



# Senior School Course Handbook

# 2022

## TABLE OF CONTENTS

---

|  |    |
|--|----|
| Message from the Executive Principal.....              | 3  |
| Welcome to Senior School .....                         | 4  |
| The difference between VCE and VCAL.....               | 4  |
| VCE - Victorian Certificate of Education .....         | 5  |
| Vocational Education Training .....                    | 6  |
| School Based Apprenticeships.....                      | 7  |
| VCAL - Victorian Certificate of Applied Learning ..... | 8  |
| Planning your pathway.....                             | 10 |
| Key dates.....   | 10 |
| Frequently asked questions.....                        | 11 |
| Careers and Pathways 2021.....                         | 12 |
| Fee Structure for 2021 .....                           | 13 |
| Year 10 subject offerings.....                         | 14 |

### VCE AND VCE/VET SUBJECT OFFERINGS

|  |    |
|--|----|
| Biology.....   | 27 |
| Business Management.....                               | 28 |
| Chemistry.....   | 29 |
| English .....  | 30 |
| Food Studies.....                                      | 31 |
| Health and Human Development.....                      | 32 |
| History.....   | 33 |
| Literature.....  | 34 |
| Legal Studies.....                                     | 35 |
| Mathematics.....                                       | 36 |
| Media.....   | 41 |
| Music .....  | 42 |
| Outdoor and Environmental Studies.....                 | 43 |
| Physical Education.....                                | 44 |
| Physics.....   | 45 |
| Psychology.....  | 46 |
| Studio Arts.....                                       | 47 |
| Visual Communication Design.....                       | 48 |
| VET Automotive.....                                    | 49 |
| VET Community Services.....                            | 50 |
| VET Hairdressing.....                                  | 51 |
| VET Screen and Media.....                              | 52 |
| VET Sport and Recreation.....                          | 53 |
| Hospitality SBAT.....                                  | 54 |
| Appendices – Subject and course application forms..... | 55 |

## Executive Principals Welcome – Mr Tony Clark

---



Welcome to Benalla P-12 College Secondary Campus. The senior secondary years of learning are vital in setting students up for further study after school, employment, training, setting up businesses or combinations of these.

Throughout the course selection process, students will be guided in selecting units of study in a variety of learning areas to support their pathways post school.

In 2022 we will continue to offer two senior secondary certificates for students to choose from - the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL). It is important to note that the VCAL certificate is being phased out and will be incorporated into a single senior secondary certificate. The vocational units offered as part of VCAL currently will still be available as part of the new single certificate.

This handbook has been written to assist students to plan a course of study in either of these two certificates. It is essential that the handbook be read carefully and that students seek further advice in relation to the choice of subjects within their course of study. Vocational Education Training (VET) subjects can be undertaken as part of a VCE program and are an essential part of a VCAL program.

Course selection in the senior secondary years is very important, and is the reason why we spend a lot of time talking to students and families about the selection process. Students will be given other opportunities at school to build on the information in this handbook, including 'speed dating' with subject staff.

The subjects listed in this handbook are being offered by the College but may not necessarily run in 2022. Decisions about which subjects will run are made later in the year and are based on a range of factors. It is therefore important that students consider alternative subjects in case their first choices are not possible. Staff can help guide subject selection to ensure each student has the prerequisites necessary for their chosen pathway.

Some VCE, VCAL and VET courses have costs involved. Please make sure you are aware of these costs and take these into consideration when making choices. The College is able to assist where financial factors have an impact on student participation.

The senior secondary program provides a range of student leadership and development opportunities. The college's student leadership program encourages students to undertake positions as House Captains, School Captains, and Student Leadership Group members. Benalla P-12 College also develops strong student leadership through local projects developed and led by students in our VCAL and VCE studies. We also have well developed relationships with a number of universities which offer leadership and academic programs, and we work hard to ensure that we have Benalla P-12 College students participate in these.

Attendance is an important focus in our College. For satisfactory completion of all subjects, 90% attendance is required in Years 10, 11 and 12. This expectation must be supported by parents and families if students are to experience success both at school and beyond. In support of our students, we provide 'after school' study classes, along with study programs during various holiday breaks. Students are encouraged to participate in these.

Our dedicated staff support and encourage every young person to reach their potential, so I urge you to make the most of every opportunity offered to you. I would like to wish you a very successful year in 2022.

Tony Clark - Executive Principal

# Welcome to Senior School - 2022

The Weary Dunlop Education Centre of the Benalla P-12 College Faithfull Street Campus offers an adult learning environment to Year 10, 11 and 12 students. The College has a history of strong academic VCE (Victorian Certificate of Education) results which have led to Tertiary Scholarships and Premiers' Awards. Our outstanding VCAL (Victorian Certificate of Applied Learning) program has also received NEV Region and State-wide recognition.

Two certificates are available to senior students – **VCE and VCAL**. It is therefore very important to carefully consider course and subject selection and discuss options with all the appropriate teachers before making decisions. This includes your Classroom Teachers, Senior Sub School Leaders and the Careers Practitioner. The Careers Action Plan (CAPs) you prepare in Year 10 should also be used to guide you. It is also a good idea to talk to current VCE/VCAL students. All students should select units, in accordance with VCE/VCAL requirements, which give them the greatest number of options in terms of both career and future studies. Unit selection should not be based solely on the requirements of a particular career. Often career preferences change several times during VCE/VCAL and it is important to choose units that you enjoy.

Students in Year 10 will undertake English, Mathematics, Science and Humanities for the entire year. Health/Physical Education will be compulsory for one semester. Students will also be able to choose five (5) semester based elective subjects from the following areas: Health/Physical Education, Materials Technology, Food Technology, Information and Communications Technology, Indonesian and Arts.

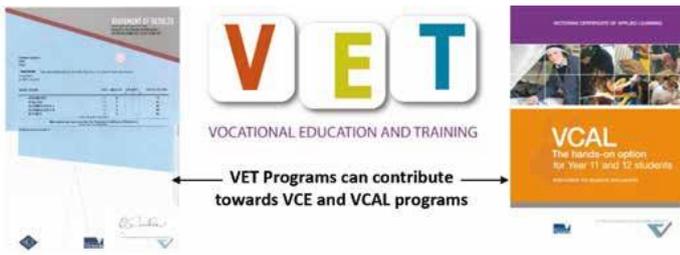
Year 10 students will also have the opportunity to 'fast track' a VCE or VCE VET subject in Year 10. Students who are considering this option must complete an application form and have their choice approved relevant staff. Sub School Leaders must also approve the student's choice. The 'Application to complete a VCE/VET subject in Year 10 2022' form must be completed by students wishing to undertake a VCE or VCE VET subject.

The later years 'Pathway' is a term used to describe your choice in Education, Training and Employment. It is a collection of studies planned to deliver the requirements for a senior school certificate, either;

- **Victorian Certificate of Education (VCE) or**
- **Victorian Certificate of Applied Learning (VCAL)**

## What is the difference between VCE and VCAL?

| OPTIONS                     | VCE PROGRAM  | VCAL PROGRAM   |
|-----------------------------|--|--|
| TEACHING AND LEARNING STYLE | Predominantly theoretical with some practical work in some studies                       | Applied and active learning with a focus on 'hands-on' learning activities |
| QUALIFICATION               | Both programs certify the completion of post compulsory secondary schooling in Victoria. |  |
| SUBJECTS/AREAS OF STUDY     | Possible combination of VCE Studies and VCE/VET subjects                                 | Possible combination of VCAL Units, VET subjects and Work Related Studies  |
| PATHWAYS                    | University, TAFE, Employment   | Employment and TAFE  |



There are also Vocational Education and Training (VET) studies including Australian School Based Apprenticeship (ASBAs). VET can be included in both VCE and VCAL programs. Whatever Later Years Pathway you choose, you will need to spend time investigating what each of the pathways has to offer before deciding to take it.

## VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Certificate of Education (VCE) is a rigorous certificate that provides pathways for students into employment, TAFE and tertiary institutions. Obtaining the VCE is an achievable goal for most students, however performing well in the ranking is more difficult. This handbook provides information to assist you in planning your pathway through the VCE. Take the time to read it carefully and use it to ask questions about the courses you have an interest in.

### Structure of the VCE

To graduate with your VCE you must satisfactorily complete:

- A minimum of 16 units and complete:
- Three units from the English group which include a Unit 3 & 4 sequence,
- Three sequences of Unit 3 & 4 (including up to two VET sequences) other than English.

### NUMBER OF UNITS

Students need to successfully complete 16 units to achieve their VCE. It is Benalla P-12 College policy that students do at least six (6) units each semester in their first year of VCE or VCAL, and at least five (5) units per semester in their second year. Some students undertake additional units through VET and School Based Apprenticeship programs. If a student has 'fast tracked' successfully in Year 10 they are able to continue with a 3/4 sequence in Year 11 for that particular subject.

### AVAILABLE UNITS

Although the school is prepared to offer the units listed in this course handbook, no guarantee can be given that a particular unit will run. This will depend on a number of factors including resources and student interest.

Course Selection Sheets are used as the basis of determining which units will run and the timetable/blocking of these units. Once these have been determined, students will be informed and given advice if their course selections have been impacted. Every effort will be made to offer students advice and support during the elective and VCE/VCAL unit Course Selection Process

### ASSESSMENT IN THE VCE

*'For satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Satisfactory performance on these tasks is sufficient evidence to award an S for the unit. The decision to award an S for the unit is distinct from the assessment of levels of achievement.'*

- VCE and VCAL Administrative Handbook

## Outcomes

Every unit has a set of learning outcomes, directly related to the areas of study in that Unit. The subject teacher, who may use a range of assessment methods, assesses them.

Outcomes are assessed as S (Satisfactory) or N (Not Satisfactory). Each unit has a number of outcomes and an N for any one of these gives the student an N for the unit. It is from the outcome grades that satisfactory or not satisfactory completion of a unit is determined.

## Graded Assessment Tasks

For students undertaking Units 1 & 2, there will be a variety of tasks in each unit that will be graded. In addition to this there are school based Examinations to be undertaken at the end of each unit. Note that all school based Examinations provide students with the opportunity to gain examination experience and provide feedback on their performance.

For students undertaking Units 3 & 4, there will be School Assessed Coursework (SAC) and/or School Assessed Tasks (SAT) for each unit. In each study there will be a combination of this school assessed work and Examinations, which are assessed directly by the VCAA. Grades will be awarded on the scale A+, A, B+, B, C+, C, D+, D, E+, E, UG or NA.

*Note: All marks and grades awarded by the school are conditional and may change as a result of statistical moderation.*

It is from these grades in each study that the VCAA determines the student's study score which is then used to derive their ATAR.

## Calculating the ATAR

The ATAR is calculated by taking the:

Scaled score in English 3 & 4 or ESL English 3 & 4 or English Language 3 & 4 or Literature 3 & 4

- Next best THREE scaled scores for Unit 3 & 4 sequences
- 10% of any 5th scaled score for a Unit 3 & 4 sequence
- 10% of any 6th scaled score for a Unit 3 & 4 sequence

The total score will be used to place each student in a percentile rank, thus forming their ATAR. The highest rank is 99.95. Ranks below 30.00 will be reported as 'less than 30'. If a student receives a rank of 75.00, it would mean that they had achieved an overall result equal to or better than 75% of the applicants for that year. The rank provided by the ATAR places every student in Victoria along a continuous line from highest (99.95) to lowest (0.00).

The VCE studies that are used to calculate an ATAR are: Up to six Unit 3 & 4 studies from all VCE studies, including some VET certificates.

## VOCATIONAL EDUCATION AND TRAINING (VET)

---

Vocational Education and Training (VET) Certificates are courses of study that are nationally recognised and accredited. VET enables students to gain industry oriented training in preparation for further learning or entry into the workforce (e.g. Certificate III in Music Industry). Most Certificate programs run over two years and are made up of a number of Units of Competence. A VET in Schools program is usually made up of VCE/VET Units that are delivered either on a Wednesday or as a class in the normal timetable.

### Contribution to the VCE

- VET programs usually have a Unit 1 - 4 structure.
- VET programs can contribute directly to the ATAR with a study score derived from scored assessment or as 10% increment as a 5th or 6th subject. However, in some instances there is nil contribution towards ATAR when units are at 1 & 2 level only.

## Selecting a VET Study

Each VET program may require you to have some Work Experience, which gives you a chance to learn more about the industry and the skills it requires. Successfully completing a VET certificate provides you with a nationally recognised certificate that can lead directly into employment and higher certificate level TAFE courses. VET courses can even provide you with credit for some Tertiary institutions. Students in Year 10 may only access VET subjects on application. Students in Year 11 or Year 12 VCE or VCAL can access VET subjects. Students cannot enter a VET course at the Units 3 & 4 level.

## Assessment in VET

The VET studies are assessed by the subject teacher against a nationally accredited set of competencies. If a student is competent, they receive a satisfactory grade. If a student cannot demonstrate their competence in an area, then they can be re-assessed at a later time after further practice.

## Unique Student Identifier (USI)

All students doing a nationally recognised training need to have a Unique Student Identifier (USI). This includes students doing Vocational Education Training (VET) at school (VET for secondary students). If students don't have a USI they will not receive their qualification or statement of attainment. In order to apply students must go to: <https://www.usi.gov.au/students/create-your-usi>. Students will create an account and this will generate a 10-digit code. STUDENTS MUST SUBMIT THIS CODE TO THE VET COORDINATOR. The online application requires one identity document and takes only 5-10 minutes provided that you have the identity proof at hand. A USI is then allocated on the spot on screen, and is also emailed to the student instantly. Students are strongly advised to record this code.

## School Based Apprenticeships or Traineeships

---

School Based Apprenticeships are another way for vocational training to contribute towards your VCE/VCAL. To become an apprentice or trainee you have to be in paid work and sign a contract of training which must be registered with V.R.Q.A. Your VCE/VCAL program would then include:

- VCE or VCAL studies at school.
- Vocational training at an RTO, for example a TAFE institute.
- Part-time, paid work in the industry in which you are doing the training.

Currently there are many industries where you can consider undertaking a School Based Apprenticeship or Traineeship as part of your VCE/VCAL.

A School Based Apprenticeship or Traineeship qualification contributes to satisfactory completion of the VCE/VCAL in the same way that some other VCE VET programs do by giving credit at Units 1-4. School Based Apprenticeship or Traineeship programs may contribute to the ATAR in the same way that some VCE VET programs do.

# VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

---

The Victorian Certificate of Applied Learning (VCAL) provides an alternative to the VCE for students at senior secondary level, who now have the choice of two recognised certificates. Students who complete VCAL are likely to be interested in going on to training at TAFE (Technical and Further Education) institutes, doing an apprenticeship or traineeship or getting a job after finishing school.

## What are the aims of VCAL?

The VCAL aims to provide students with the skills, knowledge and attitudes to make informed decisions about pathways to work and further education.

The principles underpinning the VCAL are:

- Accredited pathway for secondary students.
- Personal development
- Tailoring a program to suit student interest.
- Development of work related/industry specific skills

## These principles are shown through:

The development of knowledge and employability skills that help prepare students for work and for participation in a broader society – family, community and lifelong learning.

The development of knowledge and skills that assist students to make informed vocational choices and facilitate pathways to further learning and employment.

## WHAT MUST STUDENTS DO TO RECEIVE A VCAL QUALIFICATION

A student is awarded a Certificate when they gain credits for 10 units that fulfil the minimum requirements for a student's learning program. A credit is gained for the successful completion of a unit of study. A unit of study can be either a VCAL school unit or a VCE Unit, or a VCAL VET unit.

### Minimum requirements for a student's learning program

A student's VCAL learning program must include:

- At least one Literacy unit (must include Reading and Writing unit)
- At least one Numeracy unit
- At least one Industry Specific Skills (VET) unit
- At least one Work Related Skills unit
- At least one Personal Development Skills unit

## Applying for a VCAL course in 2022

- Interested students will complete an **application form (please see Appendices D)** in order to be considered for our VCAL Program.
- All applications will be assessed based on a range of school-based data including work habits (behaviour, effort, organisation), attendance data, exam data, literacy and numeracy data (NAPLAN) and teacher judgement.
- VCAL students must find an employer for a work placement **one day per week (every Friday)**
- There are no timetabled classes on that day and therefore VCAL students will not attend school unless it is to seek assistance from the Pathways team or the VCAL Co-ordinator.

