. Unit 2 focuses on the way in which communication is vital and students will learn the skills of public relation and marketing strategies in order to best engage the customer. Students will evaluate the global impact of technology in the functioning of business and the ways in which it has fundamentally changed how business sells its product and itself.

### Areas of study

- Communication in Business
- Managing the marketing function
- Managing the public relations function

## Unit 3: Business Management

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

### Areas of study

- Large scale organisations in context
- Internal environment of large scale organisations
- The operations management function

## Unit 4: Business Management

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

### Areas of study

- The human resource management function
- The management of change

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

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials.

### 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?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.

### 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?

In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and minimization of their impact on the environment. They will compare and evaluate different chemical energy resources including fossil fuels, biofuels, galvanic cells, electrolytic cells and fuel cells. Students will also analyse manufacturing processes with reference to factors that influence their reaction rates and extent.

### Areas of study

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

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

Students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food.

### Areas of study

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

Duane Collinson – collinson.duane.a@edumail.vic.gov.au

## Unit 1: Computing

How do you use and how are you affected by information and networked digital systems in everyday life? In Unit 1 students examine hardware, software and networks and how these interact with people and data to create digital solutions. Students are introduced to web design and programming through the investigation of contemporary issues.

### Areas of study

- Data and graphic solutions
- Networks
- Collaboration and communication

## Unit 2: Computing

How do you program computers to create solutions to real world problems? In Unit 2 students develop skills in object orientated programming and scripting languages and associated software to create digital solutions. Students are also introduced to database management software to manipulate datasets and understand the benefits and risks of interacting with databases.

### Areas of study

- Programming
- Data analysis and visualisation
- Data management

## Unit 3: Software development

How do you design software that solves real world problems? In Unit 3 student's work with a client to generate, develop and design alternative digital solutions to address a real need or opportunity. Students conduct a detailed analyse of a real need or opportunity in conjunction with a client through the development of a software requirement specification (SRS) that details a workable digital solution.

### Areas of study

- Programming practice
- Analysis and design

## Unit 4: Software development

How do you know that the workable digital solution created in Unit 3 meets the needs of the client? Students take their software designs from unit 3 and transform them into working software solutions and evaluate its effectiveness and efficiency against a range of criteria. Students further their computing skills through the analysis of depended information systems and the evaluation of controls put in place to protect the integrity of data stores.

### Areas of study

- Software solution
- Interactions and impact

## Unit 1: Dramatic storytelling

This unit involves students creating devised performances, both ensemble and solo, which explore and reflect their own relationship to personal, cultural and/or community experiences and stories. They document and reflect on their works as well as attend performances and analyse the work of professional practitioners.

### 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

This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance that uses non-naturalistic performance styles. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

### 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

This unit focuses on non-naturalistic devised ensemble drama. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions and work collaboratively to devise, develop and present an ensemble performance. Students use and manipulate dramatic elements, conventions, performance and expressive skills, performance styles and stagecraft in non-naturalistic ways to shape and enhance the performance. Students also evaluate and analyse their own work.

### 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

This unit focuses on the development and presentation of non-naturalistic devised solo performances. Students explore non-naturalistic performance styles and associated conventions from a diverse range of contemporary and cultural performance traditions. They develop skill in extracting dramatic potential from stimulus material and use dramatic elements, conventions, performance styles and performance and expressive skills to develop and present a short solo performance. These skills are further developed as students create a devised solo performance in response to a prescribed structure. Students also 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

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Georgina Hobbs - hobbs.georgina.j@edumail.vic.gov.au

## Unit 1

Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts. Students develop their skills in creating written, spoken and multimodal texts.

### Areas of study

- Reading and creating texts
- Analysing and presenting argument

## Unit 2

Students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts. Students develop their skills in creating written, spoken and multimodal texts.

### Areas of study

- Reading and comparing texts
- Analysing and presenting argument

## Unit 3

Students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

### Areas of study

- Reading and creating texts
- Analysing argument

## Unit 4

Students compare the presentation of ideas, issues and themes in texts. They create an oral presentation intended to position audiences about an issue currently debated in the media.

### Areas of study

- Reading and comparing texts
- Presenting argument

Tara Crowe – crowe.tara.e@edumail.vic.gov.au

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

Students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. They explore the physical requirements for life in terms of inputs and outputs, and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment, the function of local ecosystems and the interactions that occur in and between ecological components over different timescales. Students consider how local ecosystems can be monitored and measured.

### Areas of study

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

## Unit 2: How can pollution be managed?

Students explore the concept of pollution and associated impacts on Earth's four systems. They analyse the effects of pollutants on the health of humans and the environment over time. They explore the significance of technology, government initiatives, communities and individuals in redressing the effects of pollutants. Students compare three pollutants of national and/or global significance with reference to their effects in the atmosphere, biosphere, hydrosphere and lithosphere, and discuss management options.

### 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 focus on environmental management through the examination and application of sustainability principles. They explore the value and management of the biosphere. They analyse the processes that threaten biodiversity and apply scientific principles in evaluating biodiversity management strategies for a selected threatened endemic species. Students use a case study with reference to the principles of sustainability and environmental management to explore management at an Earth systems scale, including impact on the atmosphere, biosphere, hydrosphere and lithosphere.

### Areas of study

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

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

Students analyse the impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, and consider long-term consequences of energy production and use. Students consider how science can be used to reduce the impacts of energy production and use. They distinguish between natural and enhanced greenhouse effects and discuss their impacts on living things and the environment, including climate change.

### Areas of study

- What is a sustainable mix of energy sources?
- Is Climate predictable?
- Practical Investigation

Yr 11 and 12 – Kate Allcott - allcott.kate.l@edumail.vic.gov.au

**Note – there are no units 1 and 2 for Extended Investigation**

## Unit 3: Designing an Extended Investigation

Students develop skills in question construction and design, explore the nature and purpose of research, and identify a specific research question. Students use their Extended Investigation Journal to record the progressive refinement of a selected area of interest distilled into an individual research question. Once the students have decided on a topic, they can begin to explore the existing literature to further hone their viewpoint.

### Areas of study

- Designing a research question
- Planning and commencing the investigation
- Critical thinking

## Unit 4: Presenting an Extended Investigation

The final written report is submitted and includes the student's evaluation of the research methods and findings, and provides their response to the research question. Students also present their investigation as an oral presentation to a non-specialist panel and defend their findings, responding to questions and challenges from the panel. Students are supported and monitored to maintain the dimensions and scope of their investigation and to meet the milestones.

### Areas of study

- Presenting the final research report
- Defending research findings

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## Unit 1: Food Origins

This unit focuses on food from historical and cultural perspectives and how food sources have changed from hunter gatherer to rural based food production and global trade in food. Students will produce food and use ingredients from earlier cuisines.

### Areas of study

- Food Around the world
- Food in Australia

## Unit 2: Food makers

This unit focuses on food systems in contemporary Australia. Students will produce food and compare it with commercial products.

### Areas of study

- Food Industries
- Food in the home

## Unit 3: Food in daily life

This unit investigates the many roles and functions of food. This includes the physiology of eating, digestion, functions of food, nutrition and changes that occur in preparation and cooking. Practical work will include production of everyday food with regard to nutrition.

### Areas of study

- The science of food.
- Food Choice, health & wellbeing

## Unit 4: Food issues, challenges and futures

This unit examines debates about global and Australian food systems including environmental issues, ecology, farming practices and, application of new and emerging technologies. Students will investigate food fads, trends, diets and analyse marketing terms including on food packages. Practical work will involve responses to environmental and ethical food issues.

