



SENIOR YEARS

Future Directions

Victorian Certificate of Applied Learning

Victorian Certificate of Education

And

Careers Focus Victorian Certificate of Education

Subject Information and Selection Booklet 2019

Student Name: _____

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How to use this Handbook

This handbook provides students with information on the various subject offerings in VCE / VET at Epping Secondary College.

Students are encouraged to read through this booklet prior to making decisions about which subjects they would like to study in 2019 and this booklet should be read in conjunction with the Senior Years Policy and Procedures booklet.

This booklet provides information about VCE and VET subjects offered at the college. **For information about VCAL subjects and the application for VCAL, you will need to collect the specific VCAL handbook.**

Follow these steps to make the most out of this booklet:

- Read through the booklet
- Pay attention to details such as pre-requisite studies, these are the subjects the university requires you take before entering particular courses, or recommended subject pairings
- Develop a short list of preferred subjects in conjunction with parents / caregivers, mentors, teachers
- Record your subject selections on the application form in this booklet
- Use the 'Endorsements Page' to get teacher endorsement for academically demanding subjects
- Use this handbook in conjunction with the Careers Awareness Day in week 1 of term 3 to find out more about the subjects you are interested in – also speak with your current teachers about what the VCE subject is like
- Complete the Year 10 Assessment Tracker
- Complete the Career Investigation
- Attend the Course Counselling and Subject Selection interview. You must bring to this interview:
 - An application form for either VCAL/Future Directions or VCE/Career Focus VCE
 - Your Year 10 Assessment Tracker
 - My Career Match Survey result
 - Career Portfolio (Career Action Plan)
 - Mid-Year report
 - Accelerated Subject (Continuing) form – if applicable

Note: Subjects running is contingent on student numbers

University and TAFE Prerequisites

Universities and TAFE have prerequisites for many of their courses. These prerequisites identify the subjects they want students to have taken while at school, and the minimum scores they will accept from students with these subjects.

Through your Career Investigation you should have identified what pre-requisites the courses you are aiming for have. These pre-requisites will be taken into consideration in assigning students to classes.

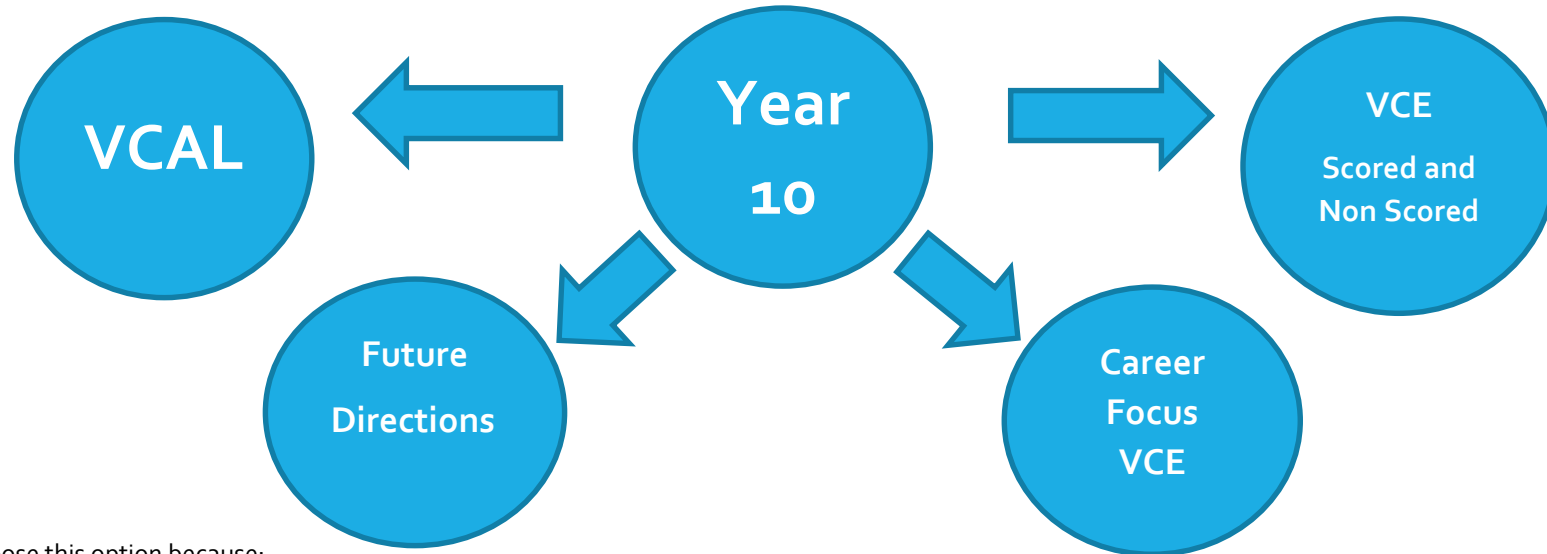
Accelerated students

Students who are already completing an accelerated subject will have the option of continuing that accelerated subject.

The application form to continue an accelerated subject is in the student pack or available from the Year 10 office.

Which Program should I choose?

At Epping SC three programs are offered for students who successfully complete year 10.



I should choose this option because:

VCAL

I am thinking that when I leave school I might want to focus on a Traineeship /Apprenticeship or Further Studies. I would prefer to do this in a more "Hands On" way.

Future Directions

I am struggling academically at the year 10 level and are looking to develop personal learning & life skills at year11

Career Focus VCE

I like the option of VCE but also want to leave my option open to a career path that may include a Traineeship/Apprenticeship or further studies.

VCE

The career path I am keen to follow requires university. I prefer the academic focused subjects listed in this booklet.

Compulsory subjects include:

VCAL
Personal Development
VCE English/Literacy
General or Foundation Maths.
Structured Workplace
Work Related Skills
VET
Structured Work Placement

Future Directions
Personal
Development
Job Pathways - Cert. 1
Life Skills Math
Literacy or
Foundation English

Career Focus VCE
Structured
Workplace Learning
VET
Industry and
Enterprise Unit 2
VCE English

VCE
VCE English

Electives include:

VCAL
The VET & Structured
Workplace Learning
experience should be related
to the student's career focus.
(Where possible).

VCAL Elective

Career Focus
VCE
Two additional
VCE subjects

VCE
Five additional
VCE subjects

Where this can lead:

Apprenticeship
Employment
Further education at TAFE

Apprenticeship
Employment
Further education at TAFE

Apprenticeship
Employment
Further education at TAFE
Further education at
University

Apprenticeship
Employment
Further education at TAFE
Further education at
University

What might a Post Year 10 program look like?

SAMPLE VCE SUBJECT SELECTIONS

What is your focus area?	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Maths	Math Methods	Specialist Maths	Free Choice	Free Choice	Free Choice	English/EAL
Science	Choose 1 of: Math Methods or General Maths	Choose 2 of: Biology, Chemistry, Physics, Psychology		Free Choice	Free Choice	English/EAL
Maths/Science	Math Methods	Specialist Maths	Choose 2 of: Biology, Chemistry, Physics, Psychology		Free Choice	English/EAL
Science/Humanities	Choose 1 of: Biology, Chemistry, Physics, Psychology	Choose 2 of: History, Philosophy, Legal Studies, Sociology, Economics, Politics, Business Management, Accounting		Any Maths	Free Choice	English/EAL
Humanities	Choose 3 of: History, Philosophy, Legal Studies, Sociology, Economics, Politics, Business Management, Accounting			Free Choice	Free Choice	English/EAL
English	Literature	Choose 2 of: History, Philosophy, Sociology, Politics, Accounting, Media		Free Choice	Free Choice	English/EAL
Business	Choose 3 of: Legal Studies, Economics, Business Management, Accounting			Any Maths	Free Choice	English/EAL
Art/Technology	Choose 3 of: Studio Arts, Visual Communication and Design, Media, Food Studies, VET IT			Free Choice	Free Choice	English/EAL
Performing Arts	Theatre Studies	Music Performance	Media	Free Choice	Free Choice	English/EAL
Health/PE	Health and Human Development	PE	Choose 1 of: Psychology, Biology, Food Studies,	Any Maths	Free Choice	English/EAL
Science/PE	Choose 1 of: Biology, Chemistry, Physics, Psychology	PE	Any Maths	Free Choice	Free Choice	English/EAL
Languages	Choose 1 of: Macedonian, Italian, Arabic, Persian, Hindi, Vietnamese	Free Choice	Free Choice	Free Choice	Free Choice	English/EAL