## VCAL COURSE OVERVIEW 2022

- All students will complete the following core subjects: Literacy, Numeracy, Personal Development, Work Related Skills AND will choose at least one VET subject.
- Students need to find themselves a work placement or School Based Apprenticeship for Fridays (compulsory) and Wednesday's (optional).

### 2022 VCAL PROGRAM

| DAY                           | CLASS / SUBJECT   |
|-------------------------------|---|
| Monday<br>Tuesday<br>Thursday | VCAL Literacy (Yr 11) or VCAL Literacy (Yr 12)                          |
|                               | VCAL Numeracy (Yr 11) or VCAL Numeracy (Yr 12)                          |
|                               | VCAL Personal Development Skills (Yr 11 & 12)                           |
|                               | VCAL Work Related Skills (Yr 11 & 12)                                   |
|                               | Selection of VET Subjects (Yr 11 & 12)                                  |
| Wednesday                     | Students can choose from all day VET subjects, work placement or an SBA |
| Friday                        | Work Placement or SBA   |

### VET (VOCATIONAL EDUCATION & TRAINING)

- VCAL students **MUST** study a VET subject that is timetabled in on a Monday, Tuesday and Thursday.
- VCAL students have the option of selecting another VET subject on a Wednesday **OR** attending a second day of work placement.

**PLEASE SEE APPENDICES FOR A SAMPLE APPLICATION FORM.**

### Future changes to VCAL

In 2023 only, Year 12 students will be enrolled in the Vocational Specialisation but will study Senior VCAL curriculum

#### 2022

#### 2023

#### Certification

|  |   |  |   |  |
|--|---|--|---|--|
| Student completes year 10                                  | ➤ | Student enrolls in Vocational Specialisation units 1/2                 | ➤ | On satisfactory completion of certificate requirements |
| Student partially completes Foundation VCAL                | ➤ | Student enrolls in Foundation Pathways Certificate                     | ➤ | Awarded the Foundation pathways certificate            |
| Student completes or partially completes Intermediate VCAL | ➤ | Student enrolls in Vocational Specialisation with Senior VCAL subjects | ➤ | Awarded the VCE Vocational Specialisation              |
| Student partially completes Senior VCAL                    | ➤ | Student enrolls in Vocational Specialisation with Senior VCAL subjects | ➤ | Awarded the VCE Vocational Specialisation              |

For more information on future changes go to:

<https://engage.vic.gov.au/consultation-senior-secondary-reform>

## PLANNING YOUR PATHWAY

---

### When planning your course you should:

- Consider the subject areas that you enjoy,
- Consider the subject areas that you are good at,
- Seek advice and talk to a variety of people about your interests and further studies,
- Read the Year 10/VCE/VCAL/VET descriptions in this handbook
- Find out what studies are recommended or prerequisites for the tertiary courses you may wish to undertake and consult the Pathways team

### Your chosen course should:

- Fulfill the specific requirements of Year 10/VCE/VET/VCAL in the number and range of units required,
- Enable you to successfully complete the VCE/VCAL,
- Provide you with a viable pathway with options and post secondary school choices.

## KEY DATES

---

### Monday August 2: Senior School Course Handbook online on Benalla P-12 College Website

### Monday August 9: Senior School Information Evening – cancelled Senior School Information available on Benalla P-12 College Website

- Recorded Parent information for students in Year 9 going into Year 10 2022
- Recorded Parent information session for students in Year 10 going into Year 11 2022
- Recorded Parent information session for students in Year 11 going into Year 12 2022
- Overview of VCE/VCAL certificate and 2022 subject offerings.
- Ideas on how to choose the course that is right for you.

### Tuesday August 10, period 3 – Speed dating subjects for Year 10 into 11

### Wednesday August 18: Course Counselling 9.00am – 5.00pm Book meetings with Counsellors on Compass

- Opportunity for course counselling interviews to take place from 9:00am to 5:00pm for students to complete the course counselling and submit their course counselling forms.
- Completion of the course selection sheet for all Year 9-11 students. Course counselling will be completed with careers and senior sub-school staff.

## FAQ'S

---

### Do I have to do Maths?

Yes and No. Year 10 Maths is compulsory for the whole year. Some tertiary courses require it or recommend it, but there is no compulsion to do Maths in either Year 11 or 12. However, at Benalla P-12 College we recommend that students complete at least Year 11 Maths to ensure pathway options are kept open. Check your tertiary entry requirements for prescribed Maths requirements in University and TAFE courses. Please note that TAFE, the Defence Force and the Police Force require a certain level of Maths capability.

### Do I have to do English?

Yes. Year 10 English is compulsory for the whole year. In VCE you must undertake specific studies within the English group of subjects, but there are choices. VCAL students need to complete approved Literacy studies within their VCAL program.

### Does a VET subject count towards my VCE or VCAL Certificate?

Yes. You can have VET studies in your VCE program. You need to be aware that VTAC places restrictions on certain combinations of VCE and VET studies.

All VCAL students must incorporate some VET studies within their VCAL program.

### Can I change from VCE to VCAL in Semester 2 or in the following year?

Not midyear. Maybe at the end of Year 11, again if you find your interests changing in your VCE program and you now wish to explore an applied learning program. This will be dependent on your application.

### Can I change subjects if I don't like what I have chosen?

Yes. There is a formal process to follow to change subjects and there are cut-off dates that are set by the VCAA for changes to programs. If you want to change shortly after beginning a Unit or change your mind at the end of Unit 1, you can choose subjects from classes on the existing timetable and where places are available. At the end of Year 11 you will have the opportunity to evaluate your choices and adjust your program.

## Careers and Pathways 2022

---

In the rapidly changing world of work, it is vital that students are prepared for life beyond school and are aware of careers and opportunities. Choosing the correct course and subjects is the first step in preparing for this transition and the Careers Education team are available to help students and parents/guardians make informed decisions.

### KEY CONTACTS

**Molly Craig** – Course selection counselling, post school options, University pre-requisites, GAP year options, individual careers counselling, VTAC information and Scholarships. VET, Work experience, Work placement and SBA's.

Molly Craig is the Careers Advisor and Pathways Co-ordinator. She is based in Weary Dunlop Education Centre. Please feel free to contact Molly Craig to make an appointment time. There is an appointment sheet in the careers room.

All students are encouraged to see Molly Craig during the year and begin to research the career that they think they may want. Students are encouraged to be proactive and begin doing things like contacting Universities regarding selection requirements, seeking work experience and contacting potential employers.

For students wanting to go to University, the **VTAC website** has everything you need to know about various courses and pre-requisites. Other helpful websites include

- VTAC WEBSITE [www.vtac.edu.au](http://www.vtac.edu.au)
- MY FUTURE - <https://myfuture.edu.au/>
- Job Outlook <http://joboutlook.gov.au/>
- The Good Universities Guide <https://www.gooduniversitiesguide.com.au/careers-guide>

is also a great website to use to take the first steps to managing and discovering a career. It has information about career planning and education, and training options for Australian jobs. It is great for parents and guardian to explore this website and help their child discover and research various career pathways.

Every student needs to have an up to date CAP's plan (Careers Action Plan). All our students have a Student Achievement Folio which is kept in the Careers Office and contains their CAP's plan, a current resume, certificates, job skill checklists and more. It is the student's responsibility to keep their plans and their portfolio up to date.

Students are welcome to update their portfolios any time. When they graduate from Benalla P-12 College they get to take their portfolio with them.

## Parent Payments for 2022

---

The Education and Training Reform Act 2006 provides for instruction in the standard curriculum program to be free to all students in government schools. School councils are responsible for developing and approving school-level parent payment charges and can request payments from parents under three categories - Essential Student Learning Items, Optional Items and Voluntary Financial Contributions.

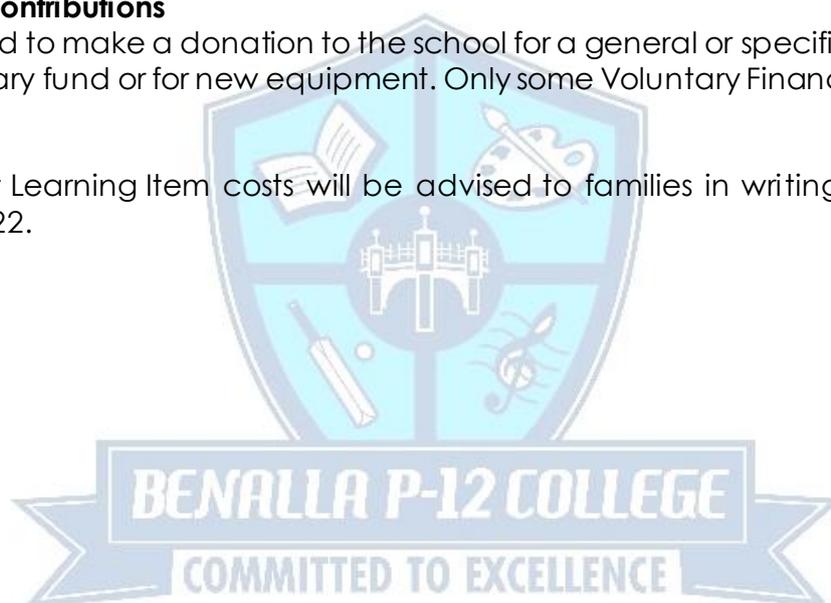
**Essential Student Learning Items** are those items, activities or services that are essential to support student learning of the standard curriculum. These are items that the school considers essential for all students and which students take possession of. Parents may choose to provide the items themselves or buy the items from the school where practical and appropriate.

**Optional Items** are those items, activities or services that are offered in addition to or support instruction in the standard curriculum program. These are provided on a user-pays basis so that if parents choose to access them for students, they are required to pay for them.

### **Voluntary Financial Contributions**

Parents can be invited to make a donation to the school for a general or specific purpose, e.g. school grounds projects, library fund or for new equipment. Only some Voluntary Financial Contributions are tax-deductible.

The Essential Student Learning Item costs will be advised to families in writing during Term 4, and is payable in Term 1 2022.



# Year 10 2022

---

Students in Year 10 will undertake English, Mathematics, Humanities and Science for the entire year. Health/Physical Education will be compulsory for one semester. Students will also be able to choose 3 semester based elective subjects from the following areas: Health/Physical Education, Materials Technology, Food Technology, Information and Communications Technology and Arts.

Year 10 students will also have the opportunity to undertake a VCE or VCE/VET subject in Year 10. Students who are considering this option must complete an application form to be considered suitable to fast track. They have their choice approved by a teacher who has taught them in a similar area this year. Sub School Leaders must also approve the student's choice. Please refer to the application form in the appendices.

VCE studies can be done on either a semester or whole year basis. VCE/VET subjects must be undertaken over a whole year and would count as two of the elective choices.

The 'Application to complete a VCE or VCE/VET Subject in Year 10 2022 form, must be completed by students wishing to undertake a VCE or VCE/VET subject.

## EXAMS

Students in Year 10 will participate in exams for English, Maths, Science, Humanities, 'fast track' VCE and some VET subjects.

## ATTENDANCE

In order to achieve a satisfactory completion in any VCE subject students MUST attend at least 90% of classes. Students who attendance is below 90% will be required to attend catch up sessions.

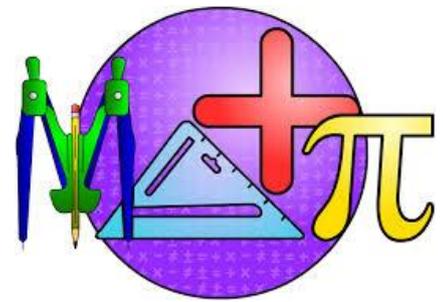
## SUBJECTS

|  |
|--|
| <b>CORE</b>                                      |
| English  |
| Health and Physical Education (One Semester)     |
| Humanities                                       |
| Mathematics                                      |
| Science  |
| <b>ELECTIVES</b>                                 |
| Health and Physical Education – Peak Performance |
| Information & Communication Technology – Media   |
| Materials Technology – Automotive                |
| Materials Technology – Jewellery                 |
| Materials Technology – Metal Machine Shop        |
| Materials Technology – Woodwork                  |
| Outdoor Education                                |
| Food Technology                                  |
| The Arts – Music                                 |
| The Arts – Studio Arts                           |
| The Arts – Visual Communication and Design       |

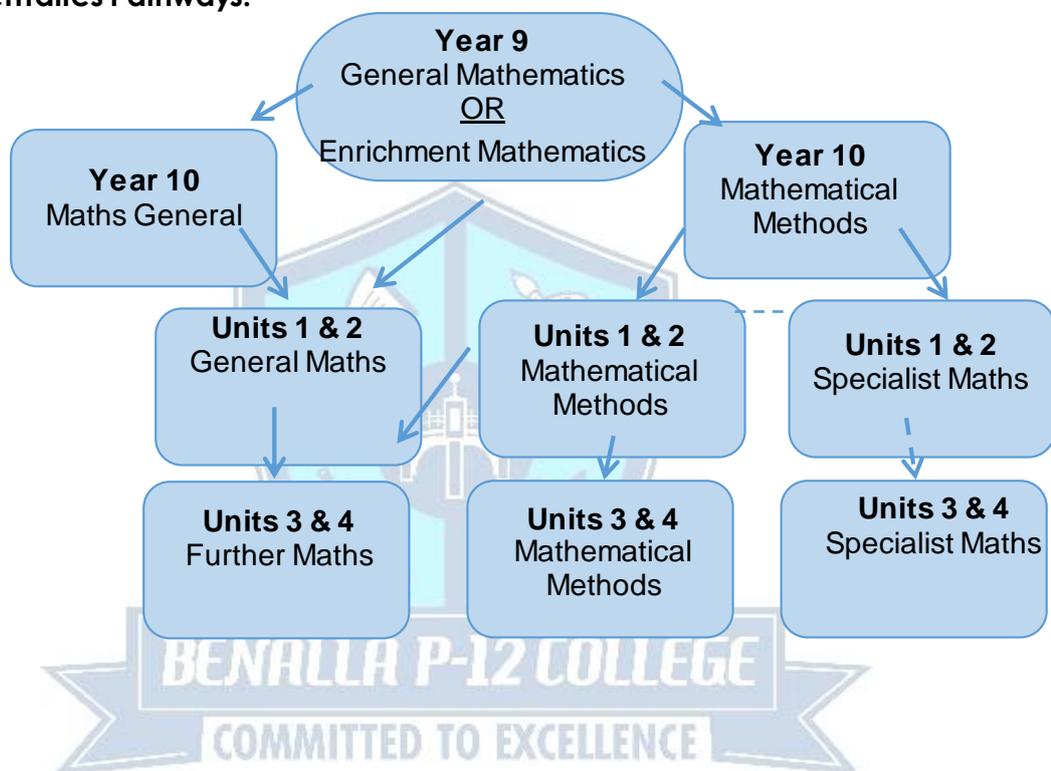
# MATHEMATICS OVERVIEW

## Overview

Mathematics is the study of function and pattern in number, logic, space, structure, chance, and data. It provides a structure for thinking and is a means of symbolic communication that is powerful, logical, concise and precise. The units are designed to provide access to worthwhile and challenging mathematical learning in a way that caters to the needs and aspirations of a wide range of students. All units will involve the acquisition of knowledge and skills, modelling, investigating and problem solving, the use of technology to support learning mathematics and its application to different contexts.



## Possible VCE Mathematics Pathways:



## Notes

- There are other possible pathways and combinations of maths subjects. All subject choices should be made with guidance from your Maths Teacher and the Careers Counsellor.
- Students can study General Mathematics and Mathematical Methods Units 1 & 2 together
- Students can study Further Mathematics and Mathematical Methods Units 3&4 together
- Students who struggle with Mathematical Methods in Units 1 & 2 and change into Further Mathematics in Units 3 & 4 are sometimes surprised with the different type of maths involved.
- Students studying Specialist Maths Units 1-4 must also study Mathematical Methods Units 1-4
- There is an opportunity for students to select Specialist Mathematics, however this may be completed via Distance Education.