### Areas of study

- Environment and ethics
- Navigating food information

Note: Units 1 & 2 are each “stand alone” and are not essential for units 3&4



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Please note that Yr 11 and Yr 12 German are usually offered as one combined class. There are common areas of study for both year levels, however students complete different Assessment Tasks (Yr 11) and School Assessed Coursework (SACs – Yr 12).

## Unit 1

### Students will be able to:

- Establish and 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 a real or imaginary experience.

### Areas of study

- Christmas in Germany
- The environment and ecotourism
- Personal identity, school and aspirations, the world of work
- The Berlin Wall

## Unit 2

### Students will be able to:

- Participate in a spoken or written exchange related to making arrangements and completing 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

- Health, sport and technology
- Migrants in Germany

## Unit 3

### Students will be able to:

- Express ideas through the production of original texts.
- Analyse and use information from spoken texts.

### Areas of study

- Christmas in Germany
- The environment and ecotourism
- Personal identity, school and aspirations, the world of work
- The Berlin Wall

## 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

- Health, sport and technology
- Migrants in Germany

**Yr 11: Jaymi O'Connor & Jenna Young**

**Yr 12: Elizabeth Klinge & Jaymi O'Connor**

## **Unit 1: The health and development of Australia's youth**

Students investigate the concepts of health and individual human development looking at physical, social, emotional and intellectual development.

This unit focuses on Australia's youth. Students explore factors that influence health and individual human development of youth. Students explore issues and investigate one health issue in detail and analyse personal, community and government strategies or programs that improve health and human development.

### **Areas of study**

- Understanding youth health and human development
- Youth issues

## **Unit 2: Individual human development and health issues**

This unit focuses on the health and individual human development for the lifespan stages of prenatal, childhood and adulthood. Students study determinants that impact on health and development through the lifespan stages including physical environment, biological, behavioural and social.

Students identify issues that affect the health and individual human development of Australia's mothers and babies, children and adults. Students investigate health issues and analyse personal, community and government strategies and programs.

### **Areas of study**

- Prenatal health and individual development
- Child health and individual development
- Adult health and individual development

## **Unit 3: Australia's Health**

Students explore the health status of the Australian population and investigate areas for improvement through the National Health Priority Areas. Students study barriers to achieving health and wellbeing through the determinants of health, including the physical environment, biological, behavioural and social. Students study the Australian health care system and the role of government and non- government organisations in promoting health for Australians.

### **Areas of study**

- Understanding Australia's health
- Promoting health in Australia

## **Unit 4: Global Health and human development**

This unit takes a global perspective on achieving sustainable improvements in health and human development. Students study the health status of other developed countries compared to Australia and also the difference in health in developing countries. Students study sustainable development and the United Nations and World Health Organisation's role in promoting global health. Students study the role the Australian government plays in improving health and sustainable human development, with a focus on developing countries.

### **Areas of study**

- Introducing global health and human development
- Promoting global health and human development

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## Unit 1: Twentieth Century History 1918 - 1939

Unit 1 involves a detailed examination of the causes leading up to World War Two. Though the rise of the Nazi Party in Germany will be revised, the focus will shift to other areas of the globe such as Russia and Japan, and how these countries contributed to the development of World War Two. Students will examine social and cultural changes throughout the interwar years in Italy, Germany, Japan, Russia (USSR) and America.

### Areas of study

- Ideology and Conflict
- Social and Cultural Change

## Unit 2: Twentieth Century History 1949 - 2000

Unit 2 examines power structures in the second half the 20th Century. The Cold War between superpowers Russia and the USA is examined in detail, with focus being placed on Cuba (including the Bay of Pigs Invasion and the Cuban Missile Crisis) which almost brought the world to the brink of nuclear war. Finally, students examine challenges to the world as we know it today, including a study of terrorism (focusing on Islamic State and Al-Qaeda), and students will also study de-colonisation movements in Africa and the Asia-Pacific region and evaluate their impact.

### Areas of study

- Competing Ideologies
- Challenge and Change

## Unit 3: French Revolution

Unit 3 examines the French Revolution from 1774 to 1795. The French Revolution study analyses the overwhelming social, political and economic impacts of change, with France transforming from a country ruled as an absolute monarchy to a 'democratic state'. The French Revolution is filled with paranoia, conspiracies, mob violence, international wars and plenty of beheadings via the guillotine, but it also paved the way for a changing political landscape throughout Europe.

### Areas of study

- Causes of Revolution
- Consequences of Revolution

## Unit 4: Russian Revolution

Unit 4 is solely devoted to studying the Russian Revolution, and charting Russia's journey from a politically and economically backwards country at the turn of the 20th Century, to a superpower at the end of World War Two. The Russian Revolution was the first experiment of communist government, and students will explore the influence of Lenin and the Bolshevik party in ending a system ruled by a monarchy (the Tsars) and overcoming challenges faced by attempts at democracy.

### Areas of study

- Causes of Revolution
- Consequences of Revolution

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## Unit 1: Criminal law in action

What is a law and why do we need them? Students will answer this essential question, as they explore why our society needs laws, in particular criminal laws. Students will investigate the key features of criminal law (including murder, manslaughter and assault), its impacts on individuals and society, and the criminal court process undertaken to resolve criminal matters.

### Areas of study

- Law in society
- Criminal law
- The criminal courtroom

## Unit 2: Issues in civil law

Civil law regulates disputes between individuals, groups and organisations. Unit 2 examines the rights and responsibilities people have under civil law, and how these disputes can be resolved through the courts.

### Areas of study

- Civil law
- The civil law in action
- The law in focus
- A question of rights

## Unit 3: Law-making

Who says what we can and can't do in our society? Who makes our laws? Unit 3 investigates the two main ways that laws are made in our society, through Parliament and through the Courts, with a strong emphasis on students' ability to evaluate the effectiveness of each method. The Unit also investigates the document that sets up these law-making systems – the Constitution.

### Areas of study

- Parliament and the citizen
- The Constitution and the protection of rights
- Role of the courts in law-making

## Unit 4: Resolution and justice

After establishing how laws are made in Unit 3, students will then investigate the systems and structures in our society that are designed to help resolve legal issues. From initially looking at Courts and Tribunals and their effectiveness, students will eventually look at the entire trial process, both criminal and civil. They will learn about bail and remand, look at different sanctions, and eventually evaluate the overall effectiveness of our entire legal system.

### Areas of study

- Dispute resolution methods
- Court processes and procedures, and engaging in justice

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## Unit 1: Approaches to Literature

Students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience.

### Areas of study

- Reading practices
- Ideas and concerns in texts

## Unit 2: Context and connections

Students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted.

### Areas of study

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

## Unit 3: Form and transformation

Students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

### Areas of study

- Adaptations and transformations
- Creative responses to texts

## Unit 4: Interpreting texts

Students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches.

### Areas of study

- Literary perspectives
- Close analysis

## Unit 1: Hazards and Disasters

The world around us is characterized by hazards and disasters and entire regions of the planet have been shaped by the geological, meteorological, biological and technological hazards that have impacted on human existence. Students will explore the impact and human involvement with such disasters as volcanoes, tsunamis, the HIV/AIDS epidemic and oil spills. As well as examining their causes, students will learn how to analyse prevention methods and develop strategies for increasing human preparedness to minimise ecological, environmental and human disasters.

### Areas of study

- Characteristics of hazards
- Response to hazards and disasters

## Unit 2: Tourism

Over 1 billion tourists a year cross international boundaries, with even greater numbers of tourists staying in their own country. The scale of tourism increase since the 1950s has had monumental impact on local, regional and national environments, economies and cultures. One in every 12 people globally is employed in the tourism industry. In the unit, students will commence by understanding the basics of tourism using fieldwork techniques to explore contrasting examples from Australia and overseas.