SAMPLE CAREER FOCUS VCE SUBJECT SELECTIONS

What is your focus area?	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
IT	VET IT	Industry and Enterprise	Structured Work Placement - IT	VCE Computing	Free Choice	English/EAL
Sport	VET Sport and Rec	Industry and Enterprise	Structured Work Placement - Sport	VCE Biology	Free Choice	English/EAL
Business	VET Business	Industry and Enterprise	Structured Work Placement - Business	Choose 1 of: VCE Business Management, VCE Accounting, VCE Economics	Free Choice	English/EAL

SAMPLE FUTURE DIRECTIONS SUBJECT SELECTIONS

What is your focus area?	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6
Developing your skills	Personal Development	Life Skills Maths	Job Pathways – Certificate 1	Elective	WRs	Literacy/ Foundation English/EAL
A VET or Certificate Level Course available if appropriate						









SAMPLE VCAL SUBJECT SELECTIONS

What is your focus area?	Subject 1	Subject 2	Subject 3	Subject 4	Subject 5	Subject 6	Subject 7
Applied Learning Year 11	Personal Development	Foundation Maths / General Maths	VET linked to chosen career path	Work Related Skills	VCE subject, dependent on timetable	Literacy / English / EAL	Elective
Year 12	Personal Development	VCAL Numeracy	VET linked to chosen career path	Work Related Skills	Creative Industries (incorporating Skills for further Study)	Literacy	One Semester of Community and one semester of Business
All VCAL students must have a Structured Work Placement – linked to chosen career path							

Non Scored VCE program

Epping SC is offering a non-scored VCE program to individualise and further support students.

A non-scored VCE results in a student achieving the VCE but without receiving scores for their subjects. A student sitting a non-scored VCE **will not** receive an ATAR.

Rationale of a non-scored VCE program:	
	Meet, respect and respond to the diverse needs of all students undertaking VCE studies at Epping Secondary College.
	Offer career pathways that individualize student aspirations and needs.
	No longer make assumptions that all students require an ATAR score.
	Provide choices for all students
	Better prepare all students for what they aim to achieve and follow through when they leave the college
	Encourage students to investigate alternative pathways and give greater validity to these options.
	Continuously work towards enabling all students to experience success
	Better learning for ALL.

Students can **apply** to complete a non-scored VCE. Applications can be made to the Year Level Coordinator, or to the Careers team. Moving to non-scored will only occur with parent approval.

Scored VCE: The benefits of a student selecting to sit exams and create an ATAR score are to :	Non Scored VCE - The benefits of a student to select a non-scored VCE pathway are to:
<ul style="list-style-type: none"> ▶ enable students to gain the required pre requisites/score to enter a particular university or course ▶ encourage deeper learning of content and skills relevant to the maximising their SAC and exam scores. ▶ support students wanting an ATAR to maximise their score. 	<ul style="list-style-type: none"> ▶ enable students to learn through their individual style and needs without the pressures of examinations and ATAR scores. ▶ avoid students feeling demoralised due to their grades ▶ encourage deeper learning of content and enable skill development through a directed learning approach. ▶ encourage deeper learning of content and skills relevant to the specific program- Not just teach to the SAC and exam. ▶ enable all students to develop a healthy self-esteem by achieving success ▶ look at other pathways to attend universities as universities are moving further toward alternate selection processes, hence opening up entrance requirements ▶ To enable students to research and investigate alternate career pathways through support and encouragement from VCE management team. ▶ To utilise our Senior School support systems to better prepare students completing a non- scored VCE and moving into alternate further study options or career pathways.

Profile of students that may be suited to a non-scored VCE

	The following could be examples of situations where VCE students could choose not to sit for end of year exams:	Other possible option
Student 1	<ul style="list-style-type: none"> The student does not have any intention of going to University after school – is looking at a TAFE course or private institution course. 	<ul style="list-style-type: none"> Career Focus VCE
Student 2	<ul style="list-style-type: none"> Is looking at an apprenticeship or internship at the end of the year. 	<ul style="list-style-type: none"> VCAL Career Focus VCE
Student 3	<ul style="list-style-type: none"> Has a job ready to start at the end of year 12. 	<ul style="list-style-type: none"> VCAL Career Focus VCE
Student 4	<ul style="list-style-type: none"> Suffers from high anxiety and would not cope with the pressures of exams. Will not generate an ATAR but is planning on attending TAFE and then will use the pathways from TAFE to move into University. 	
Student 5	<ul style="list-style-type: none"> Looking at a certain course at Victoria University – many do not require an ATAR. 	<ul style="list-style-type: none"> Career Focus VCE
Student 6	<ul style="list-style-type: none"> Knows the ATAR generated will not be enough to get straight into University and that this step to University would be too great. Will complete a TAFE course first to further develop knowledge and skills before moving into the University course. 	
Student 7	<ul style="list-style-type: none"> Moving into the defence force at the end of the year and needs a VCE completion only. 	
Student 8	<ul style="list-style-type: none"> Wants to complete a more hands on course before entering University so increasing the chances of success and employment. Many design courses are suitable for this pathway. 	<ul style="list-style-type: none"> Career Focus VCE
Student 9	<ul style="list-style-type: none"> Would like to work, travel and go to university as a mature aged student at 21. 	<ul style="list-style-type: none"> Career Focus VCE
Student 10	<ul style="list-style-type: none"> Would like to join the police force. 	<ul style="list-style-type: none"> Career Focus VCE



Epping Secondary College Subject Descriptions 2019

VCE History

VCE 20th Century History & Australian History

Unit 1

The major study will be on the rise and impact of Nazis on Germany society and Europe. We look at WW1 and the Depression and examine the Holocaust.

Unit 2

The major study will be Vietnam, including the Cold War, the rise of the superpowers and the Nuclear Arms Race.

Unit 3

This unit focuses on the European experience in Australia from the early years of Victoria through the nineteenth century to the eve of WWI.

Unit 4

This unit offers the opportunity for students to examine a time when visions of Australia were under threat. The focus is Australia's response to, and involvement in WWI, and the controversy of Australia's involvement in the Vietnam War.

In VCE History, Units 1 and 2 focus on general 20th Century History. Units 3 and 4 then specifically look at either Australian History or Revolutions.

Make the past and present come alive as you study the process of change!

VCE 20th Century History & Revolutions

Unit 1

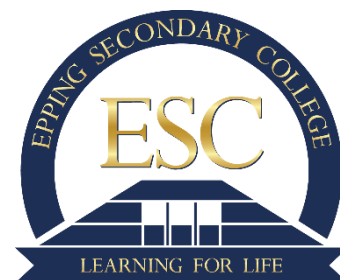
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Unit 2

The major study will be Vietnam, including the Cold War, the rise of the superpowers and the Nuclear Arms Race.

Unit 3 and 4

At times there have been so many things wrong in a particular country that violent uprisings have been necessary to change the established order. This has happened in countries as diverse as America, Russia, China and France. This subject will focus on the American and French revolutions and examine the causes and effects of these two violent movements.



VCE Accounting

Unit 1

ROLE OF ACCOUNTING BUSINESS

You will:

- Look at factors associated with starting a business and the role of accounting in determining business success or failure.
- Prepare accounting reports, and analyse, interpret and evaluate the performance of the business using financial and non-financial information.

Unit 2

ACCOUNTING AND DECISION-MAKING FOR A TRADING BUSINESS

You will:

- Develop knowledge of the accounting process for a trading business, with a focus on inventory, accounts receivable, accounts payable and non-current assets.
- Use manual processes and ICT to prepare historical and budgeted accounting reports.
- Analyse and evaluate the performance of the business and develop and suggest strategies to improve business performance.
- Learn about ethical decision-making for business owners.

Unit 3

FINANCIAL ACCOUNTING FOR A TRADING BUSINESS

You will:

- Learn about financial accounting for a trading business and the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording.
- Develop an understanding of the accounting processes and interpret reports and information and suggest strategies to the owner to improve the performance of the business.