## Possible Mathematics pathways:

|                   |  |  |
|-------------------|--|--|
| Y10 Maths General | Units 1&2 General Maths                              | Units 3&4 Further Maths                              |
| Y10 Math Methods  | Units 1&2 General Maths                              | Units 3&4 Further Maths                              |
| Y10 Math Methods  | Units 1&2 Math Methods                               | Units 3&4 Math Methods                               |
| Y10 Math Methods  | Units 1&2 Math Methods<br>Units 1&2 Specialist Maths | Units 3&4 Math Methods<br>Units 3&4 Specialist Maths |

## Frequently asked questions

### Q: Which Maths is right for me?

A: Your Maths teacher will recommend which Maths is the right fit for you. You must also research your possible tertiary pathway to find out which Maths is needed as a prerequisite. Math Methods and Specialist Maths are advanced classes and cover more challenging material than other Maths classes.

### Q: What technology will I be using in Maths?

A: All courses will encourage the use of calculators, spreadsheets and computer applications. Scientific calculators are required for VCAL Numeracy. Computer Algebra System (CAS calculators) are required for Units 1 & 2 General Maths, Units 3 & 4 Further Maths, Units 1-4 Math Methods, and Units 1-4 Specialist Maths.

### Q: What if I think that I have picked the wrong maths subject?

A: If you do not think that you have made the right choice, it may be possible to change courses early in the academic year. Speak to your Math teacher, Year Level Coordinator and Careers Counsellor to get the best possible advice for you.

### Q: Is it possible to do just Specialist Maths in Year 11 and 12?

A: No, Specialist Maths is only available for students who are also completing Math Methods Units 1-4.

### Q: If I only do General Maths in Year 11, is it possible to do Math Methods or Specialist Maths in year 12?

A: No, doing General Maths by itself will only allow you to do Further Maths in Year 12

## Year 10 English (Core)

---

### Introduction

Year 10 English is a core subject. All students will study it in both semesters. The aim of the course is to improve their literacy skills and ability to communicate effectively. The Year 10 English units include study of the four language skills; reading, writing, speaking and listening. The course is designed to prepare students for a variety of VCE English courses and to provide them with necessary skills for active participation in society.



### Course Structure

In Year 10 English students are exposed to a variety of text types and they respond analytically, creatively or comparatively to those chosen texts. They are introduced to a diverse range of current media forms and are supported to analyse the arguments constructed by the creators. Students in Year 10 will enhance their research abilities by completing research tasks where they work to inform and persuade a target audience. Students have the opportunities to further their cultural and historical knowledge by understanding the backgrounds and settings of the chosen texts.

### Assessment

Read and view a variety of texts, complete text response essays, creative responses, oral presentations, analysis of articles and images in the media, short answer questions, persuasive writing, justifications of student's own authorial choices, multimedia presentations, audiobooks

## Year 10 Health and Physical Education (Core)

---

### Introduction

During the Health section of this subject, students investigate different concepts that include health and wellbeing and human development, youth health issues and community health services.



In the Physical Education section of this subject, students complete a four (4) week block on different minor games and then have the opportunity to develop a minor game and practice sports coaching. Students then choose and participate in a range of different life long recreational activities.

### Course Structure

#### Term 1

Units focus on understanding the dimensions of health and wellbeing and types of development throughout the lifespan. Students investigate health status of Australia's youth and vulnerable population groups. In Physical Education classes, students complete a four (4) week block of both fitness and athletics.

#### Term 2

Units on community health, increasing students' awareness of road safety, looking at issues associated with different forms of risk-taking behaviours and understanding different types of mental health issues and where to seek support in the community. In Physical Education classes, students have the option of participating in and developing skills in the following recreational activities: lawn bowls, golf, bocce, tennis, squash, badminton, ultimate Frisbee, touch rugby, handball, gym/fitness, table tennis and volleyball.

### Assessment Tasks

Performance and participation assessment | Instructional rubrics | Topic tests | Research assignment | Games Construction Assignment



## Year 10 Mathematics (Core)

---

### Introduction

Mathematics is a core subject at Year 10. There are two (2) options: General Mathematics and Mathematical Methods. Your teacher will recommend which mathematics subject you should attempt. Mathematical Methods is preparation for Methods and Specialist at VCE Level. General Mathematics is designed as preparation for General and Further Mathematics at VCE level.



### Course Structure

#### General Mathematics

|                  |             |                    |
|------------------|-------------|--------------------|
| Measurement      | Probability | Statistics         |
| Trigonometry     | Algebra     | Numbers and Powers |
| Linear Equations | Geometry    | Money and Finance  |

#### Mathematical Methods

|                  |             |                                |
|------------------|-------------|--------------------------------|
| Measurement      | Probability | Statistics                     |
| Trigonometry     | Algebra     | Numbers and Powers             |
| Linear Equations | Geometry    | Advanced Algebra and Functions |
| Equations        |             |                                |

### Assessment

Students will be assessed according to Victorian Curriculum levels for numeracy skills and will also be required to complete specific assessment tasks designed to prepare them for a variety of VCE mathematics courses. Assessment tasks will include Assignments | tests | assessment of bookwork and end of semester examinations.

## Year 10 Science (Core)

---

### Introduction

The science core subject will give students the chance to develop skills and understanding in the chemical, biological and physical domains of science.



### Course Structure

The concept of energy conservation and model energy transfer within systems will be explored, with students developing skills in determining the relationships between distance, speed, acceleration, mass and force to predict and explain motion.

Students will investigate inheritance and be able to explain the role of DNA and genes in cell division and genetic inheritance.

Chemical behaviours of elements, compounds and atomic structure are represented in the way the periodic table has been constructed. Students will use atomic symbols and balanced equations to summarise chemical reactions, including neutralisation and combustion. Rates of reactions and the different factors that influence those rates will be investigated.

Students analyse how models and theories have been developed over time and what influence these have on how future applications of science and technology may affect peoples' lives.

Development of skills related to all scientific disciplines, as part of the Science as a Human Endeavour and Science Inquiry skills domains, is a major part of this core unit.

Independent design and improvement of appropriate methods of investigation including the control and accurate measurement of variables and data collection will improve students' experimental skills.

### Assessment Tasks

Tests | Assignments | Practical Experiments | Designing Experiment

## Year 10 Health and Physical Education – Peak Performance (Elective)

---

### Introduction

Students focus on human movement and coaching principles in order to maximise athlete performance. This course is an excellent lead into Year 11 VET Sport and Recreation and Year 11 VCE Physical Education.



### Course Structure

#### Term 1

Students focus on learning effective coaching practices used to enhance performance. This includes learning different styles of coaching, how to break skills down into subroutines and giving demonstrations and constructive feedback. Students will then get the chance to team teach a sport or skill of their choice to another group of participants.

#### Term 2

Students learn about different fitness components such as muscular strength, muscular endurance, muscular speed, muscular power and flexibility. Students also participate in a variety of different training methods sessions involving interval, fartlek, continuous, resistance and speed training. From participation in the training methods sessions students aim to improve their result during the post-testing stage across a variety of fitness tests.

### Assessment Tasks

Written tests | Presentations | Practical activities | Peer teach performance | Written assignments

## Year 10 Information & Communications Technology – Media (Elective)

---

### Introduction

This subject will centre on the influence media has on society today, everything from new media, including Facebook and Twitter, to movies, magazines, gaming and television. The theory behind this influence will be studied and then displayed through practical exercises.



### Course Structure

Students will learn skills in film, sound, visual effects, photography and animation/gaming. This subject will have a large practical component. Students will be expected to complete short films, design advertising, make magazines and take photographs that show an understanding of 21<sup>st</sup> century media. Year 10 Media will also involve the analysis of films, not just from the narrative, but also from the art of film making e.g. camera angles, lighting and sounds.

At the completion of this subject, it is expected that students' visual literacy will be enhanced, as will their understanding of how the media influences us, if indeed it does.

This subject will prepare students who are interested in completing either VET Screen and Media and/or VCE Media.

### Assessment Tasks

Write, shoot and edit a 5-7 minute short film. Smaller photography and sound tasks as well as a film analysis will also be required.

## Year 10 Materials Technology – Automotive (Elective)

---

### Introduction

Students are taught the requirements to maintain a safe workshop environment, using a range of machines, tools and resources in an appropriate and safe manner.



### Course structure

Students disassemble, investigate, assess and reassemble engines, by working on a variety of 2 stroke, and 4 stroke engines, including lawn mowers, small motors, car engines, motorbikes, chain saws and brush cutters.

### Assessment Tasks

Research assignment | Investigation and Design | Production of agreed items | Evaluation

## Year 10 Materials Technology – Jewellery (Elective)

---

### Introduction

Students work at their own skill level to produce a range of Sterling Silver jewellery pieces. The emphasis is on the design and fabrication of personal items.



### Course Structure

#### Term 1

Students are introduced to basic hand and tool skills used in Jewellery. They learn how to mark and cut materials and silver solder. Students produce silver items using processes such as twisted wire and etching.

#### Term 2

Students continue to develop their hand skills with more complex tasks. This involves using more complex soldering techniques in the fabrication of a bezel ring.

### Assessment Tasks

Design | Production | Evaluation | Research assignment

## Year 10 Materials Technology – Metal (Elective)

---

### Introduction

Students develop their knowledge and skills in the manipulation of metals and related materials. This is achieved through research, planning, production, analysis and evaluation.



### Course Structure

They will use a range of machine tools, resources and related equipment in an appropriate and safe manner. As students work their way through the productions, the work complexity progressively increases to extend their skills.

### Assessment Tasks

Research assignment | Production | Analysis | Evaluation

## Year 10 Materials Technology – Wood (Elective)

---

### Introduction

Students are taught the requirements to maintain a safe workshop environment, using a range of machines, tools and resources in an appropriate and safe manner.



### Course structure

Students design, plan and construct items made primarily of wood that fulfil the requirements of the “client” they are “working” for. They produce a range of design options and annotate the diagrams before deciding on the final option, based on the brief. Students use a range of tools to manufacture the components, before final assembly and finishing.

### Assessment Tasks

Research assignment | Investigation and Design | Production of agreed items | Evaluation

---



## Year 10 Outdoor Education (Elective)

---

### Introduction

Students focus on environmental issues, trip planning and investigations of different types of outdoor environments and their uses. This course is an excellent lead-in to Year 11 Outdoor and Environmental Studies.



### Course Structure

#### Term 1

Students learn how to plan, implement and evaluate their own canoeing or bushwalking trip. Through this process, students will learn about the procedures involved in organising a trip for a school group, look specifically at the risks involved in the chosen activity and assess the environmental issues of the location.

#### Camps/practical component

Extended three (3) day canoeing or bushing walking journey (student choice). Approximately \$100 (price depends on student activity choice).

In class practical sessions (costs covered by subject levy).

#### Term 2

Students focus on the different types of outdoor environments and explore their uses. Throughout this term students will learn about the way Indigenous Australians used the environment as well as ways modern society uses the environment today. Students will also investigate the variety of outdoor environments Victoria has to offer.

#### Camps/Practical Component

Base camping three (3) days – activities will include, caving, sightseeing and bush cooking.

Approximately \$125 (includes all food).

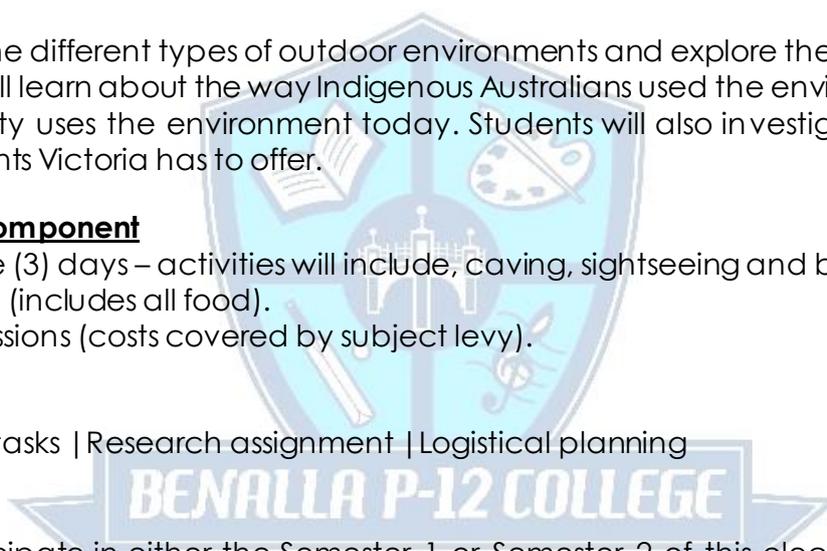
In class practical sessions (costs covered by subject levy).

#### Assessment Tasks

Journal | Practical tasks | Research assignment | Logistical planning

#### Optional Excursion

Students who participate in either the Semester 1 or Semester 2 of this elective are invited to participate in a day of Cross Country Skiing at Mt Stirling in Semester 2. The cost of this day trip will be approximately \$120, which will include bus hire, ski hire and mountain entry.



## Year 10 Food Technology (Elective)

---

### Introduction

This interdisciplinary unit focuses on design, creativity and technology and combines elements of physical, personal and social learning with thinking and historical knowledge and understanding.



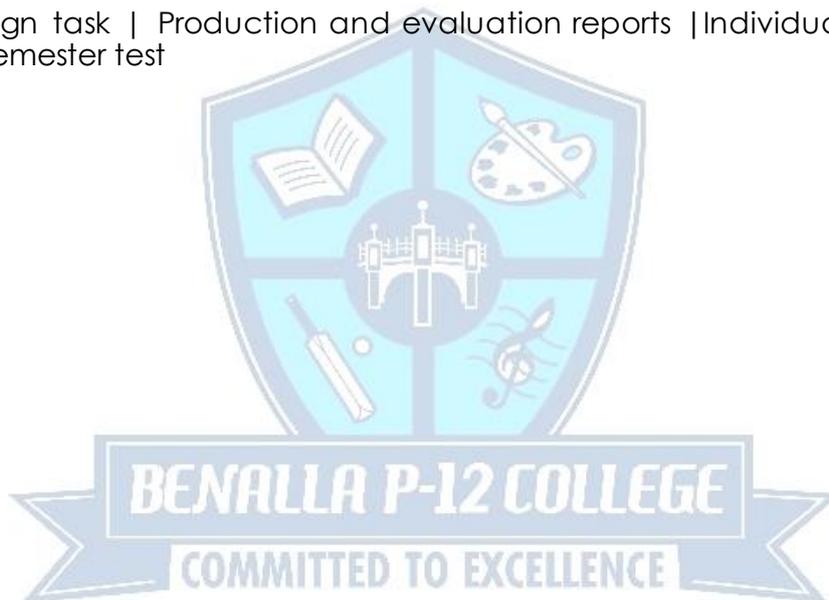
### Course Structure

Students investigate the impact on contemporary Australian eating patterns of European colonisation, the World Wars, and immigration. Using a variety of sources, they explore dietary habits and eating styles in the context of our multicultural society.

Using the technology process to prepare, serve and share in a social setting, foods that reflect the multicultural influences on their diet. Cuisines include: Aboriginal, British, American, Peruvian, Italian, Greek, Mexican, Middle Eastern, Thai, Indonesian, Chinese, Japanese, Indian and Australian.

### Assessment Tasks

Research and design task | Production and evaluation reports | Individual and group practical activities | End of semester test



## Year 10 The Arts – Music (Elective)

---

### Introduction

This unit provides students with the opportunity to work in a range of musical ways, individually and as part of small groups. Students may use aural skills and memory to identify, sing and notate pitch and rhythm, intervals and familiar chord changes; manipulate combinations of the elements of music in a range of styles, using technology and notation; develop performance skills within a group or as a soloist. Student select an area of focus to work towards and present for assessment.



### Course Structure

- Practise and rehearse to refine a variety for performance pieces.
- Perform music applying techniques and expression to interpret the composer's use of elements of music.
- Evaluate a range of music and compositions to inform and refine their own compositions and performances.
- Analyse a range of music from contemporary and past times to explore differing viewpoints.
- Plan and organise compositions with an understanding of style and convention.

### Assessment Tasks

Analysis of different scores and performances, aurally and visually | Interpretation, rehearsal and performance in a range of forms and styles | Recognition of elements of music, style and notation to compose, and document their music

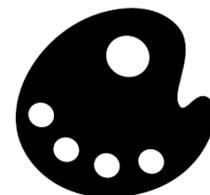
## Year 10 The Arts – Studio Art (Elective)

---

### Introduction

Students will undertake drawing, painting and printmaking techniques in a variety of mediums and subject matter. Students will use the elements and principles of art to explore themes related to areas of particular interest, and develop skills that focus on 'Creating and Making' and 'Exploring and Responding'. They will use a visual diary to develop ideas and document sources of inspiration prior to producing their final presentation.