### Areas of study

- Characteristics of Tourism
- Impact of Tourism

## Unit 3: Changing the Land

This unit explores the way in which the Earth's surface has changed, both through human and natural involvement. Processes such as deforestation, ice caps melting and desertification will be examined as students debate the justification for human manipulation. The intersection of flora, fauna, climate, soils and landforms all create dynamic and delicate environments that are being increasingly used for housing, resource acquisition and recreation.

### Areas of study

- Land use change
- Land cover change

## Unit 4: Human Population – trends and issues

Students will explore the patterns of population change, movement and distribution, and how governments, organizations and individuals have responded to those changes in different parts of the world. The growth of human population has been one without precedent and students will choose two significant population trends in two different parts of the world. Population movements such as voluntary and forced movements over long or short terms add further complexity to population structures and to economic, social, political and environmental conditions.

### Areas of study

- Population dynamics
- Population issues and challenges

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**Note:** With the exception of Foundation Maths, all VCE Maths require a CAS calculator.

## Unit 1 & 2: Foundation Maths

Foundation Mathematics provides for the continuing mathematical development of students entering VCE or VCAL and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics.

There is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. All four areas of study are completed over the two units.

### Areas of study

- Space, shape & design
- Patterns & Number
- Data
- Measurement

## Unit 1: General Maths

Students will learn how to apply techniques and routines to the areas of Number, Linear Equations, Recursion and Matrices. Students will be introduced to the CAS calculator and how it can be used to assist them. This subject leads directly onto Further Maths in Units 3 & 4.

### Areas of study

- Number
- Linear Equations
- Recursion
- Matrices

## Unit 2: General Maths

Students will learn how to apply techniques and routines to the areas of Linear Graphs and Data. Students will continue to learn how to use the CAS calculator. This subject leads directly onto Further Maths in Units 3 & 4.

### Areas of study

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

## Unit 3: Further Maths

This unit comprises the Core part of Further Maths. All students will learn how to apply techniques and routines to the areas of Data and Recursion. Students will also continue to use the CAS calculator to assist their learning.

### Areas of study

- Data Analysis
- Recursion & Financial Modelling

## Unit 4: Further Maths

This unit comprises the Elective part of Further Maths. All students will learn how to apply techniques and routines to the areas of Matrices and Linear Relations. Students will also continue to use the CAS calculator to assist their learning.

### Areas of study

- Matrices
- Linear Relations

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## Unit 1: Mathematical Methods

Mathematical Methods Unit 1 provides an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology.

### Areas of study

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

## Unit 2: Mathematical Methods

Mathematical Methods Unit 2 focuses on the study of simple transcendental functions and the calculus of simple algebraic functions, probability, statistics and their applications in a variety of practical and theoretical contexts. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation and anti-differentiation with and without the use of technology.

### Areas of study

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics

## Unit 3 & 4: Mathematical Methods

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable from Mathematical Methods Units 1 and 2, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. On the completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study below, and apply a range of related mathematical routines and procedures. Students should be able to apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics. Students should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

### Areas of study

- Functions and graphs
- Algebra
- Calculus
- Probability and statistics



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## Units 1 & 2

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. You will investigate a broad range of applications, as well as the development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4.

On the completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study below, and apply a range of related mathematical routines and procedures. Students should be able to apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics. Students should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

### Areas of study

- Algebra and structure
- Arithmetic and number
- Discrete mathematics
- Geometry, measurement and trigonometry
- Graphs of linear and non-linear relations
- Statistics

## Unit 3 & 4

Specialist Mathematics units 3 & 4 must be taken in conjunction with Mathematical Methods 3 & 4. Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 & 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2.

On the completion of each unit the student should be able to define and explain key concepts as specified in the content from the areas of study below, and apply a range of related mathematical routines and procedures. Students should be able to apply mathematical processes, with an emphasis on general cases, in non-routine contexts, and analyse and discuss these applications of mathematics. Students should be able to select and appropriately use numerical, graphical, symbolic and statistical functionalities of technology to develop mathematical ideas, produce results and carry out analysis in situations requiring problem-solving, modelling or investigative techniques or approaches.

### Areas of study

- Functions and graphs
- Algebra
- Calculus
- Vectors
- Mechanics
- Probability and statistics

## Unit 1: Representations and Technologies of Representation

Students develop an understanding of the relationship between the media, technology and the representations present in media forms. They study the relationships between media technologies, audiences and society. Practical and analytical skills, including an understanding of the contribution of codes and conventions to the creation of meaning in media products are studied. The role audiences play in constructing meaning from media representations, and the creative and cultural impact of new media technologies is analysed.

### Areas of study

- Representation
- Technologies of representation
- New Media

## Unit 2: Media Production and The Media Industry

In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues and developments relating to production stages and roles and the broader framework within which Australian media organisations operate.

### Areas of study

- Media production
- Media industry production
- Australian media organisations

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

Students develop an understanding of film, television or radio drama production and story elements. Students examine how various production and diverse story elements work together to structure meaning in narratives to engage audiences. Students develop practical skills of the design and production process. They present a media production design plan for a specific media form and audience and a written planning document, with visual representations using conventions appropriate to the student selected media form.

### Areas of study

- Narrative
- Media production skills
- Media production design

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

Students further develop practical skills in the production of media products to realise the production design plan completed during Unit 3. Organisational and creative skills are refined and applied throughout each stage of the production process. Students analyse the relationship between media texts, social values and discourses in the media. The nature and extent of media influence, the relationship between the media, media audiences and media regulation are also critically analysed in this unit.

### Areas of study

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

Luke McCallum – mccallum.luke.k@edumail.vic.gov.au

## Unit 1: Product re-design and sustainability

During this unit students focus on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability.

### Areas of study

- Product re-design for improvement
- Produce a re-designed product
- Create a folio and evaluate a re-designed product

## Unit 2: Collaborative design

During this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

### Areas of study

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

## Unit 3: Applying the Product design process

In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end user, developed through a design process and influenced by a range of complex factors. They will cover the initial stage of the Product design process, preparing a design brief that outlines the context and situation of a design problem. Students will learn about industry and product design and development across a range of different scales.

### Areas of study

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

## Unit 4: Product development and evaluation

In this unit students learn that evaluations are made at various points of the product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end user. Comparison of similar products in relation to Product design factors and the environmental, economic and social impact of products throughout their life cycle will be analysed.

### Areas of study

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

# MUSIC INVESTIGATION

Angela Facey - facey.angela.a@edumail.vic.gov.au

**Music Investigation is a Units 3 & 4 subject.**

**Music Styles & Composition Units 1 & 2 or Music Performance 1 & 2 are prerequisites.**

**Music Investigation can be taken following Units 3 & 4 Music Styles & Composition or units 3 & 4 Music Performance as an additional 3, 4 subject.**

## Unit 3

Students design and conduct an investigation into performance practices characteristic of a music style, tradition or genre. They describe and explore their selected Investigation Topic and its practices, technical, expressive and contextual issues, and through composition, improvisation or arrangement and performance. They develop their knowledge and understanding of techniques and ways of achieving expressive outcomes. Research through critical listening, analysis of live and recorded performances and study of scores/charts and texts regarding the Investigation Topic.

### Areas of study

- Investigation
- Composition/improvisation/arrangement
- Performance

## Unit 4

Students refine the direction and scope of their end-of-year performance program. They also compose, improvise or arrange and perform a work that is characteristic of the music style, tradition or genre they are investigating and continue developing their understanding of relevant performance practices. Students continue to listen to the work of other performers and develop their ability to execute technical and expressive demands and apply performance conventions to realise their intended interpretations of each work.