Unit 4

RECORDING, REPORTING, BUDGETING AND DECISION-MAKING

You will:

- Develop an understanding of the double entry system of recording financial data for a trading business, and the accrual basis of accounting, the perpetual method of inventory recording, balance day adjustments and alternative depreciation methods.
- Understand the importance of budgeting in decision-making and know how to interpret accounting reports to evaluate the performance of a business and suggest strategies to improve business performance.

VCE Economics

Unit 1

THE BEHAVIOUR OF CONSUMERS AND BUSINESSES

You will:

1. Describe basic economic issues.
2. Discuss the roles of consumers and businesses and their roles in decision making.
3. Describe and evaluate the role of resource allocation and its' effect on pricing.

Unit 2

CONTEMPORARY ECONOMIC ISSUES

You will:

1. Explore the relationship between economic development and environmental sustainability.
2. Consider the role of equity in income distribution and the efficiency of resource allocation.
3. Analyse the trade-off between income and resources.
4. Explore the factors that influence global economic issues and examine the consequences associated with actions to address these issues.

VCE Australian & Global Politics

Unit 1

THE NATIONAL CITIZEN

Power, Politics and Democracy:
Students look at how power is used by different types of governments and groups such as terrorism in the world today.

Exercising and Challenging Power:
Students look at why different groups/individuals seek to gain power and how they use this power to change their society.
They discuss the ideologies that influence people and leaders and how that affects the world today.

Unit 2

THE GLOBAL CITIZEN

Global Threads:
Students discuss how global issues now affect multiple people from around the world. Students look at the ways economics and communication have changed how politics works at a global level.

Global Cooperation and Conflict:
Describe and analyse the extent to which the international community works together to manage conflict and instability around the globe. This includes such topics as refugees, disarmament or human rights, war, genocide, terrorism, border disputes and organised crime.

Unit 3

GLOBAL ACTORS

Students look at the major global players in international relations such as the UN, WTO, IMF & ICC. They consider the types of power used by states and other groups such as corporations and terrorist groups.

Power in the Asia-Pacific Region:
Analyse and evaluate types of power used by an Asia-Pacific state in pursuit of national interest. Case studies may include Australia, China, Indonesia, Japan or the United States of America.

Unit 4

GLOBAL CHALLENGES

Ethical Issues and Debates:
Analyse two global political issues from a range of perspectives and evaluate effective responses. Those issues could be human rights, people movement, development, inequality and poverty or arms control and disarmament.

Crises and Responses:
Explain the characteristics of two contemporary crises and evaluate effective responses. Crises could include environmental degradation, inter and intrastate conflict in Afghanistan, state and non-state terrorism and economic instability.

This study investigates the contemporary national and global scene, exploring, explaining and evaluating political issues, problems and events.

Students will develop knowledge and understanding of Australian Politics and democracy and discuss issues like asylum seekers, carbon tax and Australian defence forces in Afghanistan.

Students will learn about Global Politics, state and non-state actors, globalisation, human rights, people movements and weapons proliferation, as well as global crises of environmental degradation, war and terrorism.



VCE Biology

Unit 1

HOW DO LIVING THINGS STAY ALIVE?

This unit examines how organisms function at a cellular and multicellular level, and how these biological systems respond to different environments. Students will investigate the various adaptations of plants and animals that enable them to maintain a stable population. The complexity of ecosystems and the relationships between organisms are also studied.

Assessment includes a field report, practical reports, tests and an exam.

Unit 3

HOW DO CELLS MAINTAIN LIFE?

This Unit looks at the structure and function of cells. Cellular processes such as enzyme activity, cellular respiration and photosynthesis are studied. We look at the way the body responds to changes using the nervous and endocrine system. We study the causes of disease and how the body defends itself from these challenges.

Students will complete a practical investigation related to cellular processes and immunity.

Unit 2

HOW IS CONTINUITY OF LIFE MAINTAINED?

This unit focuses on the cellular reproduction cycle and the transmission of biological information across generations. Students examine the structure and function of DNA in relation to basic genetic concepts and how it plays a role in inheritance. Different methods of reproduction in relation to the survival of a species are also studied.

Students will investigate an issue in genetics or reproductive science, and communicate their findings through an oral presentation.

Unit 4

HOW DOES LIFE CHANGE AND RESPOND TO CHALLENGES OVER TIME?

This unit looks at the relatedness between species and the impact of change on a population's gene pool. Students look at biological evolution by natural selection and examine evidence from palaeontology, biogeography, developmental biology and structural morphology. Technological developments are examined in various biological fields as evidence of change. Assessment includes practical investigations and written reports.

Vanessa,
Year 12, 2015
"I love Biology because it is really hands on. You don't just learn a heap of theory. You learn the basic components of life through interesting practical work and excursions that make learning fun and easier to understand."

Molly,
Year 11, 2015
"I always look forward to Biology. The content is really interesting and allows you to think more deeply about the world and all its creatures, and shows many of the little links that shape the world we live in. I would highly recommend this subject. You'll love it!"

VCE Business Management

Unit 1

PLANNING A BUSINESS

You will:

1. Describe how and why business ideas are created and Developed.
2. Describe the external environment of a business and explain how the macro and operating factors within it may affect business planning.
3. Describe the internal business environment and analyse how factors from within it may affect business planning.

Unit 3

BUSINESS FOUNDATIONS

1. Managing a Business - On completion of this unit the student should be able to discuss the key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.
2. Managing Employees - On completion of this unit the student should be able to explain theories of motivation and apply them to a range of contexts, and analyse and evaluate strategies related to the management of employees.
3. Operations Management - On completion of this unit the student should be able to analyse the relationship between business objectives and operations management, and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Unit 2

ESTABLISHING A BUSINESS

You will:

1. Explain the importance when establishing a business of complying with legal requirements and financial record keeping, and establishing effective policies and procedures.
2. Investigate how businesses are marketed
3. Evaluate the staffing needs of businesses and investigate the limitations and benefits of management strategies in this area.

Unit 4

TRANSFORMING A BUSINESS

1. Reviewing Performance - The Need for Change - On completion of this unit the student should be able to explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.
2. Implementing Changes - On completion of this unit the student should be able to evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

Daniela
Year 12, 2014
I have enjoyed doing this subject as it gives a good insight into how large scale organisations run.

Brianna
Year 12, 2014
I got a lot out of this subject. It allowed me to understand how small and large businesses operate and the complexities involved in setting up a business. It was a fantastic learning experience.

VCE Chemistry

Unit 1

HOW CAN THE DIVERSITY OF MATERIALS BE EXPLAINED?

The development and use of materials for specific purposes is an important human endeavour. In this unit students investigate the chemical properties of a range of materials from metals to salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

Unit 3

HOW CAN CHEMICAL PROCESSES BE DESIGNED TO OPTIMISE EFFICIENCY?

The global demand for energy and materials is increasing with world population growth. In this unit students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students will compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells (batteries), electrolytic cells and fuel cells. Students will look at factors and the extent of those that influence reaction rates through using equilibrium law and Le Chatelier's principle to different reaction systems, including efficiency and percentage product yield.

Unit 2

WHAT MAKES WATER SUCH A UNIQUE CHEMICAL?

Water is the most widely used solvent on Earth. In this unit students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students will examine the polar nature of a water molecules and the bonding forces between water molecules which lead to investigation of solubility, concentration, pH and reactions in water that include: precipitations, acid-base and redox reactions. Students are introduced to quantitative and qualitative analysis techniques, such as stoichiometry and instrumental procedures, to determine concentrations of different species in water samples, including chemical contaminants.

Unit 4

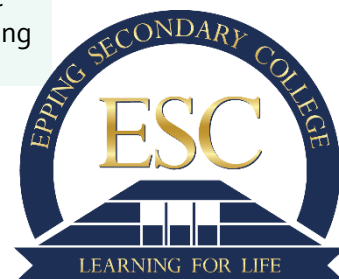
HOW ARE ORGANIC COMPOUNDS CATEGORISED, ANALYSED AND USED?

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds including those found in food. Students will process data from instrumental analyses of organic compounds to confirm or deduce organic structures and perform volumetric analyses to determine the concentrations of organic chemicals in mixtures. Students will consider and design reaction pathways to produce particular compounds from given starting materials.