Students will produce completed art works using painting, printmaking and drawing.



### Course structure

- Development of sketches and ideas
- Technique exercises
- Create a range of different artworks using existing artists as a starting point for ideas
- Analysis exercise using the elements and principles

### Assessment Tasks

- Visual Diary
- Technique exercises
- Folio of artworks
- Analysis of artworks
- Two research assignments

# Year 10 The Arts – Visual Communication & Design (Elective)

---

## Introduction

Students will use design elements and principles to develop a range of visual communications. They will study two and three dimensional drawing and construction techniques to create a variety of design solutions. They will work through the design process and develop their skills in using a range of rendering techniques, modelling and computer generated images. Students will analyse and evaluate the factors that influence design decisions in a range of visual communications from different historical, social and cultural contexts.



## Course structure

- Develop design ideas
- Folio of two dimensional and three dimensional works
- Creation and presentation of final designs in all fields of design
- Investigation and use of ICT

## Assessment

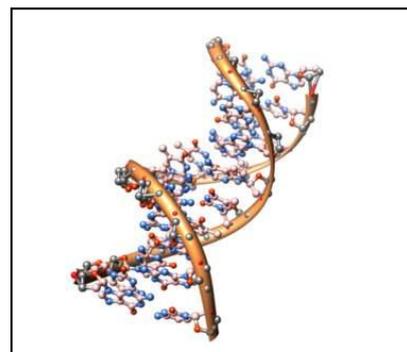
- Folio
- Investigation
- Negotiation task



# VCE BIOLOGY UNITS 1 - 4

## What is this course about?

Biology is the study of living things. It is a diverse and evolving science discipline that seeks to understand and explore the nature of life, past and present. In this subject you will study the composition, structure and function of cells. You will complete experiments to help you understand cellular processes such as photosynthesis, cellular respiration and osmosis. You will study body systems and learn how they help the organisms survive. You will study heredity, DNA and evolution.



## What will I learn in each unit?

| Unit 1 How do organisms regulate their functions?   | Unit 2 How does inheritance impact on diversity?  |
|---|---|
| <ul style="list-style-type: none"> <li>Cellular composition, structure and processes</li> <li>The cell cycle and growth, death and differentiation</li> <li>Functioning systems in animals and plants</li> <li>Regulation of systems</li> </ul> | <ul style="list-style-type: none"> <li>Chromosomes, genomes, genotypes and phenotypes.</li> <li>Patterns of inheritance</li> <li>Reproductive strategies</li> <li>Adaptations and diversity</li> <li>Social and ethical issues associated with gene technology</li> </ul>                                   |
| Unit 3 How do cells maintain life?  | Unit 4 How does life change and respond to challenges over time?  |
| <ul style="list-style-type: none"> <li>The relationship between nucleic acids and proteins</li> <li>DNA manipulation techniques and applications</li> <li>Regulation and pathways in photosynthesis and cellular respiration</li> </ul>         | <ul style="list-style-type: none"> <li>Responding to antigens, acquiring immunity</li> <li>Disease challenges and strategies</li> <li>Genetic changes in populations over time and changes in species over time.</li> <li>Determining the relatedness of species</li> <li>Human change over time</li> </ul> |

## What type of things can I expect to do?

Design experiments. Conduct experiments. Use microscopes. Perform dissections. Present and analyse data. Write scientific reports. Design scientific posters. Learn biological theory. Comprehend and apply concepts to new situations. Use scientific terminology. Complete tests and exams.

## What can this lead to/be helpful for?

A career in health sciences such as nursing, physiotherapy, sport science or medicine. A career in research science (eg microbiology, biochemistry, molecular genetics or medicine). A career in ecology or environmental studies. A career in specialised fields such as forensics, veterinary science, marine biology or botany.

## Possible pathway

| Year    | Courses Offered     |
|---------|---------------------|
| YEAR 10 | Core Science        |
| YEAR 11 | Biology Units 1 & 2 |
| YEAR 12 | Biology Units 3 & 4 |

## Why choose this subject?

Choose this subject if you are interested in animals and plants and learning about: Cells, Biochemistry, Body systems, Genetics, Evolution.

# VCE BUSINESS MANAGEMENT 1 - 4

## What is this course about?

Business Management introduces students to the complexity, challenges and rewards that come from managing a business. It looks at management theories and how they work in real business scenarios. It is designed to help students become informed citizens in the business world whether as managers, consumers or investors.



## What will I learn in each unit?

| Unit 1   | Unit 2  |
|--|---|
| <ul style="list-style-type: none"> <li>Business innovation and entrepreneurship</li> <li>External factors that impact a business e.g. laws and trends</li> <li>Internal factors that impact business decision making, planning and evaluation</li> </ul> | <ul style="list-style-type: none"> <li>Legal and financial requirements of businesses</li> <li>Managing the marketing function and public relations</li> <li>Staffing a business effectively</li> </ul> |
| Unit 3   | Unit 4  |
| <ul style="list-style-type: none"> <li>Business foundations, types and corporate social responsibility</li> <li>Human Resource Management- styles and skills appropriate for differing situations</li> <li>Day to day operations management</li> </ul>   | <ul style="list-style-type: none"> <li>Forces of change in the business world</li> <li>Reviewing key performance indicators</li> <li>Leadership in change management</li> </ul>                         |

## What type of things can I expect to do?

Students can expect to build their confidence and competency to enter the world of business by completing activities such as: planning their own business, making and marketing products, analysing case studies, researching small and large businesses.

## What can this lead to/be helpful for?

Business Management prepares students for a range of career and further study pathways such as: Finance, Administration, Retail, Business Ownership, Human Resources, Marketing, Real Estate and Law.

## Possible pathway

| Year    | Courses Offered           |
|---------|---------------------------|
| YEAR 10 | Humanities                |
| YEAR 11 | Business Management 1 & 2 |
| YEAR 12 | Business Management 3 & 4 |

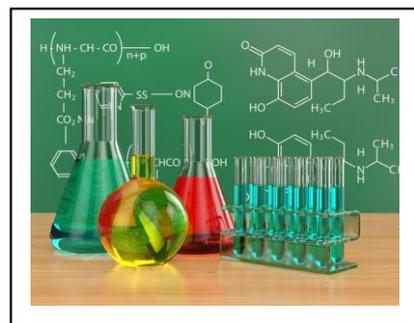
## Why choose this subject?

Students should choose this subject if they have an interest in business ownership, working with small or large businesses, marketing and advertising, economics and law.

# VCE CHEMISTRY UNITS 1 - 4

## What is this course about?

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Chemistry underpins the production and development of energy, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.



## What will I learn in each unit?

| Unit 1 How can the diversity of materials be explained?   | Unit 2 What makes water such a unique chemical?  |
|---|--|
| <ul style="list-style-type: none"><li>• Atomic theory</li><li>• The periodic table</li><li>• Metals and ionic compounds</li><li>• The mole</li><li>• Covalent bonding</li><li>• Organic chemistry</li></ul> | <ul style="list-style-type: none"><li>• Water, precipitation and solubility</li><li>• Acids and bases</li><li>• Redox chemistry</li><li>• Stoichiometry</li><li>• Volumetric analysis</li><li>• Chromatography</li></ul>                         |
| Unit 3 How can chemical processes be designed to optimise efficiency?   | Unit 4 How are organic compounds categorised, analysed and used?   |
| <ul style="list-style-type: none"><li>• Energy from fuels</li><li>• Galvanic and fuel cells</li><li>• Rates of reaction</li><li>• Equilibrium</li><li>• Electrolysis</li></ul>                              | <ul style="list-style-type: none"><li>• Organic compounds and reaction pathways</li><li>• Instrumental analysis</li><li>• Structure and bonding in food molecules</li><li>• Metabolism of food in the human body</li><li>• Calorimetry</li></ul> |

## What type of things can I expect to do?

Conduct experiments. Present and analyse data. Use hands on materials. Write scientific reports. Design scientific posters. Learn scientific theory. Comprehend and apply concepts to new situations. Use scientific terminology. Complete tests and exams.

## What can this lead to/be helpful for?

VCE Chemistry provides for continuing study pathways within the discipline and leads to a range of careers. Branches of chemistry include organic chemistry, inorganic chemistry, analytical chemistry, physical chemistry and biochemistry. In addition, chemistry is applied in many fields of endeavour including agriculture, bushfire research, dentistry, dietetics, education, engineering, environmental sciences, forensic science, forestry, horticulture, medicine, metallurgy, meteorology, pharmacy, sports science, toxicology, veterinary science and viticulture.

## Possible pathway

| Year    | Courses Offered       |
|---------|-----------------------|
| YEAR 10 | Core Science          |
| YEAR 11 | Chemistry Units 1 & 2 |
| YEAR 12 | Chemistry Units 3 & 4 |

## Why choose this subject?

Choose this subject if you are a hard working student that is interested in science, how the Universe works and want to learn about : Atoms, materials, chemical bonding and reactions, electrochemistry, drug synthesis, analysis of organic molecules.

# VCE ENGLISH UNITS 1-4

## What is this course about?

English Units 1-4 involve reading and viewing a variety of texts and building a strong ability to analyse and explore the issues, themes and ideas present within them. Within the English course students will explore different cultures and historical events. They will participate in discussions around the creation of texts and debate the author's intentions based on the inclusion of specific language and content.

In addition, they will read and view current event media and explore the creation of arguments and how they position society to think and feel. They will use research skills to inform their own opinions and create thoughtful points of view and attempt to persuade their own target audiences.



## What will I learn in each unit?

| Unit 1   | Unit 2   |
|--|--|
| <ul style="list-style-type: none"> <li>• Read and respond to texts analytically</li> <li>• Read and respond to texts creatively</li> <li>• Analyse arguments and the use of persuasive language in texts</li> <li>• Create texts intended to position audiences</li> </ul> | <ul style="list-style-type: none"> <li>• Compare the presentation of ideas, issues and themes in texts</li> <li>• Analyse arguments presented and the use of persuasive language in text</li> <li>• Create texts intended to position audiences</li> </ul> |
| Unit 3   | Unit 4   |
| <ul style="list-style-type: none"> <li>• Read and respond to texts analytically</li> <li>• Read and respond to texts creatively</li> <li>• Analyse arguments and the use of persuasive language in texts</li> </ul>  | <ul style="list-style-type: none"> <li>• Compare the presentation of ideas, issues and themes in texts</li> <li>• Create an oral presentation intended to position audiences about an issue currently debated in the media</li> </ul>                      |

## What type of things can I expect to do?

Read and view a variety of texts, complete text response essays, creative responses, oral presentations, analysis of articles and images in the media, persuasive writing, justifications of student's own authorial choices, multimedia presentations, audiobooks.

## What can this lead to/be helpful for?

If a university pathway is your career direction English is the most common prerequisite for university courses and essential for obtaining a VCE certificate for Tertiary studies. A sophisticated understanding of English will be crucial for courses such as; Journalism, Law, Education, Nursing, Medicine, Arts, Commerce, Science, Accounting, and Screen and Media.

## Why choose this subject?

Learning to analyse literature effectively not only teaches you how to better enjoy books, music and film, but also how to better understand the causes and effects taking place in your family, neighbourhood and the world around you. If you hope to write emails that earn respect, to enter any career in which communication is essential or simply to express yourself with authority, learning to write and speak well is important. If completing VCE, English Units 1-4 are essential for obtaining a VCE certificate and pursuing the pathway of university.

# VCE FOOD STUDIES UNITS 1- 4

## What is this course about?

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing. VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices. Students explore and study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food.



## What will I learn in each unit?

| Unit 1   | Unit 2   |
|--|--|
| <ul style="list-style-type: none"> <li>Origins and cultural roles of food</li> <li>Australian indigenous food prior to European settlement</li> <li>influence of technology and globalisation on food patterns</li> <li>preparation, cooking and presentation of food in a range of practical activities.</li> </ul>   | <ul style="list-style-type: none"> <li>Commercial food production in Australia</li> <li>Food production in small-scale domestic settings</li> <li>Designing and adapting recipes</li> <li>preparation, cooking and presentation of food in a range of practical activities.</li> </ul>   |
| Unit 3   | Unit 4   |
| <ul style="list-style-type: none"> <li>Science of food</li> <li>Analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating</li> </ul> <p>Influences on food choice</p> <ul style="list-style-type: none"> <li>Preparation, cooking and presentation of food in a range of practical activities.</li> </ul> | <ul style="list-style-type: none"> <li>Global and Australian food systems.</li> <li>Challenges of food security, food safety, food wastage</li> <li>Individual responses to food information and misinformation</li> <li>Contemporary food fads, trends and diets.</li> </ul> <p>Environmental and ethical food issues</p> <ul style="list-style-type: none"> <li>Preparation, cooking and presentation of food in a range of practical activities.</li> </ul> |

## What type of things can I expect to do?

Cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

## What can this lead to/be helpful for?

Food technologist, Nutritional therapist, Product/process development scientist, Quality manager, Regulatory affairs officer, Scientific laboratory technician, Technical brewer, Nutritionist and Dietician, Teaching, Health science, Health promotion, Food stylist, Chef, Food taster and demonstrator.

## Possible pathway

| Year    | Courses Offered       |
|---------|-----------------------|
| YEAR 10 | Social Food           |
| YEAR 11 | Food Studies Unit 1&2 |
| YEAR 12 | Food Studies Unit 3&4 |

**Why choose this subject?** Choose this subject if you are interested in learning about: investigate cheaper and faster ways of producing food, test the quality and safety or invent new 'recipes' for foods using new ingredients, make changes to foods, like creating sugar-free produce design processes and machines that make the products on a large scale, Food science, technical and practical skills of preparing food, diet and nutrition.

# VCE HEALTH AND HUMAN DEVELOPMENT 1-4

## What is this course about?

VCE Health and Human Development provides students with an understanding of how important health and wellbeing is to themselves and to families, communities, nations, and global society. The study provides opportunities for students to view health and wellbeing across the lifespan and the globe. VCE Health and Human Development offers students a range of pathways including areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.



## What will I learn in each unit?

| Unit 1   | Unit 2   |
|--|--|
| <ul style="list-style-type: none"> <li>• Health Perspectives and Influences</li> <li>• Health and Nutrition</li> <li>• Youth health and wellbeing</li> </ul> | <ul style="list-style-type: none"> <li>• Developmental transitions</li> <li>• Health care in Australia</li> </ul>                                    |
| Unit 3   | Unit 4   |
| <ul style="list-style-type: none"> <li>• Understanding health and wellbeing</li> <li>• Promoting health and wellbeing</li> </ul>                             | <ul style="list-style-type: none"> <li>• Health and wellbeing in a global context</li> <li>• Health and the Sustainable Development goals</li> </ul> |

## What type of things can I expect to do?

Case Study Analysis, Written Tests, Multimedia Presentation, Data Analysis, Research Assignments, Formal Exams

## What can this lead to/be helpful for?

Nutritionist, Nursing, Childcare, Teaching, Youth/Welfare and Social Service, Health Science, Occupational Therapy, Health and Fitness Industry, Health Promotion

## Possible pathway

| Possible Pathways |  |
|-------------------|--|
| Year              |  |
| Year 10           | <ul style="list-style-type: none"> <li>• Health Education</li> <li>• Food</li> </ul>                               |
| Year 11           | <ul style="list-style-type: none"> <li>• Health and Human Development</li> <li>• VET Community Services</li> </ul> |
| Year 12           | <ul style="list-style-type: none"> <li>• Health and Human Development</li> <li>• VET Community Services</li> </ul> |

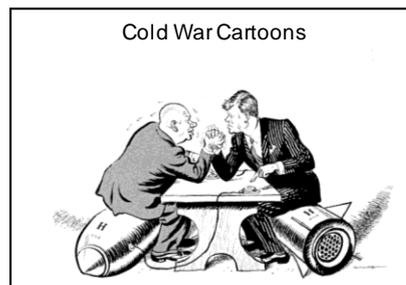
## Why choose this subject?