### Areas of study

- Preparing a performer's statement
- Composition/improvisation/arrangement
- Performance

Angela Facey - facey.angela.a@edumail.vic.gov.au

## Unit 1

This unit focuses on building students' performance and musicianship skills to present performance of selected group & solo works. Students study the works of other performers and explore ways to improve their own approach to performance. Students identify challenges within their chosen performances pieces and address these challenges through rehearsal. Students also develop their listening, aural and analytical musicianship skills. Choice of musical instrument or voice.

### Areas of study

- Performance
- Preparing for performance
- Music language

## Unit 2

This unit focuses on building performance and musicianship skills. Performance of selected group & solo works and present performances in varied venues. Students study the works of other performers and refine selected strategies to improve their own approach to performance. Students identify challenges within their chosen performances pieces and address these challenges through rehearsal. Students also develop their listening, aural and analytical musicianship skills and apply this knowledge when rehearsing and presenting performances. Choice of musical instrument or voice.

### Areas of study

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

## Unit 3

This unit focuses on building and refining performance and musicianship skills. Students select either group or solo performance and begin preparation of performance program for end of year exam. Students present preparatory performances in both solo and group. Students identify technical, expressive and stylistic challenges relevant to their chosen performance works and address these challenges through rehearsal. Listening, aural, theoretical and analytical musicianship skills continue to develop. Choice of musical instrument or voice.

### Areas of study

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

## Unit 4

This unit focuses on further refining performance and musicianship skills. Student will select either group or solo performance to rehearse for the end of year performance exam. Through analyses of other performers' interpretations and feedback of their own performances, students refine their performance and optimise their approach to performance. Students continue to strengthen and consolidate their listening, aural, theoretical and analytical musicianship skills. Choice of musical instrument or voice.

### Areas of study

- Performance
- Preparing for performance
- Music Language

**Yr 12: Elizabeth Klinge**

## **Unit 1: Exploring outdoor experiences**

Students explore the ways in which humans understand and relate to nature through experiences of outdoor environments. Students explore the many ways in which nature is understood and perceived. Students investigate motivations for interacting with outdoor environments and the factors that affect access to outdoor experiences and relationships with outdoor environments. Through outdoor practical experiences, students develop practical skills and knowledge to help them live sustainably in outdoor environments.

### **Areas of study**

- Motivations for outdoor experiences
- Experiencing outdoor environments

## **Unit 2: Discovering outdoor environments**

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

Students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students learn the impact of technologies and changing human lifestyles on outdoor environments. They develop the practical skills required to minimise human impact on outdoor environments.

### **Areas of study**

- Investigating outdoor environments
- Impacts on outdoor environments

## **Unit 3: Relationships with outdoor environments**

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Students investigate the changing human relationships with outdoor environments in Australia historically and relationships expressed today. Students are involved in one or more experiences in outdoor environments. Through these practical experiences students are provided with the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills about specific natural environments.

### **Areas of study**

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

## **Unit 4: Sustainable outdoor relationships**

Students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, the importance of healthy outdoor environments, and how Australia can be sustainable.

Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider how to be environmentally responsible citizens.

They investigate environmental legislation, as well as management strategies and policies for a healthy and sustainable environment in Australia.

### **Areas of study**

- Healthy outdoor environments
- Sustainable outdoor environments

Yr 11 and 12 – Kate Allcott - allcott.kate.l@edumail.vic.gov.au

## Unit 1: Existence, Knowledge and Reasoning

Questions that have plagued mankind for millennia – such as ‘what is reality?’ ‘how do we understand the world in which we live?’ – will be examined drawing on the works of some of the greatest philosophical thinkers, such as Aristotle, Descartes and Hume. Key focus areas will guide students’ study as they examine free will, the existence and nature of God, materialism and concepts of time.

### Areas of study

- Epistemology
- Metaphysics
- Introduction to logic and reasoning

## Unit 2: Questions of Value

What should I do? What is right? The laws of our society reflect a position that murder and theft are wrong, but a philosopher is interested in the justifications for these convictions. Through encouraging students to question the basis for morality and justice, they will debate whether ethics are developed through personal prejudice or if universal truths can hold true. Students will learn how to apply philosophical knowledge to everyday dilemmas as well as the highly complex and challenging issues of our time.

### Areas of study

- Ethics of moral philosophy
- Further problems in value theory
- Techniques of reasoning

## Unit 3: Minds, bodies and persons

This unit is centred around two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Students will learn to reason and defend their arguments through the use of philosophical knowledge, as well as other discipline areas such as sociology, religion, psychology and politics. The metaphysical concepts of the self, the soul and the mind will be explored from various perspectives, including both Western and Buddhist religions.

### Areas of study

- Minds and bodies
- Personal identity

## Unit 4: The Good Life

This unit reflects on the basis of life itself, considering what it means to be happy, particularly in the complex and changing time of 21st century with newfound challenges in media, materialism and changing morality. Students must use literature from centuries past and apply it to today’s context in order to construct an understanding of what it means to live well. In this students must also consider our global responsibility to one another, how this has changed our perspective and what we can do to ensure our own good life.

### Areas of study

- Conceptions of a good life
- Living a good life in the 21st century

Sue Roberts and Rod Kirkwood

## Unit 1: The Human Body in Motion

In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. They evaluate the social, cultural and environmental influences on movement. Students consider the implications of the use of legal and illegal practices to improve athlete's performance, evaluating perceived benefits and describing potential harms.

### Areas of study

- How does the musculoskeletal system work to produce movement?
- How does the cardiorespiratory system function at rest and during physical activity?

## Unit 2: Physical activity, Sport and Society

This unit develops students' understanding of physical activity, sport and society from a participatory perspective. Through a series of practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity. They study the social-ecological model and the Youth Physical Activity Promotion Model.

### Areas of study

- What are the relationships between physical activity, sport, health and society?
- What are the contemporary issues associated with physical activity and sport?

## Unit 3: Physical Activity Participation and Physiological Performance

This unit introduces students to an understanding of physical activity and sedentary behaviour. Students apply various methods to assess physical activity and sedentary levels, and analyse the data in relation to adherence to the National Physical Activity Guidelines. Students study and apply the social-ecological model. Students investigate the contribution of energy systems to performance in physical activity. Students explore the multi-factorial causes of fatigue and consider different strategies used to delay and manage fatigue and to promote recovery.

### Areas of study

- Monitoring and Promotion of Physical Activity
- Physiological Responses to Physical Activity

## Unit 4: Enhancing performance

Improvements in performance depend on the ability of the individual or coach to gain, apply and evaluate knowledge and understanding of training. Using the results of an activity analysis, they then investigate the required fitness components and participate in a training program designed to improve or maintain selected components. Students learn to critically evaluate different techniques and practices that can be used to enhance performance, and look at the rationale for the banning of various practices from sporting competition.

### Areas of study

- Planning, Implementing and Evaluating a Training Program
- Performance Enhancement and Recovery Practices



Campbell Pallot - [pallot.campbell.c@edumail.vic.gov.au](mailto:pallot.campbell.c@edumail.vic.gov.au)

## Unit 1: What ideas explain the physical world

In this unit students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

### 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 explore the power of experiments in developing models and theories. They will investigate the ways in which forces are involved in moving objects and in keeping objects stationary. Students will then choose one of twelve options relating to a field in physics.

### Areas of study

- How can motion be described and explained?
- Options
- How fast can things go?