It's fun, surprising and interesting. It's also a challenging experience, but very rewarding. Rand & Joe Y12, 2015

I really enjoyed chemistry this semester and I learnt new and exciting topics 10/10 would do again – Jovan year 11, 2015

Most of the classes were engaging and the topics were well taught. I learnt a lot and would definitely recommend it. Shivani Year 11, 2015



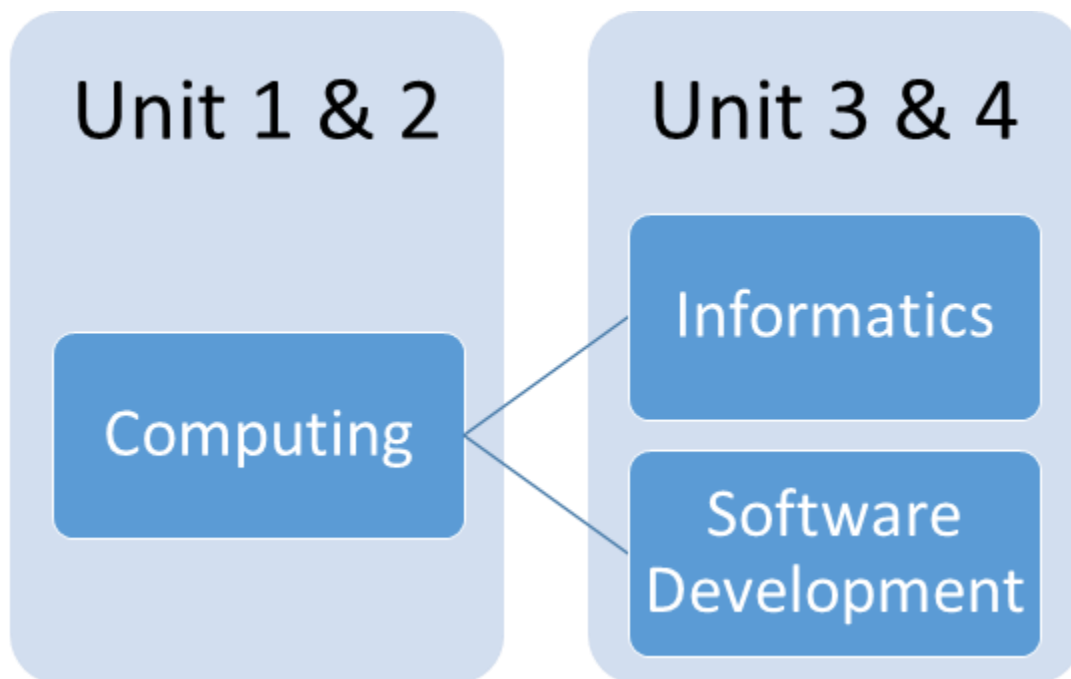
VCE Computing

An overview

There are two options for Computing at VCE level and this is to cater for the wide range of careers that exist within the computing areas.

The diagram below provides a basic outline of the pathways through VCE Computing. Please be aware that the type of Computing being studied does not vary in Units 1 & 2, however you are required to select a stream before entering Units 3 & 4.

Students are strongly advised to seek clarification about the various Computing pathways prior to making their selections.



VCE Computing

Unit 1

In this unit students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs.

- Students collect primary data when investigating an issue and creates an infographic that presents their findings.
- Students investigate wireless and mobile networks and security controls to protect data.
- Create a website to present different viewpoints on a contemporary issue.

Unit 2

In this unit students focus on data and create solutions to automate the processing of that data.

- Students use a programming language to create a solution
- Students learn how to extract data and create visualisations that are clear, usable and attractive, and reduce the complexity of data.
- Using the Problem solving methodology students create a solution using database management software

Informatics

Unit 3

Focus on data, information and information systems.

Students consider how data is acquired, managed, manipulated and interpreted to meet a range of needs.

- Investigate the way organisations acquire data
- Create a relational database management solution
- Select, acquire & manipulate data to refute a hypothesis

Unit 4

Focus on strategies and techniques for manipulating, managing and securing data and information

- Design, develop and evaluate a multimodal, online solution that effectively communicates their findings from Unit 3.
- Explore how to manage the storage and disposal of data and information to minimise threats to the integrity and security of data.

Software Development

Unit 3

Focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language.

- Programming a solution to a software design
- Analyse, Plan, and design a digital solution

Unit 4

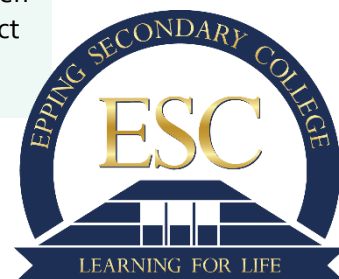
Focus on how clients needs are met through the creation of software solutions.

- Turn their designed solution into an actual software solution
- Investigate the relationships between two different systems, and the affect this has on the performance of the systems.

John (Year 11)
Computing
Unit 1 & 2 helped me decide which branch of computing I wanted to go into for year 12. It was an introduction for both units that were offered and helped me make the right selection.

Anna (Year 12)
Software Development
This class allowed me to actually make computer programs. I chose this class over informatics as I enjoy the challenge programming brings and can see where it will take me in the future.

Steph (Year 12)
Informatics
This class brought out the graphic designer in me. After collecting information and changing the way it looks I was able to create data visualisations and infographics.



VCE English/Including EAL

Unit 1

In unit 1 students will:

- enhance text response skills
 - develop oral presentation skills
 - analyse the way current issues and arguments are portrayed in the media.
- (In addition to this EAL students will be required to complete a listening comprehension activity).

Unit 2

In unit 2 students will:

- compare texts based on similar themes, issues and ideas
- develop text response skills
- enhance communication and listening skills
- produce persuasive texts

Unit 3

In unit 3 students will:

- enhance text response skills
 - enhance creative writing skills
 - develop oral presentation skills
 - analyse the way current issues and arguments are portrayed in the media.
- (In addition to this EAL students will be required to complete a listening comprehension activity).

Unit 4

In unit 4 students will:

- compare texts based on similar themes, issues and ideas
- develop text response skills
- enhance communication skills
- analyse and present argument



Further Information about English

It is compulsory for all students to study a Unit 1-4 sequence in at least one English study to attain their VCE certificate.

Students who are eligible may also choose to study English as an Additional Language (EAL) and this counts as their 1 – 4 English sequence.

VCE Bridging EAL

Unit 1

In Unit 1 students will:

- study English for everyday and academic purposes
- develop their language skills in speaking, listening, reading, viewing and writing Standard Australian English
- explore and study practical English language useful in daily transactions through the analysis of texts such as timetables, brochures, practical reports, forms, instructional manuals, multimodal texts and other text types
- engage in formal and informal listening and speaking activities, group work, class discussions and presentations
- explore the construction of texts to understand key ideas, contentions and meaning, and to identify the purpose and audiences
- practise writing for self expression through the production of texts such as personal letters, journal entries, emails, essays, editorial and poems.

Unit 2

In Unit 2 students will:

- explore English in the Media, study a variety of written, spoken and multimodal academic texts and identify key information useful for their learning process
- analyse and explain how a variety of media texts position audiences and also produce texts which attempt to persuade and/or impact on audiences
- undertake the study of English literature and respond to literary texts
- produce their own literary texts

I enjoy this subject because there is a lot of opportunity for class discussions and we are able to share our opinions.

*Bridging EAL is an interesting and practical subject.
It helped me to improve my literacy and broadened my vocabulary range.*

Further Information about Bridging EAL

There are no prerequisites for this course. It is recommended for year 11 EAL students, but it is also suitable for students who have had an interrupted education and those pupils with limited exposure to an English language learning environment. It is designed to support the building of English knowledge and skills.

VCE English - English literature

This is a course which will challenge you but will also offer some excitement and fun. You'll be expected to do plenty of reading, thinking, talking and writing about the texts. You'll explore themes and the way the writers create worlds and meaning through the use of language and imagery as well as different styles and forms of writing.

Unit 1

Outcome 1: Readers & their responses

We will examine how we relate to a text in terms of what we expect to happen; what we expect of texts of this genre; and, how we think about, relate to and empathise with the characters & events because of our own experiences.

Outcome 2: Ideas & Concerns in texts

We will examine what concerns, problems, values & ways of behaving the characters and events in the text represent.

Outcome 3: Interpreting Non-print texts

We will look at how a film presents a certain message to its audience.