Choose this subject if you are interested in learning about: Health, Nutrition, Promotion of Health (Aust), Promotion of Health (Globally), Lifespan stages

# VCE HISTORY UNITS 1- 4

## What is this course about?

History can shape not only who we are, but also what we do with our future. Studying History encourages students to understand themselves and deepens their knowledge of humanity. It enables us to see the world through the eyes of others, appreciate the nature of change and consider how our past shapes our present.



## What will I learn in each unit?

|  |  |
|--|--|
| <b>Unit 1</b> <ul style="list-style-type: none"> <li>• Twentieth Century History 1918 - 1939</li> <li>• World War I and post war treaties</li> <li>• Building tensions between Germany, the USSR, Japan and USA</li> </ul> | <b>Unit 2</b> <ul style="list-style-type: none"> <li>• Twentieth Century History 1945 - 2000</li> <li>• The Cold War</li> <li>• Decolonisation and Independence</li> </ul> |
| <b>Unit 3</b> <ul style="list-style-type: none"> <li>• American</li> <li>• The causes of the revolution</li> <li>• The consequences of the revolution</li> </ul>   | <b>Unit 4</b> <ul style="list-style-type: none"> <li>• French Revolution</li> <li>• The causes of the revolution</li> <li>• The consequences of the revolution</li> </ul>  |

## What type of things can I expect to do?

In History students are encouraged to explain, analyse, compare and construct historical arguments and interpretations. It allows them to explore the conditions that provoked crucial events in history, as well as study the philosophies of social movements and key figures throughout history.

## What can this lead to/be helpful for?

The study of History provides students with a range of transferrable skills and prepares them for a variety of study and career pathways including: Law, Journalism, Teaching, Policy Development, Archaeology, Office Management, Historical Research, Politics, Business, Marketing, Public Sector, and Conservation.

## Possible pathway

|                |  |
|----------------|--|
| <b>Year</b>    | <b>Courses Offered</b>                     |
| <b>YEAR 10</b> | <b>Humanities (Core)</b>                   |
| <b>YEAR 11</b> | <b>Twentieth Century History 1 &amp; 2</b> |
| <b>YEAR 12</b> | <b>Revolutions 3 &amp; 4</b>               |

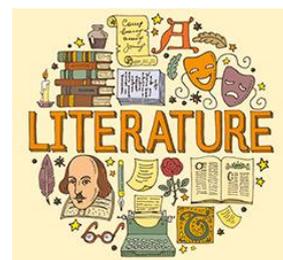
## Why choose this subject?

Future generations need a thorough understanding of historical events and their impacts on societies in order to avoid repeating the mistakes of the past. Choosing to study history improves critical thinking skills, writing ability, social and cultural responsibilities as well as empathy. Students should choose this subject if they are interested in: Historical events, people and places, society and change, and cause and effect.

# VCE LITERATURE UNITS 1-4

## What is this course about?

Literature is for students who are avid readers and enjoy exploring the reasons behind the creation of classic literature. In Literature students will study the author's stylistic choices and how the views and values of both the reader and the author can be presented within a text. Literature enables students to make connections between literature and the issues within the world and how culture and history can be presented within a piece of work. Furthermore, literature studies the connections texts can have between one another and how they can be transformed and adapted into other forms.



## What will I learn in each unit?

| Unit 1  | Unit 2   |
|---|--|
| <ul style="list-style-type: none"> <li>Focus on the ways in which the interaction between text and reader creates meaning.</li> <li>Respond critically, creatively and reflectively to gain insights into how texts function as representations of human experience.</li> <li>Explore how the views and values that readers hold may influence the reading of a text.</li> </ul>  | <ul style="list-style-type: none"> <li>Explore the ways literary texts connect with each other and with the world.</li> <li>Examine the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings.</li> <li>Consider the relationships between authors, audiences and contexts.</li> <li>Analyse the similarities and differences across texts and establish connections between them.</li> <li>Engage in close reading of texts and create analytical responses that are evidence-based.</li> </ul> |
| Unit 3  | Unit 4   |
| <ul style="list-style-type: none"> <li>Consider how the form of a text affects meaning, and how writers construct their texts.</li> <li>Investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed.</li> <li>Consider how the perspectives of those adapting texts may inform or influence the adaptations.</li> <li>Draw on their study of adaptations and transformations to develop creative responses to texts.</li> </ul> | <ul style="list-style-type: none"> <li>Develop critical and analytic responses to texts.</li> <li>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.</li> <li>They investigate literary criticism informing both the reading and writing of texts.</li> <li>Develop an informed and sustained interpretation supported by close textual analysis.</li> </ul>   |

## What type of things can I expect to do?

In Literature students will participate in class discussions and explore the backgrounds of a variety of written and multimedia texts. They will respond analytically and creatively as well as create their own adaptation of a classic text. Literature involves researching the views and values of authors and exploring the process of creative Literature construction. In addition, students will identify connections between issues in classic texts and issues present in the world currently and historically.

## What can this lead to/be helpful for?

If a university pathway is your career direction, English is the most common prerequisite for university courses and essential for obtaining a VCE certificate for Tertiary studies. Literature is an addition to English, and commonly, participation in Literature helps to improve one's understanding of English and other critical thinking focused subjects. A sophisticated understanding of English/Literature will be of benefit for careers in; Journalism, Writing, Publishing, Education, Archival Services, Law, Screen and Media, Business, Arts, Academic Research, or Commerce.

## Why choose this subject?

Studying the Literature can enrich our lives in ways we never imagined. Beyond the simple entertainment of a good story, readers stand to gain compassion for a wide range of people across cultures and time periods. In addition, sustained immersion in Literature results in a richer vocabulary and a certain ease and confidence when the reader approaches the practice of composition. Ultimately, reading great literature improves one's skills as a writer.

# VCE LEGAL STUDIES UNITS 1-4

## What is this course about?

Legal Studies examines the justice system in Australia. Students learn about the concepts of justice and power, the origins and nature of Australia's legal system, law making bodies, criminal and civil laws, the court system, the jury and consequences for actions that breach laws. Students consider reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students evaluate the strengths and weaknesses of lawmaking bodies, the processes used to influence change and reform and the effective operation of the Victorian legal system.



## What will I learn in each unit?

| Unit 1   | Unit 2  |
|--|---|
| <ul style="list-style-type: none"> <li>• Legal foundations</li> <li>• The presumption of innocence</li> <li>• Civil liabilities</li> </ul> | <ul style="list-style-type: none"> <li>• Types of sanctions</li> <li>• Purpose of remedies</li> <li>• Protection of rights</li> </ul>               |
| Unit 3   | Unit 4  |
| <ul style="list-style-type: none"> <li>• The Victorian Criminal Justice System</li> <li>• The Victorian Civil Justice System</li> </ul>    | <ul style="list-style-type: none"> <li>• The People and the Australian Constitution</li> <li>• The People, the Parliament and the Courts</li> </ul> |

## What type of things can I expect to do?

Analyse case studies, presentations, debates, extended responses, evaluate and analyse and research assignments.

## What can this lead to/be helpful for?

University and TAFE courses in: Law, Criminology, Legal Administration, Court Personnel, Solicitor, Policing, Law Enforcement.

## Possible pathway

| Year    | Courses Offered |
|---------|-----------------|
| YEAR 10 | Legal Studies   |
| YEAR 11 | Legal Studies   |
| YEAR 12 | Legal Studies   |

## Why choose this subject?

Choose this subject if you are interested in learning about: Crime, Courts, Parliament, Dispute resolution, Justice

## MATHS OPTIONS AND POSSIBLE PATHWAYS

|                   |  |  |
|-------------------|--|--|
| Y10 Maths General | Units 1&2 General Maths                              | Units 3&4 Further Maths                              |
| Y10 Math Methods  | Units 1&2 General Maths                              | Units 3&4 Further Maths                              |
| Y10 Math Methods  | Units 1&2 Math Methods                               | Units 3&4 Math Methods                               |
| Y10 Math Methods  | Units 1&2 Math Methods<br>Units 1&2 Specialist Maths | Units 3&4 Math Methods<br>Units 3&4 Specialist Maths |

### Frequently asked questions

**Q: Which Maths is right for me?**

A: Your Maths teacher will recommend which Maths is the right fit for you. You must also research your possible tertiary pathway to find out which Maths is needed as a prerequisite. Math Methods and Specialist Maths are advanced classes and cover more challenging material than other Maths classes.

**Q: What technology will I be using in Maths?**

A: All courses will encourage the use of calculators, spreadsheets and computer applications. Scientific calculators are required for VCAL Numeracy. Computer Algebra System (CAS calculators) are required for Units 1 & 2 General Maths, Units 3 & 4 Further Maths, Units 1-4 Math Methods, and Units 1-4 Specialist Maths.

**Q: What if I think that I have picked the wrong maths subject?**

A: If you do not think that you have made the right choice, it may be possible to change courses early in the academic year. Speak to your Math teacher, Year Level Coordinator and Careers Counsellor to get the best possible advice for you.

**Q: Is it possible to do just Specialist Maths in Year 11 and 12?**

A: No, Specialist Maths is only available for students who are also completing Math Methods Units 1-4.

**Q: If I only do General Maths in Year 11, is it possible to do Math Methods or Specialist Maths in year 12?**

A: No, doing General Maths by itself will only allow you to do Further Maths in Year 12

# VCE GENERAL MATHS UNITS 1 & 2

## What is this course about?

This study is designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.



## What will I learn in each unit?

| Unit 1  | Unit 2   |
|---|--|
| <ul style="list-style-type: none"> <li>• Univariate statistics</li> <li>• Linear graphs and models</li> <li>• Bivariate data</li> <li>• Financial arithmetic</li> </ul> | <ul style="list-style-type: none"> <li>• Geometry, measurement &amp; trigonometry</li> <li>• Number patterns &amp; recursion</li> <li>• Inequalities &amp; linear programming</li> </ul> |

## What type of things can I expect to do?

Students will be expected to solve linear equations, construct tables of values and solve word problems. They will calculate ratio and percentages, simple and compound interest and compare costs in a range of financial contexts. They will use recurrence relations, Pythagoras' Theorem, trigonometric ratios, interpret and model linear relations, and graph linear inequalities. Students will also collect, summarise and interpret data, completed extended problems and use numerical, graphical, symbolic and statistical functionalities using the CAS calculator.

## What can this lead to/be helpful for?

General Mathematics is an excellent preparation for students considering studying Units 3 & 4 Further Mathematics, which fulfils many University and TAFE mathematics prerequisites. A satisfactory result in General Mathematics at Year 11 standard is looked at favourably by employers overall, and employers looking for new apprentices in particular.

## Possible pathway

| Year    | Courses Offered                |
|---------|--------------------------------|
| YEAR 10 | Maths General or Maths Methods |
| YEAR 11 | Units 1 & 2 General Maths      |
| YEAR 12 | Units 3 & 4 Further Maths      |

## Why choose this subject?

Do you like Maths but struggle to complete the more challenging questions involving complex algebra? Are you able to work with data and manipulate lists of numbers on a CAS calculator? Do you enjoy financial mathematics, measurement, problem solving and some algebraic representation? Do you want the opportunity of choosing Units 3 & 4 Further Mathematics in Year 12? Your maths teacher will recommend which subject is the right fit for you.

# VCE FURTHER MATHS UNITS 3 & 4

## What is this course about?

Further Maths Units 3 & 4 provides a general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important. A computer algebra system (CAS) will be used by students to assist them in their learning and understanding.



## What will I learn in each unit?

| Unit 3   | Unit 4   |
|--|--|
| <ul style="list-style-type: none"> <li>Data analysis</li> <li>Recursion &amp; Financial Modelling</li> </ul> | <ul style="list-style-type: none"> <li>Geometry and Measurement</li> <li>Graphs and relations</li> </ul> |

## What type of things can I expect to do?

Use statistical techniques, model relationships between data, correlations and regression of data, create graphs, calculate area and volume, investigate linear relationships and use the CAS calculator.

## What can this lead to/be helpful for?

Units 3 & 4 Further Mathematics are prerequisites for many University courses. A satisfactory result in Further Mathematics in Year 12 is also looked upon very favourably by employers.

## Possible pathway

| Year    | Courses Offered   |
|---------|---|
| YEAR 10 | General Maths or Math Methods                               |
| YEAR 11 | General Maths Units 1 & 2<br>OR<br>Math Methods Units 1 & 2 |
| YEAR 12 | Further Maths Units 3 & 4                                   |

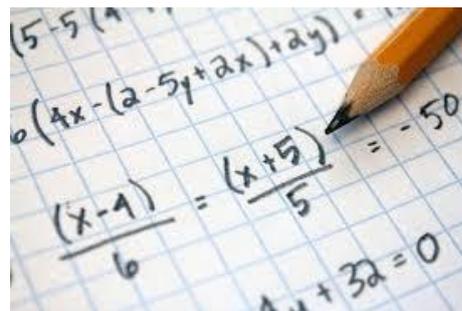
## Why choose this subject?

Choose this subject if you are interested in completing maths to a year 12 level. In order to successfully complete Units 3 & 4 Further Mathematics, you need to have a basic competence in Year 7-10 mathematics and have successfully completed Units 1 & 2 General Mathematics or Units 1 & 2 Mathematical Methods. Your maths teacher will recommend which subject is the right fit for you.

# VCE MATH METHODS UNITS 1-4

## What is this course about?

This study is designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.



## What will I learn in each unit?

| Unit 1  | Unit 2   |
|---|--|
| <ul style="list-style-type: none"> <li>Algebra</li> <li>Linear Equations</li> <li>Quadratics</li> <li>Graphing</li> <li>Functions and relations</li> </ul>                | <ul style="list-style-type: none"> <li>Polynomials</li> <li>Transformations</li> <li>Probability</li> <li>Differentiation</li> <li>Introduction to calculus</li> </ul> |
| Unit 3  | Unit 4   |
| <ul style="list-style-type: none"> <li>Algebra</li> <li>Quadratics and Polynomials</li> <li>Functions and relations</li> <li>Graphing</li> <li>Transformations</li> </ul> | <ul style="list-style-type: none"> <li>Exponential and Circular Functions</li> <li>Differentiation and Integration</li> <li>Probability</li> </ul>                     |

## What type of things can I expect to do?

Apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulations, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology.

## What can this lead to/be helpful for?

Mathematical Methods Units 3 & 4 is a prerequisite for many tertiary courses, especially Science, Engineering, Economics, Physics, and Maths.

## Possible pathway

| Year    | Courses Offered           |
|---------|---------------------------|
| YEAR 10 | Maths Methods             |
| YEAR 11 | Maths Methods Units 1 & 2 |
| YEAR 12 | Maths Methods Units 3 & 4 |

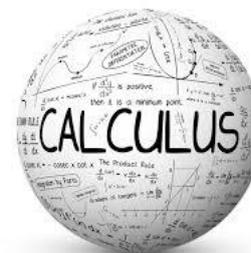
## Why choose this subject?

Is Maths one of your favourite and strongest subjects? Do you enjoy being challenged in mathematics and solving difficult and/or complex problems? Are you wishing to pursue a career that has Mathematical Methods as a prerequisite?

# VCE SPECIALIST MATHEMATICS UNITS 1-4

## What is this course about?

This study involves in-depth and challenging mathematics and is designed for students who intend to pursue careers involving a higher level of mathematics. It has an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.



## What will I learn in each unit?

Students will cover a selection of the following areas of study:

| Units 1 & 2   |   |
|---|---|
| <ul style="list-style-type: none"> <li>• Arithmetic and structure</li> <li>• Arithmetic and number</li> <li>• Discrete Mathematics</li> </ul> | <ul style="list-style-type: none"> <li>• Geometry, measurement and trigonometry</li> <li>• Graphs of linear and non-linear relations</li> <li>• Statistics</li> </ul> |
| Unit 3 & 4  |   |
| <ul style="list-style-type: none"> <li>• Functions and graphs</li> <li>• Algebra</li> <li>• Calculus</li> <li>• Vectors</li> </ul>            | <ul style="list-style-type: none"> <li>• Mechanics</li> <li>• Probability and Statistics</li> </ul>   |

## What type of things can I expect to do?

Students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, anti-differentiation and inference with and without the use of technology.

## What can this lead to/be helpful for?

This subject will open access to all VCE Mathematics pathways, as well as associated careers that require strong mathematical skills.