## Unit 3

Students explore the importance of Energy and describe the physical world. They explore the production of electricity and the delivery of this resource to homes. Students learn the related applications to gravitational and electro-magnetic field particularly aspects associated with motion and electricity. Students undertake the basics of Einstein's special relativity.

### Areas of study

- How do things move without contact?
- How are fields used to move electrical energy?
- How fast can things go?

## Unit 4

Students explore the interactions of waves, light and matter. This exciting study brings a number of challenging theories that enable scientists to study their environment by looking at the way matter behaves as a wave and vice versa. This unit investigates the photoelectric effect. Furthermore the electron-energy states will be investigated in detail.

### Areas of study

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

Luke McCallum – mccallum.luke.k@edumail.vic.gov.au

## Unit 1: Product re-design and sustainability

During this unit students focus on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability.

### Areas of study

- Product re-design for improvement
- Produce a re-designed product
- Create a folio and evaluate a re-designed product

## Unit 2: Collaborative design

During this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

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### Areas of study

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

## Unit 4: Product development and evaluation

In this unit students learn that evaluations are made at various points of the product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end user. Comparison of similar products in relation to product design factors and the environmental, economic and social impact of products throughout their life cycle will be analysed.

### Areas of study

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

Sharon Warrick - warrick.sharon.k@edumail.vic.gov.au

## Unit 1: How are behaviour and mental processes shaped?

Students examine how our understanding of brain structure and function has changed over time and how the brain enables us to interact with the external world. They explore atypical behaviour, brain plasticity and brain damage.

### Areas of study

- Brain structure and function
- Psychological development
- Research methods

## Unit 2: How do external factors influence behaviour and mental processes?

Students investigate how perception of stimuli creates perceptual distortions. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and group. Classical and contemporary research contributions to perception and why individuals and groups behave in specific ways are examined.

### Areas of study

- Perception
- Influences on behaviour
- Practical investigation

## Unit 3: How does experience affect behaviour and mental processes?

Students will explain how the structure and function of the human nervous system enables a person to interact with the external world and analyse the different ways in which stress can affect nervous system functioning. They will apply biological and psychological explanations for how new information can be learnt and stored in memory, and provide biological, psychological and social explanations of a person's inability to remember information.

### Areas of study

- Nervous system
- Learning and remembering

## Unit 4: Development and maintenance of wellbeing

Students will explain consciousness, compare theories about sleep, and elaborate on the effects of sleep disruption on a person's functioning. They will explain the concepts of mental health and mental illness including influences of risk and protective factors, apply a biopsychosocial approach to explain the development and management of specific phobia, and explain the psychological basis of strategies that contribute to mental wellbeing. Students will design and undertake a practical investigation related to mental processes and psychological functioning.

### Areas of study

- Consciousness
- Mental wellbeing
- Investigation

Sue Pavlovich - pavlovich.susan.m@edumail.vic.gov.au

## Unit 1: Artistic inspiration and techniques

Students apply the stages of studio practice to explore, develop, refine, resolve and present artworks. Exploring for inspiration, they research artistic influences, develop ideas, and explore materials and techniques of specific art forms. Progressive refinement and resolution of skills is recorded in a visual diary.

Students research and analyse studio practice of cultural and historical contexts for ideas, inspiration, materials and techniques.

Students examine artwork presentation, including 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 establish a studio practice to produce artworks, recorded in a visual diary.

Students will study the concepts of art periods, movements and styles in order to understand studio practices and comparisons of cultural and historical differences and contemporary art.

The presentation of artworks to audiences is studied by visits to a variety of exhibition contexts and 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 evidence the studio process by producing an exploration proposal, a work plan, a visual diary, art forms, and a potential directions statement.

Students will investigate professional art practices from different cultural and historical contexts in relation to selected artworks and art forms.

Students will visit a range of exhibitions and prepare a study at least two exhibitions and study specific artworks displayed.

### Areas of study

- Exploration proposal
- Studio process
- Artists and studio practices

## Unit 4: Studio practices and art industry contexts

Students focus on the planning, production and evaluation required to develop, refine and present at least two artworks that link cohesively according to the ideas resolved in Unit 3.

The investigation of the art industry is undertaken by examining a range of settings, their staffing, curatorial and conservation practices with studies of at least two exhibitions visited in the current year of study, including reference to specific works in those exhibitions.

### Areas of study

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

Shaun Queale – [queale.shaun.h@edumail.vic.gov.au](mailto:queale.shaun.h@edumail.vic.gov.au)

## Unit 1: Introduction to Mechanical Systems

Unit 1 focuses on engineering, mechanical basics and understanding the principles that operate in a range of mechanical devices. Students apply their knowledge to design, construct, and test and evaluate operational systems. The focus of the system should be mechanical; however, it may include some electronic components. The constructed operational systems demonstrate selected theoretical principles studied in this unit.

### Areas of study

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

## Unit 2: Introduction to Electrotechnology Systems

In Unit 2 student study electrotechnology systems and produce operational systems that may also include mechanical components. Students study fundamental electrotechnology principles including applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits, and mathematical calculations. Students will apply their knowledge in the design, construction, testing and evaluation of an operational system. The constructed system should provide a tangible demonstration of some of the theoretical principles studied in this unit.

### Areas of study

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

## Unit 3: Integrated Systems Engineering and Energy

In Unit 3 students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. Through the application of their knowledge, students design and plan an operational, mechanical-electrotechnology integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems. Students commence production work, test and evaluate their integrated system.

### Areas of study

- Controlled and integrated systems engineering design
- Commence production of a Controlled Integrated System
- Clean energy technologies

## Unit 4: Systems and Control and New and Emerging Technologies

In Unit 4 students complete the production work, test and evaluate the integrated controlled system. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts. Students use their investigations, design and planning to continue the fabrication of their mechanical-electrotechnology integrated and controlled system using the Systems Engineering Process. In the final stages of the Systems Engineering Process, students test, diagnose and analyse the performance of the system.

### Areas of study

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

Tina Fitzgerald – [fitzgerald.tina.m@edumail.vic.gov.au](mailto:fitzgerald.tina.m@edumail.vic.gov.au)

## Unit 1: Product re-design and sustainability

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### Areas of study

- Product re-design for improvement
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During this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

### Areas of study

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

## Unit 3: Applying the Product design process

In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end user, developed through a design process and influenced by a range of complex factors. They will cover the initial stage of the product design process, preparing a design brief that outlines the context and situation of a design problem. Students will learn about industry and product design and development across a range of different scales.

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- The designer, client and/or end user in product development
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## Unit 4: Product development and evaluation

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### Areas of study

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

Chris Summers - [summers.christopher.c@edumail.vic.gov.au](mailto:summers.christopher.c@edumail.vic.gov.au)

## Unit 1: Pre-modern theatre

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre-modern era. Students work with playscripts from the pre-modern era of theatre, focusing on works created up to 1920 in both their written form and in performance. They also study theatrical and performance analysis and apply these skills to the analysis of a play in performance.

### Areas of study

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

## Unit 2: Modern theatre

This Areas of study focuses on an exploration of playscripts from the modern era of theatre, that is, works from the 1920s to the present. Students study at least three distinct theatrical movements from this era and playscripts associated with each movement. Students learn about the contexts, origins, theatrical styles, production processes, use of stagecraft and performance possibilities of each playscript. Through practical workshops involving the application of stagecraft, students gain knowledge of how each movement has shaped and contributed to the world of modern theatre.