Unit 3

Outcome 1: Adaptations and transformations

The idea is to analyse how meaning changes when the form of a text changes. Basically, this will involve reading and studying a novel or a play and identifying particular writing features used. We will then look at a filmed or live adaptation of the same text and note some of the ways in which the transformed text is constructed. In what ways is it similar, how is it different?

Outcome 2: Views, Values and contexts

We will look at how views and values of the author are suggested by what the text appears to endorse, challenge or leave unquestioned. We look also at what sorts of critiques are provided by the author about aspects of human behaviour and/or the ways in which readers at different times may interpret the text in different ways.

Outcome 3: Considering alternative viewpoints (Evaluation of a Review)

Unit 2

Outcome 1: The text, the reader & their contexts

We will examine how a text(s) from a past era represents the concerns, values & behaviour of that time; and, how we as modern readers respond & relate to this.

Outcome 2: Comparing texts

We will look at how 2 texts that can be connected (because they deal with the same theme topic, story or belong to the same genre), have similar or different meanings.

Unit 4

Outcome 1: Creative Responses

For this outcome, you need to respond imaginatively to a text and comment on the connection between the text and your response. It will be assessed by two tasks.

Outcome 2: Close Analyses

Here you need to analyse critical features of a text and relate them to an interpretation of the text as a whole. What is the significance of key passages to the rest of the text?

Literature is exciting because you have to think and discuss more than just the story and themes. You have to also consider what made the writer create what they wrote.
(Hana Year 12)

I like Literature because it encourages me to think and write about what I love reading; and, even if I don't like some texts, it challenges me to think more deeply.
(Chloe Year 12)

Literature helps you to examine great stories and think about them at a 'higher order' level.
(Courtney Year 12)

VCE Food Studies

Unit 1

FOOD ORIGINS

Learn about Australia's multicultural cuisine including

- where food comes from
- influences from overseas and indigenous cultures
- how hunter-gathering and farming produces food
- food trading in the past and currently while completing cooking tasks to enhance, demonstrate and share their learning with others.

Unit 2

FOOD MAKERS

In Unit 2, the focus is on food production both at home and in business.

Students prepare and compare products to commercially made products. Gain insight into how the Australian food industry provides and exports safe, high quality foods to meet the needs of consumers.

We will research, plan and cook foods taking into consideration specific needs including

- customer requirements
- nutritional and dietary requirements
- safety and hygiene
- food quality

Unit 3

FOOD IN DAILY LIFE

Explore:

- how the body uses food.
- how eating affects physical, social and emotional health
- the dietary guidelines and nutrition
- food appreciation

Wonder how social environments affect eating patterns, food values and behaviour through:

- media
- community
- family
- culture
- education

Plan and cook foods which are

- nutritious
- sustainable
- practical
- everyday meals

Unit 4

FOOD ISSUES, CHALLENGES AND FUTURES

Making informed choices when selecting and preparing foods by

- discussing and discovering environmental, ethical and technology issues facing the food industry
- considering the challenges of food wastage, food security, food safety, and the best way to use water and land for food production.
- developing opinions, suggest solutions and solve problems facing the current and future population.
- understanding food labels and marketing.
- investigating food fads, trends and diets.
- select and cook ingredients using labelling, ethics and food quality.
- extend cooking skills and knowledge

I love food and really enjoyed this subject. I know so much more about food itself now.

Making our own products and developing a Folio helped me what I could do with Food... what was possible.



VCE Geography

Unit 1

HAZARDS AND DISASTERS

Students explore two different types of geographical hazards such as volcanoes, tornados, medical hazards such as HIV or malaria, technological hazards such as air pollution or oil spills and hydro-meteorological hazards such as floods or bushfires.

They then analyse and explain the nature and impact of these hazards, and evaluate the effectiveness of the responses to these hazards.

Unit 3

CHANGING THE LAND

Students undertake field work to gather data on changing land cover and use this to analyse and explain changes and assess its' impact on the environment.

Students then examine the possible responses and the impacts that can occur from these changes.

Unit 2

TOURISM

Students consider what tourism is and how it impacts on people and places on different scales. They look at different types of tourism such as sport, cultural and welfare.

Students then analyse and explain the impact on people, places and environments and evaluate the effectiveness of tourism management strategies.

Unit 4

HUMAN POPULATION – TRENDS AND ISSUES

Students examine global population trends, such as fertility rates and people movement. They examine voluntary movement such as immigration and involuntary movements such as refugees.

Students then describe and analyse these issues

Where? Why? How much? What with? These are some of the questions to which geographers want to find the answers.

Geography is the study of places on the earth, the people who live there and the environments that support them.



VCE Health & Human Development

Unit 1

UNDERSTANDING HEALTH & WELLBEING

In unit 1 students will;

- Investigate the World Health Organization's (WHO) definition and also explore other interpretations.
- Develop an understanding of wellbeing and explore the complex impact wellbeing can have upon all dimensions of health.
- Identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders.
- Analyse their own health as individuals, and explore the overall health of Australian youth.

Unit 3

AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

In unit 3 students will;

- Examine health, wellbeing and illness as multidimensional, dynamic and subject to different interpretations and contexts.
- Investigate health and wellbeing as a global concept.
- Consider the benefits of optimal health and wellbeing, and how health of Australian's impact their role within society.
- Examine Australia's healthcare system and explore its role within health promotion.
- Explore health promotion with a focus upon smoking, road safety, and skin cancer.

Unit 2

MANAGING HEALTH AND DEVELOPMENT

In unit 2 students will;

- Investigate transitions in health and wellbeing, and development, from lifespan and societal perspectives.
- Explore the changes and expectations that are part of the progression from youth to adulthood.
- Enquire into the Australian healthcare system and extend their capacity to access and analyse health information.
- Investigate the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

Unit 4

HEALTH & HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

In unit 4 students will;

- Examines health, wellbeing and human development in a global context.
- Explore factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live.
- Consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.
- Investigate global action to improve health, wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO).
- Evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

Year 11 Health & Human Development is great because it actually relates to me as a teenager and the issues that youth of today face!
Lisa, Year 11

HHD is fantastic, it's such an organised and well-structured subject. I would highly recommend it for everyone! Trent, Year 12

Learning about global health in Unit 4 is amazing, I loved looking at how Australia aims to improve the health of developed countries. It was incredible to learn about what impacts other people around the world. Damika, Year 12



VCE Italian

Unit 1

In Unit 1 students complete writing, speaking, listening and reading activities based on topics that may include:

- *personal identity and lifestyles
- * relationships
- * school
- * education & future aspirations
- *food and health
- *influence of science and technology
- *Italian passions

The study is designed to expose students to different print text types as well as audio-visual materials such as films, Youtube clips and songs.

Students will:

- * study language as a system
- * develop a better communication skills and intercultural awareness
- *make connections between English and Italian
- *make comparisons between Australia and Italy

Unit 3

In Unit 3 students will study topics that may include:

- *migration
- *Travel and tourism
- *the environment

Students will be required to complete 3 outcomes which include:

- *exchanging ideas, information and opinions in a role-play
- *expressing ideas through the production of a piece of imaginative or personal writing
- *analysing and using information from spoken texts

Unit 2

In Unit 2 students complete writing, speaking, listening and reading activities based on topics that may include:

- *health and nutrition
- * fascism
- * women's role in society
- * food

The study is designed to expose students to various multimodal texts and to engage them in :

- * exchanging ideas
- * role-plays, speeches, interviews
- *the study and use of a range of writing styles
- *the development of analytical skills

Unit 4

In Unit 4 students will be required to complete 2 outcomes which include:

- *Analysing and using information from written texts and translating part of the texts into English.
- *Writing an informative, persuasive or evaluative written response (eg: report) and engage in an interview of approximately 4 minutes based on issues related to the texts studied.

You can only really understand your own language when you study or learn another. Studying Italian has improved my English. The similarities between Italian and English are endless and consequently I have increased my English vocabulary considerably.

I love travelling, learning about different cultures and studying languages, so it was only natural that I chose Italian at the VCE level. Studying Italian is not only about language but about culture. What's not to love about great coffee, good food, an amazing history and a beautiful country. It is not called the Bel Paese (beautiful country) for nothing!