## Possible pathway

| Year    | Courses Offered   |
|---------|---|
| YEAR 10 | Math Methods  |
| YEAR 11 | Math Methods Units 1 & 2 and Specialist Maths Units 1 & 2 |
| YEAR 12 | Math Methods Units 3 & 4 and Specialist Maths Units 3 & 4 |

## Why choose this subject?

Do you have a love of mathematics and you wish to explore the more rigorous aspects of mathematical structure and proof? Do you enjoy being challenged with difficult and complex mathematical problems? Are you willing to complete Mathematical Methods as well as Specialist Mathematics concurrently? Are you extremely well organised and prepared to dedicate the time to consolidating your understanding? Your maths teacher will recommend which subject is the right fit for you.

# VCE MEDIA UNITS 1 - 4

## What is this course about?

VCE Media provides students with the opportunity to examine media in both historical and contemporary contexts while developing skills in media design and production in a range of media forms.

Students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.



## What will I learn in each unit?

| Unit 1   | Unit 2  |
|--|---|
| <ul style="list-style-type: none"> <li>Media Forms</li> <li>Representations in Media</li> <li>Australian Contexts</li> </ul> | <ul style="list-style-type: none"> <li>Media Productions</li> <li>Narrative across Forms</li> </ul> |
| Unit 3   | Unit 4  |
| <ul style="list-style-type: none"> <li>Narratives and Ideology</li> <li>Production Design Planning</li> </ul>                | <ul style="list-style-type: none"> <li>Production Design</li> <li>Agency and Control</li> </ul>     |

## What type of things can I expect to do?

A folio of production samples, Film Studies, Movie production, Animation, Photography, Concept Development, Script writing, Storyboards, Australian film research, Sound Design, Media research and exploration.

## What can this lead to/be helpful for?

Career Pathways include: Game Developer, Animator, Advertising, Film Specialist, Television Specialist, Director, Production Assistant, Broadcaster, Actor, Special Effects Editor, Radio Presenter, Photographer, Sound Designer.

## Possible pathway

| Year    | Courses Offered              |
|---------|------------------------------|
| YEAR 10 | Media                        |
| YEAR 11 | VCE Media – Screen and Media |
| YEAR 12 | VCE Media – Screen and Media |

## Why choose this subject?

If you have a passion for the visual arts and film, then this subject is for you! Do you like talking about films and discussing media trends? Have you wanted to make your own film or animation? Come examine the relationship between audience and the media and explore how the media is controlling you!

# VCE MUSIC AND INVESTIGATIONS UNITS 1- 4

## What is this course about?

In Music Performance students build and develop their performance and musicianship skills for both group and solo music works using one or more instruments to work towards presenting performances. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study, develop strategies for developing technical and expressive performance skills and identify technical, expressive and stylistic challenges in works they are preparing for performance. Students develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills including aural perception, transcription, theory and analysis.



## What will I learn in each unit?

| Unit 1   | Unit 2   |
|--|--|
| <ul style="list-style-type: none"> <li>• Preparing and presenting solo and group performance programs</li> <li>• Basic music theory</li> <li>• Listening skills</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Preparing and presenting solo and group performance programs</li> <li>• Song-writing, composition, arranging and improvisation</li> <li>• Extensive use of music software for composing and arranging such as Sibelius</li> </ul> |
| Unit 3   | Unit 4   |
| <ul style="list-style-type: none"> <li>• Prepare and presenting solo and group performance programs</li> <li>• Topics such as chords, chord progressions, intervals, rhythms, scales and melody</li> </ul> | <ul style="list-style-type: none"> <li>• Prepare and presenting solo and group performance programs</li> <li>• Recording to evaluate performance</li> </ul>  |

## What type of things can I expect to do?

Performing, Composing, arranging and improvising, Researching and practicing performance technique, Recording, Practicing theory and aural skills

## What can this lead to/be helpful for?

Advertising/jingle writer, Arranger, Composer, Conductor, Entertainer, Musician (singer or instrumentalist), Music Director, Music Programmer/Sampler, Music Software Designer, Music Teacher, Music Therapist, Orchestra Musician, Sound Engineer

## Possible pathway

| Year    | Courses Offered                          |
|---------|--|
| YEAR 10 | Music                                    |
| YEAR 11 | Music Performance                        |
| YEAR 12 | Music Investigation<br>Music Performance |

## Why choose this subject?

Choose this subject if you are interested in learning about: Performing and recording, Composing, arranging, Music Technology, Music styles, Music theory

# VCE OUTDOOR AND ENVIRONMENTAL STUDIES 1-4

## What is this course about?

Outdoor and Environmental Studies is a study of the ways humans interact with and relate to natural environments. Natural environments are understood to include environments that have minimum influence from humans, but they may also include environments that have been subject to human intervention. Ultimately, the study is directed towards enabling students to make critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.



## What will I learn in each unit?

| Unit 1  | Unit 2  |
|---|---|
| <ul style="list-style-type: none"> <li>Motivations for outdoor experiences</li> <li>Influences on outdoor experiences</li> </ul>                                    | <ul style="list-style-type: none"> <li>Investigating outdoor environments</li> <li>Impacts on outdoor environments</li> </ul> |
| Unit 3  | Unit 4  |
| <ul style="list-style-type: none"> <li>Historical relationships with outdoor environments</li> <li>Relationships with Australian environments since 1990</li> </ul> | <ul style="list-style-type: none"> <li>Healthy outdoor environments</li> <li>Sustainable outdoor environments</li> </ul>      |

## What type of things can I expect to do?

Topic Tests, Structured Questions, Tests, Research assignments, Case studies, Canoeing, Mountain Bike Riding, Skiing, Bushwalking and Surfing.

## What can this lead to/be helpful for?

Outdoor activities leader, outdoor education teacher, environmental science, park management, natural resource management.

## Possible pathway

| Possible Pathways |  |
|-------------------|--|
| Year              |  |
| Year 10           | <ul style="list-style-type: none"> <li>Outdoor &amp; Environmental Studies (Elective)</li> </ul>       |
| Year 11           | <ul style="list-style-type: none"> <li>Outdoor &amp; Environmental Studies (Unit 1 &amp; 2)</li> </ul> |
| Year 12           | <ul style="list-style-type: none"> <li>Outdoor &amp; Environmental Studies (Unit 3 &amp; 4)</li> </ul> |

## Why choose this subject?

**Choose this subject if you are interested in learning about:** Outdoor activities, Environmental issues, Conservation, Outdoor Environments, Tourism

# VCE PHYSICAL EDUCATION UNITS 1- 4

## What is this course about?

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.



## What will I learn in each unit?

|  |   |
|--|---|
| <b>Unit 1</b> <ul style="list-style-type: none"> <li>How does the musculoskeletal system work to produce movement?</li> <li>How does the cardiorespiratory system function at rest and during exercise?</li> </ul> | <b>Unit 2</b> <ul style="list-style-type: none"> <li>What are the relationships between physical activity, sport, health and society?</li> <li>What are the contemporary issues associated with physical activity and sport?</li> </ul> |
| <b>Unit 3</b> <ul style="list-style-type: none"> <li>How are movement skills improved?</li> <li>How does the body produce energy?</li> </ul>   | <b>Unit 4</b> <ul style="list-style-type: none"> <li>What are the foundations of an effective training program?</li> <li>How is training implemented effectively to improve fitness?</li> </ul>   |

## What type of things can I expect to do?

Practical Laboratory, Data Analysis, Games Analysis, Investigation Projects, Training Programs, Peer Teaching, Coaching, Case Studies, Practical Classes

## What can this lead to/be helpful for?

Physical Education Teacher, Fitness Industry / Instructor, Sports Coaching, Sports Administration, Sports Psychologist, Biomechanist, Sports Science

## Possible pathway

| Year    |  |
|---------|--|
| Year 10 | <ul style="list-style-type: none"> <li>Physical Education</li> <li>PEAK Performance</li> </ul>   |
| Year 11 | <ul style="list-style-type: none"> <li>Physical Education</li> <li>Health and Human Development</li> <li>VET Community Services</li> </ul> |
| Year 12 | <ul style="list-style-type: none"> <li>Physical Education</li> <li>Health and Human Development</li> <li>VET Community Services</li> </ul> |

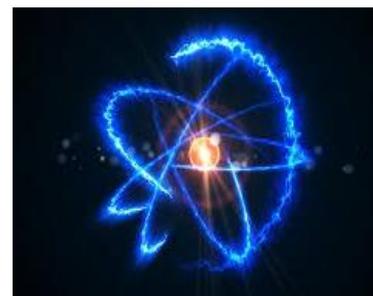
## Why choose this subject?

**Choose this subject if you are interested in learning about:** Human Body, Physical Activity, Energy and how it is produced, Analysing and enhancing performance and Recovery in Sport.

# VCE PHYSICS 1- 4

## What is this course about?

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world, which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.



## What will I learn in each unit?

| Unit 1 What ideas explain the physical world?  | Unit 2 What do experiments explain about the physical world?  |
|--|---|
| <ul style="list-style-type: none"> <li>• Thermodynamic principles and climate science</li> <li>• Models for electricity</li> <li>• Circuit electricity</li> <li>• Using electricity &amp; electrical safety</li> <li>• Origins of atoms and particles in the nucleus</li> <li>• Energy from the atom</li> </ul>  | <ul style="list-style-type: none"> <li>• Concepts used to model motion</li> <li>• Forces and motion</li> <li>• Energy and motion</li> <li>• Optional study</li> </ul>   |
| Unit 3 How do fields explain motion and electricity?   | Unit 4 How can two contradictory models explain both light and matter?  |
| <ul style="list-style-type: none"> <li>• Fields and interactions</li> <li>• Effects of fields</li> <li>• Application of field concepts</li> <li>• Generation of electricity</li> <li>• Transmission of electricity</li> <li>• Newtons laws of motion</li> <li>• Einstein's theory of special relativity</li> <li>• Relationships between force, energy and mass</li> </ul> | <ul style="list-style-type: none"> <li>• Properties of mechanical waves</li> <li>• Light as a wave</li> <li>• Behaviour of light</li> <li>• Matter as particles or waves</li> <li>• Similarities between light and matter</li> <li>• Production of light from matter</li> </ul> |

## What type of things can I expect to do?

Conduct experiments. Present and analyse data. Use hands on materials. Write scientific reports. Design scientific posters. Learn scientific theory. Comprehend and apply concepts to new situations. Use scientific terminology. Complete tests and exams.

## What can this lead to/be helpful for?

VCE Physics provides for continuing study pathways within the discipline and leads to a range of careers. Physicists may undertake research and development in specialist areas including acoustics, astrophysics and cosmology, atmospheric physics, computational physics, education, energy research, engineering, instrumentation, lasers and photonics, medical physics, nuclear science, optics, pyrotechnics and radiography. Physicists also work in cross-disciplinary areas such as bushfire research, climate science, forensic science, geology, materials science, neuroscience and sports science.

## Possible pathway

| Year    | Courses Offered     |
|---------|---------------------|
| YEAR 10 | Core Science        |
| YEAR 11 | Physics Units 1 & 2 |
| YEAR 12 | Physics Units 3 & 4 |

## Why choose this subject?

Choose this subject if you are a hard working student that is interested in science, how the Universe works and want to learn to interpret the world around you in a more sophisticated way.

# VCE PSYCHOLOGY UNITS 1 - 4

## What is this course about?

VCE Psychology enables students to explore the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. Students will develop an understanding on the connection between the brain and behaviour through classical and contemporary research and the use of imaging technologies, models and theories. In addition, they will engage in a range of inquiry tasks.



## What will I learn in each unit?

| Unit 1   | Unit 2  |
|--|---|
| <ul style="list-style-type: none"> <li>• Role of the brain in mental processes and behaviour</li> <li>• Brain plasticity and brain damage</li> <li>• The complexity of psychological development</li> <li>• Atypical psychological development</li> <li>• Student directed research investigation</li> </ul> | <ul style="list-style-type: none"> <li>• Sensation and perception (including distortions)</li> <li>• Social cognition</li> <li>• Social influences on behaviour</li> <li>• Student directed research investigation</li> </ul>     |
| Unit 3   | Unit 4  |
| <ul style="list-style-type: none"> <li>• Nervous system functioning</li> <li>• Stress as an example of a psychobiological process</li> <li>• Learning and Memory</li> </ul>  | <ul style="list-style-type: none"> <li>• Nature of consciousness including sleep</li> <li>• Mental Health and wellbeing</li> <li>• Consolidating scientific enquiry</li> <li>• Student directed research investigation</li> </ul> |

## What type of things can I expect to do?

What type of things will I do?

Folio of activities, Visual and/or oral presentations, Tests, Practical activities, Media responses, Student directed research investigation, Reporting conventions

## What can this lead to/be helpful for?

A career in the field of: Psychology or Psychiatry, Health Sciences, Education, Counselling, Sociology

## Possible pathway

| Year    | Courses Offered |
|---------|-----------------|
| YEAR 10 | Year 10 Science |
| YEAR 11 | Psychology      |
| YEAR 12 | Psychology      |

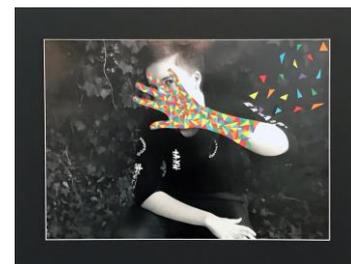
## Why choose this subject?

Choose this subject if you are interested in learning about: Develop knowledge about self and others, How groups can influence individuals, The brain and how it influences behaviour, Development across the lifespan, Memory reliability and decline, How people learn, Mental health disorders, Sleep (including sleep disorders).

# VCE STUDIO ARTS 1- 4

## What is this course about?

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of art making. The theoretical component of this study is an important basis for studio practice as it offers students a model for inquiry that can support their art making practices



## What will I learn in each unit?

| Unit 1   | Unit 2   |
|--|--|
| <ul style="list-style-type: none"> <li>Researching and recording ideas</li> <li>Studio Practice</li> <li>Interpreting art ideas and use of materials and techniques</li> </ul> | <ul style="list-style-type: none"> <li>Exploration of studio practice and development of artworks</li> <li>Ideas and styles in artworks</li> </ul> |
| Unit 3   | Unit 4   |
| <ul style="list-style-type: none"> <li>Exploration proposal</li> <li>Studio process</li> <li>Artists and studio practices</li> </ul>   | <ul style="list-style-type: none"> <li>Production and presentation of artworks</li> <li>Evaluation</li> <li>Art industry contexts</li> </ul>       |

## What type of things can I expect to do?

Explore individual ideas and subject matter based on artistic influences. Keep a visual diary. Create artworks in a variety of media including drawing, painting, printmaking, mixed media and photography. Analyse artworks. Use art terminology. Investigate how artists have interpreted sources of inspiration and influences to create their artwork. Gain an understanding of how art is presented in a gallery and conserved for future generations. School Assessed Coursework. School Assessed Task. End of Year Exam

## What can this lead to/be helpful for?

Career pathways include fine arts, illustrator, storyboard artist, gallery curator, gallery education officer, teacher, fashion design, design, animation, and advertising.

## Possible pathway

| Year    | Courses Offered |
|---------|-----------------|
| YEAR 10 | Studio Arts     |
| YEAR 11 | Studio Arts     |
| YEAR 12 | Studio Arts     |

## Why choose this subject?

Chose this subject if you wish to learn more about how artist's work and how to create artworks based on your own ideas. This subject provides you with the opportunity for personal growth, the expression of ideas and a process for examining identity.

# VCE VISUAL COMMUNICATION AND DESIGN UNITS 1 - 4

## What is this course about?

Visual Communication is a bridge between an idea and its intended audience. In the fields of architecture, engineering, graphic, industrial and multimedia design, advertising and marketing, cartography and fashion, for example, visual communicators use text and/or image to communicate information. The production of visual communications involves the application of a design process in which final presentations are developed in response to needs identified in an initial brief. The vocabulary and grammar of visual communication is based on understanding and applying drawing and drawing conventions, design elements and design principles.



This knowledge assists students in the generation of a range of visual communications. Students have the opportunity to investigate the work and practices of Australian and international designers from a variety of social, cultural, historical and contemporary contexts, through building an understanding of the important role of visual communication design within society.