### Areas of study

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

## Unit 3: Playscript interpretation

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

### Areas of study

- Production process
- Theatrical interpretation
- Production analysis

## Unit 4: Performance interpretation

This Areas of study focuses on the interpretation of a monologue from a playscript selected from the monologue list in the Theatre Studies Stagecraft Examination Specifications. Students select a monologue from the list and study the text of the monologue, the prescribed scene and the playscript from which the scene is derived. Students apply selected stagecraft from the list for Unit 4 to interpret the monologue. The interpretation of the monologue is informed by study of the prescribed scene and the complete playscript. Students make decisions about the contexts, theatrical styles and theatrical possibilities for interpreting the monologue. Students apply their selected areas of stagecraft to realise and present their interpretation of the monologue. They also consider relationships between acting, direction and design.

### Areas of study

- Monologue interpretation
- Scene interpretation
- Performance analysis

Courtney Scherger – [scherger.courtney.a@edumail.vic.gov.au](mailto:scherger.courtney.a@edumail.vic.gov.au)

## Unit 1: Introduction to Visual Communication Design

Unit 1 Visual Communication Design focuses on using visual language to communicate and transfer messages, ideas and concepts, making them visible. This involves using and applying 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

Within this unit, student's focus on the application of Visual Communications, employ design thinking strategies' and drawing methods to create various visual communications. Students 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 gain an understanding of the processes that designers employ to structure their thinking and communicate creative ideas with clients, target audiences and other specialists within the design fields. Students experiment with various media, 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

This focus of this unit is the development of design concepts and two final presentations that have met the requirements and expectations of a brief. Students work through and apply the design process twice to meet both the clients 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 are selected as a complete prescribed program of study and usually take two (2) years to complete. Some programs may be available over three years. This will potentially make available for students, increased opportunity for both VCE unit credit (6 units), and increased training to certificate III level. 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.

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

**Each VET program may have materials costs. Some areas may also incur extra costs from time-to-time 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.

**The VET program(s) operate under** auspice agreements with Registered Training **Organisations (RTO).**

**Students are requested to attend the VCE/VET/VCAL Information Night to gain a complete overview of their selected program.**

## **Further Information**

For general enquiries on VET in the VCE subjects please contact Mr. Campbell Pallot, VET Coordinator, Horsham College.

# 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.

**Further information/useful links:** [www.vcaa.vic.edu.au/vet/programs/index.aspx](http://www.vcaa.vic.edu.au/vet/programs/index.aspx) select Agriculture

**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	Second year units may include
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	Participate in environmentally sustainable work practices Apply chemicals under supervision Assist agricultural crop establishment Prepare grain storages Provide feed for livestock Undertake operational maintenance of machinery Recognise plants Observe and report on weather Carry out wool pressing Work effectively in the industry

**Costs:** Bus to and from Longereng – approximately \$70.00 per semester  
Approximately: 1st year \$150 and 2nd year \$80 in materials

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

**Description:** VCE VET Automotive provides students with a basic operational knowledge of a range of automotive technologies, the ability to apply a range of skills appropriate to enter the automotive industry and to apply solutions to a range of problems. 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 Longerrenong 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.

**Further information/useful links:** [www.vcaa.vic.edu.au/vet/programs/index.aspx](http://www.vcaa.vic.edu.au/vet/programs/index.aspx)      **select Automotive**

**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	Second year units may include
Apply safe working practices 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	Use and maintain measuring equipment Clean a vehicle Remove and replace brake assemblies Construct lighting circuits Remove and assemble engine cylinder head Operate electrical test equipment Dismantle and assemble engine – 4 stroke

**Costs:** Approximately: \$60 in materials

# CERTIFICATE II in BUILDING and 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. Common units in the pre-apprenticeship include safe handling of plant and power tools, quality principles for the building industry, calculations and workplace documents and plans.

**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.

**Further information/useful links:** [www.vcaa.vic.edu.au/vet/programs/index.aspx](http://www.vcaa.vic.edu.au/vet/programs/index.aspx)      select Building and Construction

**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	Second year units may include
Workplace document and plans Workplace safety and site induction 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	Quality principles for the building industry Introduction to scaffolding and work platforms Levelling Basic setting out Sub floor framing Wall framing Roof framing External cladding

**Costs:** 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

## CHC20112 Certificate II in Community Services

**Description:** VCE VET Community Services program offers students the opportunity to learn about the community services sector and explore specific contexts of work. They 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

**Further information/useful links:** [www.vcaa.vic.edu.au/vet/programs/index.aspx](http://www.vcaa.vic.edu.au/vet/programs/index.aspx)      **select Community Services**

**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	Second year units may include
<ul style="list-style-type: none"> <li>Prepare for work in the community sector</li> <li>Communicate with people accessing the services of the organisation</li> <li>Follow policies, procedures and programs of the organisation</li> <li>Work with others</li> <li>Follow WHS procedures for direct care work</li> <li>Apply first aid</li> <li>Prepare for disability work</li> <li>Undertake basic administrative procedures</li> <li>Communicate appropriately with clients and colleagues</li> </ul>	<ul style="list-style-type: none"> <li>Undertake community sector work within own community</li> <li>Advocate for clients</li> <li>Operate under a casework framework</li> <li>Work effectively in mental health</li> <li>Support group activities</li> <li>Work effectively in the leisure and health industry</li> </ul>

**Costs:** Approximately \$180 for 1st year and \$120 for 2nd year materials fee

## CERTIFICATE II IN DANCE

### HORSHAM COLLEGE – AUDANCE

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

**Description:** The VCE VET Dance programs aim to provide participants with the knowledge and skills to achieve competencies that will enhance their 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:** There are a comprehensive range of certificate, advanced certificate, diploma, degree/bachelor, graduate certificate and graduate diploma course offerings from many and diverse providers around Australia.

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	Second year units may include
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	Prepare self for performances Develop and apply creative arts industry knowledge Develop audition techniques Perform basic jazz dance technique Perform basic contemporary dance technique

**Costs:** Materials fees – approximately \$100

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

**Description:** The VCE VET Interactive Digital Media 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.

**Workplacement:** 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 – where CD ROMS, online services and websites are developed.
- 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

**Further information/useful links:** [www.vcaa.vic.edu.au/vet/programs/index.aspx](http://www.vcaa.vic.edu.au/vet/programs/index.aspx)      **select Interactive Digital Media**

**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	Second year units may include
Follow occupational health and safety procedures Develop and apply creative arts industry knowledge Work effectively with others Apply critical thinking techniques Develop and extend critical thinking skills Follow a design process Develop and apply creative arts industry knowledge Maintain interactive content	

**Costs:** Approximately \$130 materials fee

# CERTIFICATE II IN ELECTROTECHNOLOGY

## FEDERATION UNIVERSITY – WIMMERA TRADE TRAINING CENTRE

### UEE22011 Certificate II in Electrotechnology

**Description:** This VET program is a pre-apprenticeship course which provides students with the knowledge and skills to enhance their employment prospects in the field of electrotechnology. The units of study in this course will carry credits into a Certificate III in Electrotechnology (Apprenticeship).