VCE Industry and Enterprise

Unit 1

This unit prepares students for effective workplace and further study participation. An exploration of the importance of work – related skills is integral to the unit. Students develop work related skills and a greater understanding of what is required to enter the workforce and/or further study by exploring personal career goals and pathways. They observe industry and employment trends and analyse current and future work options. Students examine the diverse contexts in which work and study takes place in Australian society by investigating a range of work and study settings. They investigate workplace job tasks and qualifications required to enter the workplace or further study. They research work related issues and consider strategies to develop interpersonal skills and effective communication to deal with selected issues.

Unit 2

In this unit students explore the development of enterprising behaviour, leadership and innovation in different workplace settings and in the context of significant issues faced by business and industry. Students develop their understanding of how enterprising and leadership behaviour is vital for success in a range of personal, social, community and work settings. Students investigate the characteristics and qualities of successful entrepreneurs in different settings, and investigate the relationship between leadership behaviours and the development of an individual's work related skills. Students will undertake a selected industry investigation that will explore the characteristics of this industry and evaluate the extent to which enterprising behaviour is applied within the industry. They will also explore the role of work related skills in supporting innovation in this industry and issues related to globalisation, technological change and the environment.

I wanted to know more about what goes on in real workplaces so Industry and Enterprise was perfect for me. It fit in with the work placement I was doing and helped me work out what sort of job I wanted.

VCE Legal Studies

Unit 1

CRIMINAL LAW IN ACTION

1. Why laws are needed
2. Criminal investigation and sanctions
3. The Court System

Through the study of this subject, students will gain understanding of the principles of criminal law and apply them to various cases. They will also evaluate the various methods for resolving criminal disputes in achieving a just outcome for all.

Unit 2

ISSUES IN CRIMINAL LAW

1. Civil law in action
2. Alternative methods of resolving civil disputes
3. Australian Case Study illustrating rights issues.

In this unit, students will examine the principles of Civil Law and apply them to real or hypothetical cases to justify a decision.

Students will also analyse contemporary law and its ability to meet the needs of Australians.

Unit 3

LAW MAKING

1. Parliament and the citizen
2. The constitution and the protection of rights.
3. The role of the Courts.

Legal Studies is a subject that in many regards, teaches life skills. It ranges from the study of Parliament and courts (and the laws they create) to the different ways individuals can participate in, or influence, the law making process.

Unit 4

RESOLUTION AND JUSTICE

1. Criminal cases and Civil disputes
 2. Court processes and procedures.
- In this unit, students will explore the features of the adversary system of trial and gain an understanding of Civil and Criminal pre-trial procedures. A key focus of Unit 4 is to evaluate the effectiveness of the Legal system and determine if everyone is treated in a fair and just manner.



VCE Macedonian

Unit 1

The selected topics for Unit 1 include:

- Personal identity
- The family
- School
- future aspiration

The outcomes of Unit 1 are for students to:

- Establish and maintain a written or spoken exchange
- Listen to, read and obtain information from written and spoken texts
- Produce a personal or creative response to a text

Unit 2

The topics for Unit 2 include:

- The roles of women in society
- Tradition / weddings
- Celebrations
- Music

The aims of Unit 2 are for students to:

- communicate
- exchange ideas
- engage in role-play, speeches and interviews
- explore different kinds of writing
- develop analytical skills

Unit 3

The selected topics in Unit 3 may include:

- Personal identity and background
- Macedonian history (Ilinden battle)
- History of the Macedonian language and literature
- Macedonian film

The requirements for Unit 3 are completion of three outcomes:

- exchanging ideas, information and opinions in a role-play
- expressing ideas through imaginative or personal writing
- analysing and using information from spoken texts

Unit 4

Some of the following topics could be studied in Unit 4:

- Migration
- Macedonian literature
- Carnivals in Macedonia
- Traditional weddings

In Unit 4 students will complete 2 outcomes which include:

- Analysing and using information from written texts
- Writing an informative, persuasive or evaluative written response and engage in an interview based on issues related to the texts studied

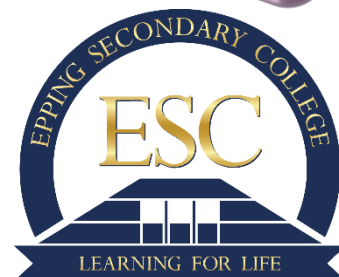
Sara
Year 11 Macedonian
Learning Macedonian gives you many options in your future career. It is incredibly beneficial as most work forces look for bilingual people. It also helps you speak fluently.

Andrijana
Year 11 Macedonian
Learning Macedonian is interesting. Macedonian not only educates you, it is beneficial to learn as it advances your ability to communicate.

Bianca
Year 11 Macedonian
Macedonian language will help you more than you think. With studying Macedonian as a VCE subject you will have much brighter education and if you have ambition you will succeed in this area.

Further Information about Macedonian

Macedonian VCE is a two year course and is recommended for students who are familiar with the Macedonian alphabet and have achieved satisfactory level in speaking, listening, reading and writing Macedonian. Prescribed topics for Units 1-4 are drawn from three themes: The Individual, The Macedonian Speaking Community and the Changing World. Students will enjoy this course if they are interested to learn about the language as a system, about Macedonian history, literature, culture and tradition.



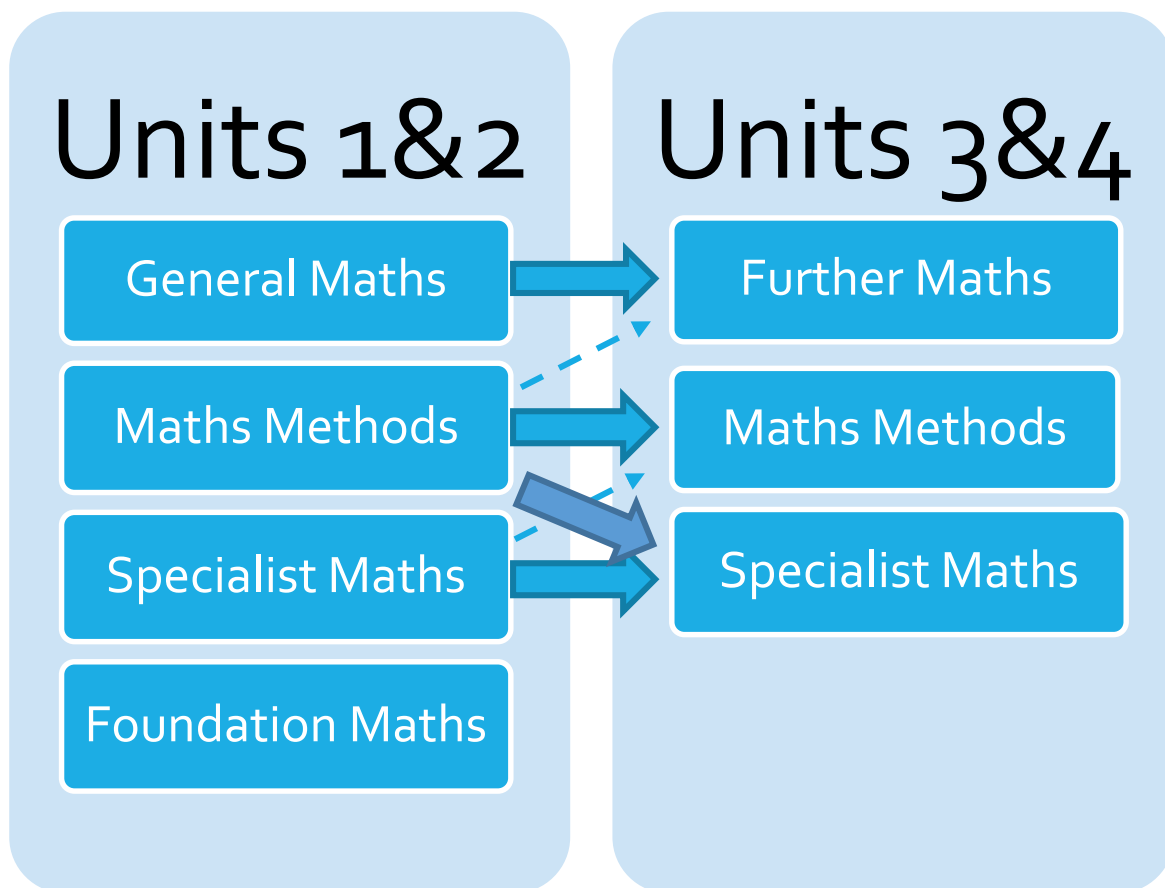
VCE Mathematics

An overview

There are a range of options for Mathematics at VCE level and this is to cater for the wide range of Numeracy needs for different pathways. Many university courses have a study of Mathematics as a prerequisite and so it is very important to be aware of the Mathematical requirements of a career pathway when choosing Mathematics at VCE.