## What will I learn in each unit?

| Unit 1   | Unit 2   |
|--|--|
| <ul style="list-style-type: none"> <li>Drawing as a means of communication</li> <li>Design elements and design principles</li> <li>Visual communications in context</li> </ul> | <ul style="list-style-type: none"> <li>Technical drawing in context</li> <li>Type and imagery in context</li> <li>Applying the design process</li> </ul> |
| Unit 3   | Unit 4   |
| <ul style="list-style-type: none"> <li>Analysis and practice in context</li> <li>Design industry practice</li> <li>Developing a brief and generating ideas</li> </ul>          | <ul style="list-style-type: none"> <li>Development, refinement and evaluation</li> <li>Final presentations</li> </ul>                                    |

## What type of things can I expect to do?

Use the design process. Folio of observational, visualisation, technical and presentation drawings using manual and/or digital methods. Folio of typography and image ideas created using manual and digital methods. Written analysis of visual communications. School Assessed Coursework. School Assessed Task. End of Year Exam

## What can this lead to/be helpful for?

Career Pathways include: product designer, graphic designer, architect, illustrator, storyboard artist, teacher, fashion design, animation, and advertising.

## Possible pathway

| Year    | Courses Offered                 |
|---------|---------------------------------|
| YEAR 10 | Visual Communication and Design |
| YEAR 11 | Visual Communication and Design |
| YEAR 12 | Visual Communication and Design |

## Why choose this subject?

Choose this subject if you are interested in design and want to learn more about: product design, architecture, advertising, packaging, poster design and magazine layouts and how to use Adobe Illustrator and Photoshop.

# VCE/VET AUTOMOTIVE UNITS 1-4

## What is this course about?

AUR20720 CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION

This course is a pre-qualification for an automotive career. You will learn essential theory and develop the following skills to prepare you for an automotive career: the basics of identifying and inspecting automotive mechanical and electrical components and systems, skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body and an understanding of the type of work undertaken in this industry.

The Registered Training Organisation for this course is AIET (Australian Institute of Education and Training), RTO number 121314



## What will I learn in each unit?

| Unit 1   | Unit 2  |
|--|---|
| <ul style="list-style-type: none"> <li>• Apply Safe work practices</li> <li>• Tools and Equipment</li> <li>• Mechanical components</li> <li>• Dismantle and Assemble Single cylinder engine</li> </ul> | <ul style="list-style-type: none"> <li>• Environment and Sustainability practices</li> <li>• Servicing operations</li> <li>• Electrical components</li> <li>• Inspect, test, service batteries</li> </ul> |
| Unit 3   | Unit 4  |
| <ul style="list-style-type: none"> <li>• Communicate effectively</li> <li>• Solder electrical wires</li> <li>• Construct electrical circuits</li> <li>• Operate electrical test equipment</li> </ul>   | <ul style="list-style-type: none"> <li>• Resolve problems in the workplace</li> <li>• Remove and replace brakes</li> <li>• Dismantle and assemble multi-cylinder engine</li> </ul>                        |

## What type of things can I expect to do?

You will learn both hands on technical skills and the basic theory underlying mechanical systems. You will learn about the parts used in different vehicles and how to properly maintain and fix them and what tools are used on the job. There is a lot of hands on skills and also written and theory work required. You will be required to work in groups as well as individual work.

## What can this lead to/be helpful for?

VCE VET Automotive program is a pre-employment course designed to meet the needs of students wishing to pursue a career in the automotive industry through study pathway options, such as an apprenticeship or higher education.

## Possible pathway

| Year    | Courses Offered |
|---------|-----------------|
| YEAR 10 | Auto/VET Auto   |
| YEAR 11 | VCE/VET Auto    |
| YEAR 12 | VCE/VET Auto    |

## Why choose this subject?

This program is designed to allow students who have an interest in automotive to gain insight into what it is really like to have a career in the industry.

\*Please note that additional fees apply to VET subjects.

# VCE/VET COMMUNITY SERVICES UNITS 1- 4

## What is this course about?

In VET Community Services, students have an opportunity to learn about the community services sector and explore specific contexts of work related to helping others in need e.g. children, the elderly, people with a disability or mental health problem. Students who complete Units 1-4 will gain nationally recognised entry level training in the community services industry and be awarded a Certificate II in Community Services CHC22015, with the possibility of some modules being transferable to other courses and qualifications. Students work collaboratively to implement projects and partnerships within the Benalla community throughout the course. The Registered Training Organisation for this course is IVET, RTO code 40548



## What will I learn in each unit?

|  |   |
|--|---|
| <b>Unit 1 may include:</b> <ul style="list-style-type: none"> <li>Interact effectively with others at work</li> <li>Use strategies to respond to routine workplace problems</li> <li>Work with diverse people</li> <li>Communicate and work in health or community services</li> </ul> | <b>Unit 2 may include:</b> <ul style="list-style-type: none"> <li>Organise and complete daily work activities</li> <li>Participate in workplace health and safety</li> <li>Provide first point of contact</li> <li>Manage personal stress in the workplace</li> </ul> |
| <b>Unit 3 may include:</b> <ul style="list-style-type: none"> <li>Respond to individual client needs in a range of scenarios (written and role-plays)</li> <li>Work within a community development framework</li> </ul>  | <b>Unit 4 may include:</b> <ul style="list-style-type: none"> <li>Implement community participation and engagement strategies</li> <li>Provide first aid</li> </ul>   |

## What type of things can I expect to do?

Students are rigorously assessed through the IVET online portal on their ability to answer multiple choice and short answer questions, extended answer questions and role-play scenarios. The program also provides students with opportunities to participate in a range of curriculum related exercises, for example, visiting primary schools, aged care centres, Benalla Rural City Council, a first aid incursion.

## What can this lead to/be helpful for?

Completing VET Community Services provides students with the skills and credentials to continue with further study and enter the workforce in areas such as: child care, education, child protection, aged care, working with people with disabilities, youth services, drug and alcohol work, government agencies, nursing or allied health services, not-for-profit organisations and charities and social housing.

## Possible pathway

| Year    | Courses Offered        |
|---------|------------------------|
| YEAR 10 | Humanities and Health  |
| YEAR 11 | VET Community Services |
| YEAR 12 | VET Community Services |

## Why choose this subject?

You should choose this course if you are a student with a strong sense of social justice, empathy and a desire to empower and strengthen your community and help those in need through a range of support services.

\*Please note that additional fees apply to VET subjects.

## VCE/VET HAIRDRESSING UNITS 1-4

### What is this certificate about?

SHB20216 CERTIFICATE II IN SALON ASSISTANT

This two-year course provides students with a 'real experience' working within a hairdressing salon environment situated at the Faithfull Campus. Practical training and theory will be undertaken at school for 6 hours per week on Wednesdays. This Certificate II is available to students who are enrolled in Year 10 or Year 11. Year 12 students can enrol for one year and complete the certificate at TAFE. The course is non scored at Year 12.

The Registered Training Organisation for the course is AJET (Australian Institute of Education and Training) RTO code 121314.



### What will I learn in each unit?

| Unit 1 may include  | Unit 2 may include   |
|---|--|
| <ul style="list-style-type: none"> <li>Contribute to health and safety of self and others</li> <li>Communicate as part as salon team</li> <li>Provide head neck and shoulder massages for relaxation</li> <li>Braid hair</li> </ul> | <ul style="list-style-type: none"> <li>Produce visual merchandise displays</li> <li>Dry hair to shape</li> <li>Greet and prepare clients for salon services</li> </ul>   |
| Unit 3 may include  | Unit 4 may include   |
| <ul style="list-style-type: none"> <li>Recommend products and services</li> <li>Maintain and organise tools, equipment and work areas</li> <li>Provide shampoo and basin services</li> </ul>  | <ul style="list-style-type: none"> <li>Apply hair colour products</li> <li>Conduct salon financial transactions</li> <li>Comply with organisational requirements within a personal services environment</li> </ul> |

### What type of things can I expect to do?

Practical activities, practical reports, working with and assisting clients, working in a team, blow dry hair, braid hair, hair products and how to apply them and observation

### What can this lead to/be helpful for?

Work in the hairdressing industry. Use this as a pathway into a hairdressing apprenticeship.

### Possible pathway

| Year    | Courses Offered  |
|---------|------------------|
| YEAR 10 | VET Hairdressing |
| YEAR 11 | VET Hairdressing |
| YEAR 12 | VET Hairdressing |

### Why choose this subject?

Choose this course if you are interested in learning about hair styling, merchandising and displays, hair products and working with clients.

\*Please note that additional fees apply to VET subjects.

# VCE/VET SCREEN AND MEDIA UNITS 1- 4

## What is this course about?

VCE VET Creative and Digital Media (CDM) program.  
CUA31015 Certificate III in Screen and Media.

The VCE VET Creative and Digital Media program is drawn from a national training package and offers portable qualifications which are recognised throughout Australia. These qualifications provide students with a broad range of skills and knowledge to pursue a career or further training in related industries such as film and television production, animation, radio broadcasting and photography. The Registered Training Organisation for this course is AIE (The Academy of Interactive Entertainment Ltd), RTO code 88021



## What will I learn in each unit?

| Year 1  | Unit Codes  |
|---|---|
| <ul style="list-style-type: none"> <li>• Critical thinking skills</li> <li>• Follow a design process</li> <li>• Maintain interactive content</li> <li>• Participate in OHS</li> <li>• Prepare photo images</li> <li>• Work in screen and media</li> <li>• 3D modelling and design</li> </ul>  | <ul style="list-style-type: none"> <li>• BSBCRT301</li> <li>• BSBWHS201</li> <li>• CUAIND301</li> <li>• CUAANM302</li> <li>• CUADIG303</li> <li>• BSBDES201</li> <li>• CUADIG201</li> </ul> |
| Year 2  | Unit Codes  |
| <ul style="list-style-type: none"> <li>• Explore and apply the creative design process to 2D forms</li> <li>• Create 2D and 3D digital animations</li> <li>• Author interactive sequences</li> <li>• Create Visual Design components</li> <li>• Write content for a range of Media</li> </ul> | <ul style="list-style-type: none"> <li>• BSBDES302</li> <li>• CUAANM301</li> <li>• CUADIG302</li> <li>• CUADIG304</li> <li>• CUAWRT301</li> </ul>   |

## What type of things can I expect to do?

**VET Screen and Media is an Arts based subject with a folio of work to be developed.**

Tasks may include: Web Design, OH&S risk assessment, Design briefs, A range of digital and traditional artwork creation, Internet research tasks, Presentations involving posters or multimedia, Oral presentations, 3D modelling, Animation, Film Production and Planning, Formal Exams.

## What can this lead to/be helpful for?

Career Pathways include: Game Developer, Animator, Advertising, Film Specialist, Television Specialist, Director, Production Assistant, Broadcaster, Actor, Special Effects Editor, Radio Presenter, Photographer, Sound Designer.

## Possible pathway

| Year    | Courses Offered                           |
|---------|---|
| YEAR 10 | Information and Communications Technology |
| YEAR 11 | VET Screen and Media                      |
| YEAR 12 | VET Screen and Media                      |

## Why choose this subject?

This subject is built on developing practical skills and transferable skillsets to transition into the media industry, Skills that you will learn while completing a series of practical projects align with other media and arts-based subjects. This subject is great for digital designers to create and explore whilst gaining an accredited certificate at the same time!

\*Please note that additional fees apply to VET subjects.

## VCE/VET SPORT AND RECREATION UNITS 1-4

### What is this course about?

The Certificate III SIS30115 Sport and Recreation course provides students the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport, fitness, community and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through theory and practical sessions.

The Registered Training Organisation (RTO) for the course is IVET, RTO code 40548



### Excursions & Certificates include:

- 3 day Mt. Hotham Skiing (Yr 11 and 12, \$375.00 approx.)
- 2 day Mt Feathertop Bushwalk (Yr 11 \$35 approx.)
- 3 day Torquay Surfing (Yr 12 \$280.00 approx.)

### What will I learn in each unit?

| Unit 1   | Unit 2  |
|--|---|
| <ul style="list-style-type: none"> <li>• Participate in workplace health and safety</li> <li>• Provide First Aid (Level 2 First Aid Certificate)</li> <li>• Respond to Emergency situations (Mt Feathertop bushwalk)</li> <li>• Book athlete travel and accommodation</li> </ul> | <ul style="list-style-type: none"> <li>• Provide quality service</li> <li>• Organise personal work priorities and development</li> <li>• Use social media tools for collaboration and engagement</li> <li>• Conduct non-instructional sport, fitness and recreation sessions</li> <li>• Conduct sport, fitness or recreation events</li> <li>• Participate in conditioning for sport</li> </ul> |
| Unit 3   | Unit 4  |
| <ul style="list-style-type: none"> <li>• Educate user groups</li> <li>• Plan and conduct programs (3 day Torquay surf camp)</li> <li>• Participate in WHS hazard identification, risk assessment &amp; risk control</li> </ul>   | <ul style="list-style-type: none"> <li>• Facilitate groups (3 day Mt Hotham Ski Camp)</li> <li>• Provide equipment for activities</li> <li>• Conduct sport coaching sessions with foundation level participants (sport coach unit)</li> </ul>   |

### What type of things can I expect to do?

Lead sport and recreation sessions, Play, umpire and coach a range of sports, Projects & Assignments, Internet research, Group work, First Aid, PT Training, Practical and written activities, Excursions.

### What can this lead to/be helpful for?

Employment in aquatics centres, Employment in Fitness Centres, Sport and Recreation program leader, Personal Trainer.

### Possible Pathways

|         |  |
|---------|--|
| Year 10 | <ul style="list-style-type: none"> <li>• VCE/VET Sport and Recreation</li> </ul> |
| Year 11 | <ul style="list-style-type: none"> <li>• VCE/VET Sport and Recreation</li> </ul> |
| Year 12 | <ul style="list-style-type: none"> <li>• VCE/VET Sport and Recreation</li> </ul> |

### Why choose this subject?

**Choose this subject if you are interested in learning about:** Fitness, Coaching, Sport, Umpiring, Personal Training, Leadership, Sport Science, Health, First Aid

\*Please note that additional fees apply to VET subjects.

# HOSPITALITY – SCHOOL BASED APPRENTICESHIP/TRAINEESHIP

## What is this certificate about?

SIT30616 CERTIFICATE III IN HOSPITALITY

This one-year course provides students with a 'real experience' working within a hospitality environment. Practical training and theory will be undertaken for 13 hours per week on Wednesdays and Fridays.

This Certificate III is available to students who are enrolled in Year 10, Year 11 or Year 12.

The Registered Training Organisation for the course is Box Hill Institute RTO No. 4687.



## What will I learn in each unit?

| Unit 1 may include   | Unit 2 may include   |
|--|--|
| <ul style="list-style-type: none"> <li>• Design and produce Business Documents</li> <li>• Work effectively with others</li> <li>• Serve food and beverage</li> <li>• Provide Table Service of food and beverage service</li> <li>• Source and use Information in the Hospitality Industry</li> <li>• Participate in safe work practices</li> <li>• Provide Services to Customers</li> <li>• Work effectively in Hospitality Service</li> </ul> | <ul style="list-style-type: none"> <li>• Social and Cultural Sensitivity</li> <li>• Use hygienic practices for food safety</li> <li>• Participate in safe food handling practices</li> <li>• Coach others in job skills</li> <li>• Provide Responsible Service of Alcohol</li> <li>• Operate a Bar</li> <li>• Provide Advice on Australian Wine</li> </ul> |

## What type of things can I expect to do?

Practical activities, practical reports, working with and assisting customers, working in a team, and observation. Students will work one day a week in a hospitality business.

## What can this lead to/be helpful for?

Working in the hospitality industry. Use this as a pathway into a hospitality apprenticeship.

## Possible pathway

| Year    | Courses Offered |
|---------|-----------------|
| YEAR 10 | VET Hospitality |
| YEAR 11 | VET Hospitality |
| YEAR 12 | VET Hospitality |

## Why choose this subject?

Choose this course if you are interested in learning hospitality operational skills and basic knowledge. Includes units such as: food and beverage service, table service, safe food handling and practices.

\*Please note that additional fees apply to VET subjects.

# BENALLA P-12 COLLEGE

## YEAR 10 (2022) COURSE SELECTION FORM

Student Name: ..... Student Phone Number: .....