**Program structure:** Delivered each Wednesday over 2 years at the Wimmera Trade training Centre from 9.15am to 3.10pm.

**Workplacement:** 40 hours of work placement is recommended across the two years.

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

**Further information/useful links:** [www.vcaa.vic.edu.au/vet/programs/index.aspx](http://www.vcaa.vic.edu.au/vet/programs/index.aspx)      **select Integrated Technology**

**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.

First year units may include	Second year units may include
Apply OHS practices in the workplace Fabricate, assemble and dismantle utilities industry components Solve problems in DC circuits Identify and select components, accessories and materials for energy sector work activities Attach cords and plugs to electrical equipment for connection to a single phase 230 V supply	Fabricate, assemble and dismantle utilities industry components Solve problems in DC circuits Apply environmentally and sustainable energy procedures in the energy sector Identify and select components, accessories and materials for energy sector work activities Attach cords and plugs to electrical equipment for connection to a single phase 230 V supply

**Costs:** \$70 for first year students, and \$205 for second year students.



## 22019VIC Certificate II in Engineering Studies

**Description:** This program aims to provide students with training and pathways 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 Longereng 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

**Further information/useful links:** [www.vcaa.vic.edu.au/vet/programs/index.aspx](http://www.vcaa.vic.edu.au/vet/programs/index.aspx)      **select Engineering**

**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	Second year units may include
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	Perform computations Participate in environmentally sustainable work practices Produce basic engineering sketches and drawings Apply 5S procedures Handle engineering materials Produce basic engineering components and products using fabrication and machining

**Costs:** Students supply their own overalls and boots (steel capped)  
 \$150 materials fee for both first and second year students.  
 Bus to and from Longereng – approximately \$70.00 per semester

# CERTIFICATE II IN FURNITURE MAKING

## FEDERATION UNIVERSITY – WIMMERA TRADE TRAINING CENTRE

### MSF20313 Certificate II in Furniture Making

**Description:** This certificate covers a wide range of work. It provides a pathway to further training and employment in furniture construction. A person working in the furnishing trade may be involved in cabinet making, upholstery, polishing, soft furnishing, picture framing and floor finishing and covering while incorporating elements of creativity with functionality and design.

**Program structure:** Delivered each Wednesday over 2 years at the Wimmera Trade Training Centre from 9.30am to 3.20pm.

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

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

**Further information/useful links:** [www.vcaa.vic.edu.au/vet/programs/index.aspx](http://www.vcaa.vic.edu.au/vet/programs/index.aspx) select Furnishing

**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	Second year units may include
Communicate in the workplace Work in a team Work safely Prepare surfaces for furnishing Provide basic emergency life support Make measurements Apply quality standards Join solid timber Construct a basic furnishing product Work safely in the construction industry	Participate in environmentally sustainable work Assemble furnishing components Use furniture making hand and power tools Construct furniture using leg and rail method Prepare cutting list from plans and job specifications Read and interpret documents

**Costs:** Approximately \$150 covers all materials and books used during class time.

## SIH20111 Certificate II in Hairdressing

**Description:** 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.

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

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

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

**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.

First year units may include	Second year units may include
Apply salon safety procedure Maintain and organise tools, equipment and work areas Greet and prepare clients for salon services Perform shampoo and basin treatment services Dry hair to shape Apply hair colour products Perform head neck and shoulder massage Develop hairdressing industry knowledge	Participate in environmentally sustainable work practices Communicate in the workplace Apply hair braiding techniques Conduct financial transactions Sell products and services Work effectively in a retail environment

**Costs:** Approximately \$267 for 1st year and \$32 for 2nd year

# CERTIFICATE III IN HEALTH SERVICES ASSISTANCE

## FEDERATION UNIVERSITY

### HLT32512 Certificate III in Health Services Assistance

**Description:** This VETiS program provides students with knowledge and experience in relation to working in the health industry to provide assistance to health professionals. It is designed for those students pursuing a career in nursing in the future. The program includes basic training in medical terminology, first aid and nursing related care. These basic skills are then built upon through the provision of direct client care in an acute care environment.

**Program structure:** Delivered each Wednesday over 2 years at Federation University from 9.30am to 3.20pm.  
**Workplacement:** A minimum of 40 hours per year is mandatory

**Careers/Pathways:** Diploma of Nursing, Bachelor of Nursing, Graduate Diploma of Paramedicine, Bachelor of Midwifery, Nurse, Ambulance Officer, Paramedic, Allied Health Care Professional, Physiotherapist, Midwife

**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	Second year units may include
Participate in WHS processes Communicate and work effectively in health Apply First Aid Comply with infection control policies and procedures in health work Maintain high standard of client service Assist with client movement Prepare and maintain beds Apply the principles of confidentiality, privacy & security within a medical environment Respond effectively to behaviours of concern Interpret and apply medical terminology appropriately	Contribute to effective workplace relationships Transport clients Support the care of clients Recognise healthy body systems in a health care context Work effectively with culturally diverse clients and co-workers

**Costs:** Materials costs of \$135 (first year) and \$15 (second year) is to be paid.

# **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. Units 1 and 2 include health, safety and security procedures, workplace hygiene, working with colleagues and customers, using basic methods of cookery, receiving and storing kitchen supplies and presenting food. Units 3 and 4 offer scored assessment and incorporate units such as preparing, cooking and serving food for service, preparing appetisers and salads, stocks, sauces, soups, and desserts.

**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, Pâtissier, Hospitality Manager.

**Further information/useful links:** [www.vcaa.vic.edu.au/vet/programs/index.aspx](http://www.vcaa.vic.edu.au/vet/programs/index.aspx)      **select Hospitality**

**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	Second year units may include
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	Use cookery skills effectively Produce appetisers and salads Produce vegetable fruit egg and farinaceous dishes Purchase goods Produce stocks sauces and soups

**Costs:** Uniforms (approximately \$80) and materials costs of \$150

# CERTIFICATE II IN MUSIC

## HORSHAM COLLEGE – COSAMP

### CUS20109 Certificate II in Music

**Description:** Certificate II in Music provides students with the foundation knowledge and skills required for entry into the music industry. 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	
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	

**Costs:** Materials fees – approximately \$80

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

## 22304VIC Certificate II in Plumbing (Pre-apprenticeship)

**Description:** The building industry requires specialist trained professionals in plumbing. 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 in the form of apprenticeships.

**Program structure:** Delivered each Wednesday over 1 year from 9.20am to 3.20pm.

**Workplacement:** A minimum of 5 days per year is recommended.

**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.

First year units may include	Second year units may include
Carry out interactive workplace communication Provide basic emergency life support Apply OH&S requirements, policies and procedures in the construction industry Carry out measurements & calculation Apply basic levelling procedures for plumbing Use basic plumbing hand tools Use basic power tools Prepare to work in the Plumbing Industry Perform basic oxy-acetylene welding and cutting Use basic electric welding equipment and techniques Apply basic sheet metal practices Identify career pathways in the Plumbing Industry	Perform basic oxy welding and cutting Cut and penetrate building materials and structure Apply OHS requirements, policies & procedures in construction Read and interpret plans and specifications Apply basic sheet metal practices Write simple documents

**Costs:** Approximately \$100 for 1st year and \$80 for 2nd year

# CERTIFICATE II IN RETAIL MAKE UP AND SKIN CARE

## FEDERATION UNIVERSITY

### SIB20110 Certificate II in Retail Make-Up and Skin Care

**Description:** This program provides students with the skills and knowledge at an entry level standard to enhance their career prospects within the beauty industry. Students completing this training will be able to work safely under routine supervision including designing and applying make-up for photography and remedial camouflage, developing pedicure services, product knowledge and teamwork.