The Diagram below provides a basic outline of the range of pathways through VCE Mathematics. Please be aware that the type of Mathematics being studied and the sophistication of Mathematical ideas vary greatly between the different subjects.

Students are strongly advised to seek clarification about the various Mathematics pathways prior to making their selections and endorsement from a Mathematics teacher for the subjects selected is a must prior to the subject selection interviews.



VCE Mathematics - General Maths

This Mathematics pathway is the most commonly adopted by VCE students and provides course of study for a broad range of students and potential pathways.

Unit 1

General (Further) Maths focuses on everyday maths applications. You will use and apply previously learned Algebraic and Linear Graphing skills. You will build on previous skills as well as learn new ones.

You will study Statistics and how they are used to support or reject arguments. How do we know a species is evolving? How do we know that smoking causes lung cancer? These are real situations where statistics can be used.

Unit 2

You will continue to build on previous skills from Unit 1. New areas of learning will teach you all about Matrices, Number & Patterns, Graphs & Networks.

You will learn how to simplify and summarize information to find out what is or isn't possible as well as how to solve problems and make decisions.

Further Maths is enjoyable. I look forward to my math class as I learn something essential for my future career.
Montel Y12, 2015

Further Information about Mathematics - General Maths

General Mathematics is the subject that most students select to study in year 11. It provides a continuation to the Mathematics learnt in previous years and teaches general and applicable everyday skills likely to be needed across a range of employment fields. General Mathematics leads on to study in Further Maths in year 12.

Further Maths is able to provide the necessary knowledge needed to be successful and do well in life.
Jaidyn, Luke & Billy Y12, 2015

VCE Further Maths

Unit 3 and 4

Further Mathematics is intended to provide a sound platform for life experiences such as loans and statistics. Further Mathematics consists of a Victoria-wide common area of study "Data analysis, Recursion and Financial modelling" and then two modules Matrices and Networks chosen from a selection of four modules which are "Matrices", "Networks", "Graphs and Relations" and "Geometry and Measurement".

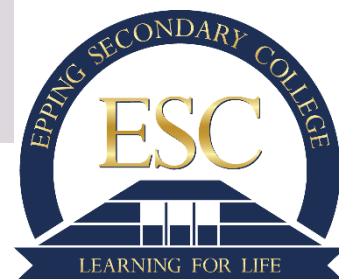
It was easy because it builds on what we've done before. I like how everything is useful and relates to the real world.
Molly Y11, 2015

VCE Foundation Maths

Unit 1 and 2

In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts relating to everyday life in the community, at work and at study. Foundations Maths only runs as Units 1 & 2 so it is designed for students who do not intend taking Units 3 & 4 VCE Mathematics in the following year.

There are four areas of study which are completed over both Units 1 & 2. These areas are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'.



VCE Mathematical Methods (CAS)

VCE Mathematical Methods is the only VCE Maths subject that runs across both year 11 and 12. It covers more challenging and applied Mathematical concepts than General Mathematics.

Mathematical Methods (CAS) Units 1 and 2 have a closely sequenced development of material, intended as preparation for Mathematical Methods (CAS) Units 3 and 4. Mathematical Methods (CAS) Units 3 and 4 may be taken alone or in conjunction with either Specialist Mathematics Units 3 and 4 or Further Mathematics Units 3 and 4, and provide an appropriate background for further study in, for example, science, humanities, economics or medicine.

Unit 1

Unit 1 will take a variety of topics from the areas of "Functions and graphs", "Algebra", "Calculus" and "Probability and Statistics". In completing these topics students will be expected to build upon previously acquired skills and knowledge from Year 10.

Unit 2

Students will study further topics from the areas of "Functions and graphs", "Algebra", "Calculus" and "Probability and Statistics". The skills and knowledge acquired in Unit 1 will continue to be built upon in preparation for Units 3 & 4 Mathematical Methods (CAS)

Unit 3

Students will continue to study topics from the areas of "Functions and graphs", "Algebra", "Calculus" and "Probability and Statistics" which increase in complexity throughout Units 3 and 4. Students will be assessed through one application task (Unit 3) which spans across two or more of the four areas of study.

Unit 4

Students will continue to study topics from the areas of "Functions and graphs", "Algebra", "Calculus" and "Probability and Statistics" which increase in complexity throughout Units 3 and 4. Students will be assessed through two modelling/problem-solving tasks (Unit 4) where one task will come from any of the areas of study and one task will come from the Probability and Statistics area of study.

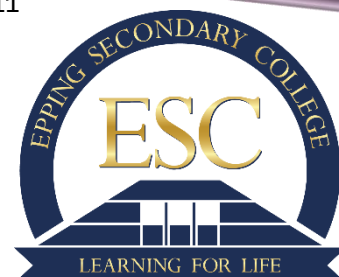
Further Information about Mathematical Methods (CAS)

Students must have achieved a 60% average over their two Year 10 Maths exams if they are to cope effectively with the demands of Methods in year 11 and 12.

*Daniel (Year 12) –
"A very stimulating way to challenge and extend yourself and apply mathematics to real world problems. Also extremely helpful in strengthening other subject areas!"*

Students wanting to study Mathematical Methods at year 11 must attain endorsement from their Mathematics teacher prior to subject selection day.

Students wishing to study Mathematical Methods without an endorsement will be required to make up additional work and demonstrate a level of achievement as specified by the head of faculty prior to the beginning of the VCE year.



VCE Specialist Mathematics

This subject is designed to introduce students to topics which are included in the Specialist Mathematics (units 3 and 4) course. Students embarking on this pathway are preparing for a career in fields such as Medicine, engineering or pure Mathematics.

Unit 1

This subject is a course of study for students who wish to undertake an in depth study of Mathematics.

The Areas of Study for Units 1 and 2 are 'Algebra and Structure', 'Arithmetic and Number', 'Discrete Mathematics', 'Geometry, Measurement and trigonometry', 'Graphs of Linear and Non-linear Relations' and 'Statistics'. Topics and content are selected from these areas of study.

All students are required to have a CAS calculator.

Unit 2

Study in this subject involves rigorous mathematical application and requires very sound mathematical skills as well as the ability and willingness to acquire and apply new algebraic and trigonometric skills to prepare for Specialist Mathematics.

Unit 3 and 4

Specialist Mathematics Units 3 and 4 consists of the areas of study: 'Functions and Graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and Statistics'. Students are expected to be able to apply techniques both with and without the use of technology.

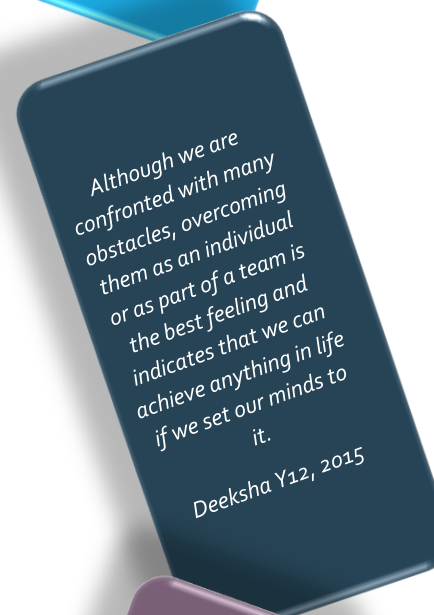
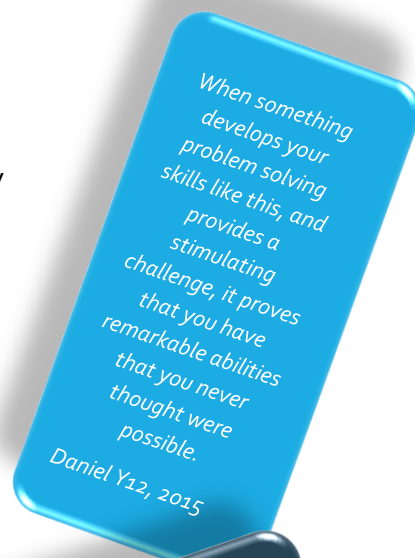
Mathematical Methods Units 3 and 4 must be taken in conjunction with Specialist Mathematics Units 3 and 4.