**Due date: 18 August 2021**

**Core subjects**

|  |
|--|
| English                                      |
| Humanities                                   |
| Mathematics                                  |
| Science                                      |
| Health and Physical Education (One Semester) |

|                               |                       |                       |
|-------------------------------|-----------------------|-----------------------|
| My preferred Maths option is: | Year 10 Maths General | Year 10 Maths Methods |
| School recommendation:        | Year 10 Maths General | Year 10 Maths Methods |

**Elective subjects**

|   |
|---|
| VCE or VCE/VET Subject (please complete a separate application form but list the subject here)<br>..... |
|---|

**Please list your Elective preferences in order**

|   |  |
|---|--|
| 1 |  |
| 2 |  |
| 3 |  |
| 4 |  |
| 5 |  |
| 6 |  |
| 7 |  |

**I am interested in completing a School Based Apprenticeship/Traineeship in 2022/2023**    **Yes**    **No**

If so, list the area of interest.....

**Student Signature** ..... **Date:** .....

**Course Counsellor Signature**..... **Date:** .....

**Parent / Carer**

I have discussed my child's course selections and am satisfied it is appropriate.

**Signature:** ..... **Date:** .....

# BENALLA P-12 COLLEGE

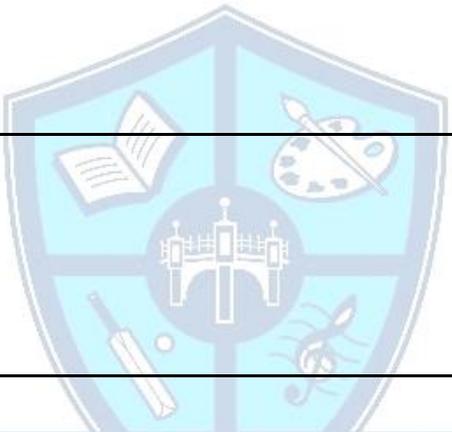
## VCE and VCE/VET FAST TRACKING APPLICATION FORM 2022

Name: .....

First Preference: ..... Units 1 & 2

Second Preference: (optional)..... Units 1 & 2

All applications will be assessed based on the responses below and a range of data including **work habits (behaviour, effort, organisation), attendance, tests, literacy and numeracy levels (NAPLAN) and teacher judgement.**

| Criteria   | Student Response  |
|--|---|
| <p><b>Career Aspirations</b><br/>Outline your career plans for life after Benalla P-12 College. Identify what pathway/s you intend to take to help you achieve your career plans eg University, TAFE, employment</p> |  |
| <p><b>Understanding of the subject</b><br/>Outline your knowledge of the subject/s requested. Discuss how it could assist your career aspirations.</p>   |   |

|   |  |
|---|--|
| <p><b>Comment from key teacher</b><br/>This teacher must know you well and have taught you a similar subject in Year 9 to what you request to fast track in Year 10</p> |  |
|---|--|

- It is expected that if a student accesses a study at the Unit 1 & 2 level, they will continue with this study as a subject at the Unit 3 & 4 level (subject to availability and performance).
- It is expected that VCE and VCE/VET Fast Tracking students continue to study a full program (5 subjects) whilst in Year 12, completing 6 Unit % sequences by the end of Year 12.
- This application does not guarantee a VCE or VCE/VET Fast Tracking place. Students may not demonstrate the selection criteria and/or places may not be available

I understand the expectations of VCE and VCE/VET Fast Tracking and support this application.

**Parent/Carer Signature:** ..... **Date:** .....

I understand the expectations of VCE and VCE/VET Fast Tracking.

**Student Signature:** ..... **Date:** .....

Submit to your Course Counsellor no later than **Wednesday 14 August, 2020**



## Year 10 Students Fast Tracking into VCE / VET

---

### Agreed Understandings:

All students that are capable of fast tracking a VCE/VET subject should be given the opportunity to access this program with an aim of enhancing their ATAR. This opportunity to access this acceleration of learning must be approved by the relevant learning area teacher, the parent, the student, the Careers Practitioner and Year Level Coordinator. Only under special circumstances should students be allowed to undertake two or more acceleration subjects, as approved by the Faithful Campus Assistant Principal.

### Guidelines:

1. Students must be willing and capable to complete the extra work involved in accelerating to VCE.
2. Parents should be committed to supporting and approving the application for their child to complete a VCE/VET subject when in Year 10.
3. Appropriate teachers must approve the acceleration of the student into the VCE/VET subject.
4. Pathways counselling must be undertaken to support the decision to be made regarding fast tracking.
5. The application to fast track must also be approved by the English teacher.
6. The VCE team should be comfortable that the student concerned will be able to receive the best study score from the selected subject when in year 11 or are they better to complete the sequence during the year 11 and 12 years.
7. The student applying to fast track a VCE/VET subject **must be able to meet the 90% attendance requirement.**

### Implementation:

1. The Application to complete a VCE or VET subject needs to be completed and signed by the appropriate people to allow the application to be successful. This will take place during the course selection period each year.

### Appendix:

- A. Application form to fast track VCE / VET when in Year 10.

### Basis for discretion:

The basis for discretion lies with the Principal as an operational matter.

### Date ratified by Benalla P-12 College Council:

### Recommended date for review:

|                   |            |
|-------------------|------------|
| Date Implemented: | March 2017 |
|-------------------|------------|

# BENALLA P-12 COLLEGE

## YEAR 11 (2022) VCE COURSE SELECTION FORM

Student Name: ..... Student Phone Number: .....

**Due date: 18 August 2021**

### Previous and Current VCE / VET Enrolment

List all VCE / VET studies you have completed and record if you have received a satisfactory completion.

|           |       |       |       |       |       |       |
|-----------|-------|-------|-------|-------|-------|-------|
| Subjects: |       |       |       |       |       |       |
| Result:   | S / N | S / N | S / N | S / N | S / N | S / N |

### Career Interests

Your subject preferences should be based on your career interests. Please provide details about your career choices, possible courses and ANY **prerequisites** these courses require.

| Career Name | Qualification Required | Provider (TAFE /Uni) | Prerequisite Subjects |
|-------------|------------------------|----------------------|-----------------------|
| 1.          |                        |                      |                       |
| 2.          |                        |                      |                       |
| 3.          |                        |                      |                       |

### VCE Course Selections



- English is compulsory
- We strongly recommend selecting a Maths in Year 11
- Record all other choices over the two years in **preferential** order including VET subjects.
- All students are expected to undertake 6 subjects in Year 11 and 5 subjects in Year 12

| Year                     | Compulsory | Maths Preference | 1 <sup>st</sup> Preference | 2 <sup>nd</sup> Preference | 3 <sup>rd</sup> Preference | 4 <sup>th</sup> Preference |
|--------------------------|------------|------------------|----------------------------|----------------------------|----------------------------|----------------------------|
| <b>2022</b><br>(Year 11) | English    |                  |                            |                            |                            |                            |
| <b>2023</b><br>(Year 12) | English    |                  |                            |                            |                            |                            |

List **three** other preferences, in case one or two of the above are not available.

1..... 2..... 3.....

**Access to a Unit 3 & 4 course**

In 2021 I have been studying VCE / VET Unit 1&amp;2: .....

In 2022 I wish to study VCE / VET Unit 3&amp;4: .....

**Access to VCE / VET Unit 3&4 recommended by:**

Current Unit 1 &amp; 2 Teacher:

Name: ..... Signature: .....

Date: .....

**To be completed by Course Counsellor for VCE students**

|   |   |  |          |
|---|---|--|----------|
| Program includes 6 Unit 1&2 sequences and 5 Unit 3&4 sequences                            | YES / NO  | <b>Minimum</b> of 4 units from the English Group | YES / NO |
| Course search prerequisites check at <a href="http://www.vtac.edu.au">www.vtac.edu.au</a> | YES / NO  | <b>Minimum</b> of 16 VCE units                   | YES / NO |
| Maths selection initialled by Year 10 Maths teacher                                       | YES / NO  | <b>Minimum</b> of 4 Unit 3&4 sequences of study  | YES / NO |
| Please ensure that you have read the VTAC Year 10 Guide issued in hard copy.              | Counsellor's Name: .....<br>Counsellor's Signature: ..... |  |          |

**Student Signature**

I understand that I am committing to this course for 2022.

Signature: ..... Date: .....

**Parent / Carer Signature**

I have discussed my child's course selections and am satisfied it is appropriate.

Signature: ..... Date: .....



# BENALLA P-12 COLLEGE

## YEAR 12 (2022) VCE COURSE SELECTION FORM

Student Name: .....

Student Phone Number: .....

**Due date: 18 August 2021**

### Previous and Current VCE / VET / VCAL Enrolment

List all VCE / VET / VCAL studies you have completed and record if you have received a satisfactory completion.

|           |       |       |       |       |       |       |
|-----------|-------|-------|-------|-------|-------|-------|
| Subjects: |       |       |       |       |       |       |
| Result:   | S / N | S / N | S / N | S / N | S / N | S / N |

### Career Interests

Your subject preferences should be based on your career interests. Please provide details about your career choices, possible courses and ANY **prerequisites** these courses require. Please see Mrs Cairncross for assistance with this and search [www.vtac.edu.au](http://www.vtac.edu.au)

| Career Name | Qualification Required | Provider (TAFE/Uni) | Prerequisite Subjects |
|-------------|------------------------|---------------------|-----------------------|
| 1.          |                        |                     |                       |
| 2.          |                        |                     |                       |
| 3.          |                        |                     |                       |

### VCE Course Selections

- English is compulsory
- **Mathematics selections for 3&4: Further Maths or Maths Methods. Students must get their Year 11 Maths teacher to initial their selection**
- Record all other choices in **preferential** order including VET subjects.
- All students are expected to undertake 5 subjects in Year 12

| Year                      | Compulsory | 1 <sup>st</sup> Preference | 2 <sup>nd</sup> Preference | 3 <sup>rd</sup> Preference | 4 <sup>th</sup> Preference | School Based Apprenticeship |
|---------------------------|------------|----------------------------|----------------------------|----------------------------|----------------------------|-----------------------------|
| <b>2022<br/>(Year 12)</b> | English    |                            |                            |                            |                            | YES / NO                    |

List **TWO** other preferences, in case one or two of the above is not available.

1: .....

2: .....

**VCE Student Checklist:**

|  |            |  |          |
|--|------------|--|----------|
| Program includes 5 Unit 3&4 sequences for Year 12  | YES / NO   | <b>Minimum</b> of 4 units from the English Group over Year 11 & 12 | YES / NO |
| Course search prerequisites check at <a href="http://www.vtac.edu.au">www.vtac.edu.au</a>                            | YES / NO   | <b>Minimum</b> of 16 VCE units over Year 11 & 12                   | YES / NO |
| Undertaking two or more Year 12 subjects without having successfully completed the Year 11 component of the subject: | YES / NO → | Must see Careers Coordinator and they sign below                   | YES / NO |

Signature:  
Signature: .....

Date: .....

**Student Signature**

I understand that I am committing to this course of student for 2022.

Signature: ..... Date: .....

**Parent / Carer Signature**

I have discussed my child's course selections and am satisfied it is appropriate.

Signature: ..... Date: .....



# BENALLA P-12 COLLEGE VCAL APPLICATION FORM 2022

---

STUDENT NAME: .....

**This application must be submitted with:**

- A photocopy of the student's Semester 1, 2021 report (a full report must be attached to this application)
- All applications will be assessed based on a range of school-based data including work habits (behaviour, effort, organisation), attendance data, exam data, literacy and numeracy data (NAPLAN) and teacher judgement.

**CAREER PATH:**

What sort of employment/training/further study do you want to do after you leave school?  
E.g. Apprenticeship – include the area e.g. plumbing, beauty therapy, childcare, automotive etc.

.....

.....

.....

.....

.....

.....

**WHY DO YOU THINK VCAL IS THE RIGHT PROGRAM FOR YOU?**



.....

.....

.....

.....

**HOW HAVE YOU CONSIDERED SOURCING A WORK PLACEMENT OR SCHOOL BASED APPRENTICESHIP/TRINEESHIP (SBA) FOR FRIDAYS ?**

.....

.....

.....

.....

.....

**Please complete the following:**

I have read the VCAL information pages in the Prospectus Handbook 2022: YES / NO

I understand that:

- I must find an employer for a work placement one day per week (every Friday) YES / NO
- I understand that if I don't find my work placement for Fridays I have no timetabled classes on that day and therefore will not attend school unless it is to seek assistance from the Pathways team or the VCAL Co-ordinator. YES / NO
- I understand that if I haven't secured a work placement by Week 4 of Term 1 that my position in this course is to be reviewed. YES / NO
- I will have to pay additional fees for my VET subject: YES / NO
- I must work independently and purposefully on all my VCAL units YES / NO
- My place in the VCAL program will be reviewed every term and that if I am not achieving outcomes an alternative pathway or program may be recommended. YES / NO
- I will attend at least 90% of all my VCAL classes YES / NO
- I am expected to complete the CI CARD by the end of 2022 (this will be partially subsidised and the approximate cost will be \$50) YES / NO
- I must pass all my VCAL units in order to gain the VCAL Certificate: YES / NO
- My application will be reviewed by the VCAL Co-Ordinator / VET Co-Ordinator / Pathways Co-Ordinator and Sub-School Leader and I will be notified in due course if I am suitable for the program. YES / NO

**Signed:** ..... Student Date:.....

..... Parent Date:.....

**Please bring this completed application form with you and your parent to your counselling session.**

**Due date is: Wednesday the 18<sup>th</sup> of August**

# VCAL VET SELECTION

- All students will complete the following core subjects: Literacy, Numeracy, Personal Development, Work Related Skills AND will choose at least one VET.
- Students need to find themselves a work placement or School Based Apprenticeship for Fridays (compulsory) and Wednesday's (optional).

## 2022 VCAL PROGRAM

| DAY                           | CLASS / SUBJECT  |
|-------------------------------|--|
| Monday<br>Tuesday<br>Thursday | VCAL Literacy (Yr 11) or VCAL Literacy (Yr 12)                           |
|                               | VCAL Numeracy (Yr 11) or VCAL Numeracy (Yr 12)                           |
|                               | VCAL Personal Development Skills (Yr 11 & 12)                            |
|                               | VCAL Work Related Skills (Yr 11 & 12)                                    |
|                               | Selection of VET Subjects (Yr 11 & 12)                                   |
| Wednesday                     | Students can choose from all day VET subjects, work placement or an SBAT |
| Friday                        | Work Placement or SBAT   |

## VET (VOCATIONAL EDUCATION & TRAINING)

- VCAL students **MUST** study a VET subject that is timetable in on a Monday, Tuesday and Thursday.
- VCAL students have the option of selecting another VET subject on a Wednesday **OR** attending a second day of work placement **OR** attending SBAT.
- VET fees need to be paid by the end of term 3.

## VET SELECTION PREFERENCES

- Read the list of VET subjects offered below and indicate your preferences. See the prospectus for further details about each VET course offered.

| Year              | Monday/Tuesday/Thursday                                      |  | Wednesday<br>(Select either VET <b>OR</b> work placement option) |  | Friday                                     |
|-------------------|--|--|--|--|--|
|                   | VET Subject<br>Please list in order of<br>preference (1 – 3) |  | VET Subject<br>Please list in order of<br>preference (1-3)       |  | Work Placement /<br>SBAT                   |
| 2022<br>(Year 11) | VET Sport and Recreation                                     |  | VET Auto   |  | Area of interest:<br><br>Area of interest: |
|                   | VET Community Services                                       |  | VET Hairdressing   |  |  |
|                   | VET Screen and Media   |  | Hospitality SBAT   |  |  |
| 2023<br>(Year 12) | VET Sport and Recreation                                     |  | VET Auto   |  | Area of interest:<br><br>Area of interest: |
|                   | VET Community Services                                       |  | VET Hairdressing   |  |  |
|                   | VET Screen and Media   |  | Hospitality SBAT   |  |  |

## VET & USI's

Students **MUST** apply for a USI on [www.usi.gov.au](http://www.usi.gov.au). ALL VCAL/VET students **MUST** apply and have a Unique Student Identifier if doing nationally recognised training like VET. The USI is a reference number made up of ten numbers and letters that: creates a secure online record of your recognized training and qualifications gained in Australia, from all training providers you undertake recognized training with, will give you access to your training records and transcripts, can be accessed online, anytime and anywhere, is free and easy to create and stays with you for life. Insert your 10 digit/letter USI code in the box below by writing clearly in block letters.

|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|