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

**Workplacement:** A minimum of 5 days per year is recommended.

**Careers/Pathways:** Certificate III in Beauty Services, Certificate IV in Beauty Therapy, Diploma of Beauty Therapy, Beauty Therapist, Make-up Artist, Salon Manager, Aromatherapist, Retail Sales Assistant, Retail Sales Manager

**Contribution towards the VCE:** On completion of Certificate II in Retail Make-Up and Skin care students are eligible for four 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	Second year units may include
Apply safe work practices Demonstrate retail skin care products Design and apply make-up Communicate in the work place Create a display Organise and maintain work areas Research and apply beauty industry information	Conduct financial transactions Sell products and services Merchandise products Work effectively in a retail environment Work in a nail services framework Provide manicure and pedicure services Design and apply makeup for photography Recommend hair, beauty and cosmetic products and services

**Costs:** Approximately \$190 for materials



# 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 through the units of competency in the selected program 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

**Further information/useful links:** [www.vcaa.vic.edu.au/vet/programs/index.aspx](http://www.vcaa.vic.edu.au/vet/programs/index.aspx) select Sport and Recreation

**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	Second year units may include
<ul style="list-style-type: none"> <li>Organise personal work priorities and development</li> <li>Develop and extend critical and creative thinking skills</li> <li>Provide first aid</li> <li>Respond to emergency situations</li> <li>Use social media tools for collaboration and engagement</li> <li>Follow work health and safety policies</li> <li>Providing customer service</li> <li>Demonstrate top rope climbing skills on artificial surfaces</li> <li>Demonstrate simple canoeing skills</li> </ul>	<ul style="list-style-type: none"> <li>Manage conflict</li> <li>Plan and conduct sport and recreation sessions</li> <li>Facilitate groups</li> <li>Conduct basic warm-up and cool-down programs</li> <li>Provide public education on the use of resources</li> <li>Undertake risk analysis of activities</li> <li>Plan for minimal environmental impact</li> <li>Plan outdoor recreational activities</li> </ul>

**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 folio 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	Second year units may include
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	Apply knowledge and theory to own arts practice Explore and apply the creative design process to 2D forms Produce prints Produce paintings Apply critical thinking techniques

**Costs:** Materials fees – approximately \$120

### 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. The focus of the course is to develop basic skills which will enable student's pathway into higher level courses to develop small music theatre shows or cabaret. This course will begin developing all three components - acting, voice and dance. It must be noted that students will require further study to be industry ready. 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:** At the completion of this course students may provide support to others involved in productions and community events including musical theatre. Following the successful completion of the Certificate, they 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 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	Second year units may include
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	Produce and prepare photo images Develop basic acting techniques Create and tell stories Write content for a range of media Assist with the promotion of creative acts Develop audition techniques

**Costs:** Materials fees – approximately \$120



# SBA

## SCHOOL-BASED APPRENTICESHIPS AND TRAINEESHIPS

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

School-based Apprenticeships and Traineeships are open to students 15 years of age or over. Yr 10 students can start an SBA in semester two of their Yr 10 program.

To complete a School-based Apprenticeships or Traineeships in Victoria, the student must be enrolled in Years 10, 11 or 12.

### THE STUDENT MUST:

- Have a training contract that includes a nationally recognised qualification and duration of training to be undertaken. This contract must be registered with Skills Victoria
- Have a training plan and be signed with an RTO within two months of commencement of the School-based Apprenticeship and Traineeship
- Undertake training over two years at an average of 13 hours per week for employment and training per week. This 13 hours should be divided into at least seven hours of employment and six hours of training per week which may be averaged over three periods of four months in each year of the program and spend at least one timetabled day during the normal school week on the job or in training.

### THE SCHOOL MUST:

- Endorse the training plan for a school-based apprentice or trainee when it forms an integral part of the student's school learning program and study timetable. It must be verified that during term time, a student's timetable indicates that a minimum of one day of the school week during normal school is spent in employment and/or structured training as an apprentice or trainee
- Sign the student's Training Plan to acknowledge that the student is enrolled in a senior secondary program.
- Endorse the training plan for a School-based Apprentice or trainee if the above criteria have been met. Endorsement of the training plan by the school will indicate that it is undertaking responsibility to enrol the student on VASS so that credit for the training within the VCE or VCAL can be awarded to the student.

School-based Apprenticeships and Traineeships in the following industry areas have been approved by industry bodies and the VCAA for students undertaking the VCE and VCAL:

**Agriculture**

**Community Services**

**Horticulture**

**Sport and Recreation**

**Automotive**

**Engineering**

**Hospitality**

**Business**

**Food Processing**

**Information Technology**





## YR 10 2017 SUBJECT SELECTION

Name: \_\_\_\_\_ Homegroup \_\_\_\_\_

<b>English Two semesters of:</b>		<b>Maths Two semesters of:</b>	<b>Science At least one of:</b>		<b>Compulsory block: One semester of:</b>		<b>Humanities At least one of:</b>
Essentials		Yr 10 Maths		Biological Science		Careers/PE/Health	History: War and revolution
English		VCE General Maths		Behavioural Science			Legal and Economic Studies
English Extension		VCE Maths Methods		Physical Science			Geography
				Chemical science			VCE History/Geography
				VCE Environmental Science			

List your choice of Yr 10 electives in order of highest to lowest 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.

<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 include them in this list.

**VCE subjects nominated:**

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

**VET Subjects:**

Have you applied to undertake a VET subject in 2016?

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** \_\_\_\_\_

**Homegroup Teacher Name:** \_\_\_\_\_

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

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

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





## VCAL 2017 SUBJECT SELECTION

Select six subjects, including at least ONE from each column. The same subject may not be selected in more than one strand.

LITERACY	NUMERACY	WORK RELATED SKILLS (WRS)	PERSONAL DEVELOPMENT SKILLS (PDS)	INDUSTRY SPECIFIC SKILLS (ISS)
VCAL Literacy	VCE Foundation Maths	VCAL WRS!	VCAL PDS	VET Studies
VCE English	VCE General Maths	VCE Product Design & Technology: Wood		VCE Product Design & Technology: Wood <b>Foundation level only</b>
VCE EAL	VCE Further Maths	VCE Product Design & Technology: Metal		VCE Product Design & Technology: Metal <b>Foundation level only</b>
Other (specify)*	VCE Chemistry	VCE Product Design & Technology: Textiles		VCE Product Design & Technology: Textiles <b>Foundation level only</b>
	VCE Physics	VCE Food & Technology		VCE Industry & Enterprise
	VCE Environmental Science	VCE Systems Engineering		VCE Accounting <b>Foundation level only</b>
	Other (specify)*	VCE Industry & Enterprise Unit One		VCE Visual Communication & Design <b>Foundation level only</b>
		VCE Outdoor & Environmental Studies (by interview only)		VCE Studio Arts <b>Foundation level only</b>
		Other (specify)*		VCE Systems Engineering <b>Foundation level only</b>
		<b>! You must complete either WRS Unit one OR the OHS module of a VET Certificate aligned with your work placement industry prior to commencing Structured Workplace Learning</b>		VCE Food & Technology <b>Foundation level only</b>

\* Selected Further Education Certificates and modules may count toward various strands of the VCAL. Selection of these options may only be made in consultation with the VCAL coordinator, Celia Fairley (fairley.celia.f@edumail.vic.gov.au)



## VCAL 2017 SUBJECT SELECTION

### Signatures

Student Name: _____	Signature _____
Parent Name: _____	Signature _____
Home Group Teacher Name: _____	Signature _____
VCAL Coordinator/Careers Advisor: _____	Signature _____



## YR 11 2017 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.

### VCE subjects nominated:

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

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

Please list possible preferred career paths:

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

### Signatures

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

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

Homegroup Teacher Name: \_\_\_\_\_ Signature \_\_\_\_\_

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





## YR 12 2017 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
2015 (Yr 10)					
2016 (Yr 11) Semester 1					
2016 (Yr 11) Semester 2					

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

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



## YR 12 2017 SUBJECT SELECTION

**Proposed Career Area(s)**

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### **Signatures**

<b>Student Name:</b> _____	<b>Signature</b> _____
<b>Parent Name:</b> _____	<b>Signature</b> _____
<b>Homegroup Teacher Name:</b> _____	<b>Signature</b> _____
<b>VCE/Careers:</b> _____	<b>Signature</b> _____