Specialist Mathematics is designed to complement tertiary studies in Science, Engineering and Mathematics.

Further Information about Mathematics - Advanced General/Specialist

All students are required to have a CAS calculator.

Students wanting to study Specialist Maths are advised to complete both Maths General (Advanced) and Mathematical Methods in year 11.



VCE Media

Unit 1

MEDIA FORMS, REPRESENTATION AND AUSTRALIAN STORIES

Representations: This outcome looks at how the media represents content, the basis of representation, the effect of human decisions on how we interpret such representations, changes to representations over time and how different users of the media may interpret representations differently.

Media forms: This outcome is a practical one. Its focus is the audience and how to design and produce media products for different audiences. It is a mix of individual and group productions.

Australian stories: This outcome looks at the production of stories in the Australian media and the issues attending to the Australian media industries, in particular film and television.

Unit 2

NARRATIVE ACROSS MEDIA FORMS

Narrative, style and genre: This outcome studies how narratives are constructed in the media, specifically film

Narratives in production: This outcome builds on the study of narrative and students have the opportunity to produce a narrative or section of a narrative on video. The outcome is group based where students plan and video a narrative production.

Media and change: This outcome studies change in the media including technological, taste, style and contextual influences on the media.

Unit 3

MEDIA NARRATIVES AND PRE-PRODUCTION

Students develop an understanding of narratives and media production. Students will study two narrative films. They analyse how narratives are constructed and distributed, how they engage, are consumed and are interpreted by the intended audience and current day audiences.

Students conduct an investigation of aspects of the media form in which they will work, developing knowledge of narrative, genre, style, media codes and conventions. They record their learning in documented research, annotated production activities, experiments and exercises.

Unit 4

MEDIA PRODUCTION AND ISSUES IN THE MEDIA

In this unit students focus on the production and post-production stages of the media production process, bringing the media production planned in Unit 3 to its realisation. They also study the complex and ever changing relationship between media and audiences. Students will consider how audiences create, consume and are influenced by the media. In addition, students will discuss and examine issues related to user-generated content, laws, policies and regulation.

Further Information about Media

The study of media includes media forms such as the press, radio, film, TV, and photography, and media processes such as publishing, advertising, news production, and popular culture.

Potential career pathways include:

- Corporate Production, Film, Illustration & Animation, Internet
- Digital & Interactive Media
- Journalism: Magazine, Newspaper, Online
- Music
- Photography
- Publishing: Online and print
- Radio
- Scriptwriting & Creative Writing
- Technical Production Crew: Camera, Lighting & Sound
- Television
- Theatre
- Video Games



VCE Music Performance

Unit 1

This unit focuses on building students' performance and musicianship skills to present performances of selected group and solo music works using one or more instruments. They study the work of other performers and explore strategies to optimize their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 2

This unit focuses on building performance and musicianship skills. Students present performances of selected group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimize their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 3

This unit focuses on building and refining performance and musicianship skills. Students focus on either group or solo performance and begin preparation of a performance program they will present in the end-of-year examination. As part of their preparation, students will also present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. They study the work of other performers and refine selected strategies to optimize their own approach to performance. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and endeavour to address these challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and apply this knowledge when preparing and presenting performances.

Unit 4

This unit focuses on further development and refinement of performance and musicianship skills. Students focus on either group or solo performance and continue preparation of a performance program they will present in the end-of-year examination. All students present performances of both group and solo music works using one or more instruments and take opportunities to perform in familiar and unfamiliar venues and spaces. Through analyses of other performers' interpretations and feedback on their own performances, students refine their interpretations and optimize their approach to performance. They continue to address challenges relevant to works they are preparing for performance and to strengthen their listening, aural, theoretical and analytical musicianship skills.

I really enjoy music Performance as it has allowed me to learn skills that I will be able to utilise in real life performances. I listen to music and I can identify characteristics I could not do before starting VCE. Oliver Chan year 11 Music Performance

I enjoy the flexibility of the VCE Music Program. We deal with a large variety of techniques which help enhance our performance and learning in VCE. Luke Amores Year 11.

Further Information about Music Performance

This subject would best suit students who have had at least 2 years experience in a chosen instrument, including singing.

VCE Philosophy

Unit 1

What things can be known?
Is it possible that there is neither truth nor a method of finding truth?
What is the relationship between knowledge and belief?
What does it mean for something to exist?
Does everything have a cause?
Who are we? What is our basis of existence and our consciousness?
What is it for something to be good?
Why should I be moral?
Are there any right answers in morality?

Unit 3

MINDS AND BODIES

Students examine the views of those who argue that the mind is nothing more than the body, as well as those that think there is more to the human mind than just the body, and consider whether the two can exist independently of each other

Personal Identity

Students consider the implications of views on personal identity for personal responsibility of past actions and personal concern for future happiness. Students consider how thought experiments can be used to explore and challenge theories of personal identity.

Unit 2

PHILOSOPHICAL ISSUES IN PRACTICE

This area of study explores practical philosophical issues relevant to living in the contemporary world, for example:

Medical ethics
Philosophy in film/literature
Artificial intelligence
Time/Space

A range of questions within any of these areas may be explored, according to student interest.

Unit 4

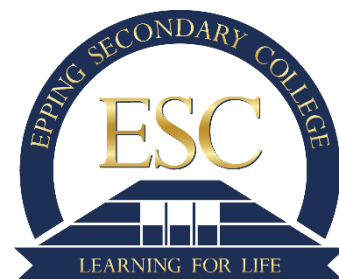
THE GOOD LIFE

This unit explores ideas concerning the nature of the good life as developed by ancient and modern philosophers, and encourages students to compare these ideas with notions of the good life with which they may be familiar, such as Buddhist, Christian, Confucian, Indigenous, Islamic, or modern materialist. It looks at the answers that different philosophical traditions give to the questions, "Is there a purpose, or meaning to life?"

What is truth? Do we have free will? What does it mean to be good? These are some of the fundamental questions which have challenged humans for millennia and which underpin ongoing endeavour in areas as diverse as science, justice and the arts.

In this subject, students will engage in philosophical inquiry through active, guided investigation and discussion of three key areas of philosophy; ethics, epistemology and metaphysics.

They will examine and use various methods of philosophical inquiry. Examples of philosophical thought will be used to stimulate and enhance student thinking about fundamental concepts and problems.



VCE Physical Education

Unit 1

THE HUMAN BODY IN MOTION

In unit 1 students will;

- Explore the structure and function of the musculoskeletal and cardiorespiratory systems, and the role they play in physical activity, sport and exercise, and how the systems adapt to the demands of the activity.
- Evaluate the social, cultural and environmental influences on movement.
- Consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems.
- Evaluate perceived benefits and describe potential harms of legal and illegal performance enhancers.

Unit 2

PHYSICAL ACTIVITY, SPORT & SOCIETY

In unit 2 students will;

- Develop an understanding of physical activity, sport and society from a participatory perspective.
- Be introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing.
- Explore different types of physical activity promoted in their own lives and within different population groups.
- Apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level
- Analyse data in relation to physical activity and sedentary behaviour guidelines.

Unit 3

MOVEMENT SKILLS AND ENERGY FOR PHYSICAL ACTIVITY

In unit 3 students will;

- Explore the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.
- Use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise.
- Investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise.
- Focus upon the characteristics of each system and the interplay of the systems during physical activity

Unit 4

TRAINING TO IMPROVE PERFORMANCE

In unit 4 students will;

- Analyse movement skills from a physiological, psychological and sociocultural perspective
- Apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level.
- Analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity.
- Consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.
- Participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

VCE Physics

Unit 1

HOW CAN THERMAL EFFECTS BE EXPLAINED?

In this area of study students investigate the thermodynamic principles related to heating processes, including concepts of temperature, energy and work.

Students examine the environmental impacts of Earth's thermal systems and human activities with reference to the effects on surface materials, the emission of greenhouse gases and the contribution to the enhanced greenhouse effect. They analyse the strengths and limitations of the collection and interpretation of thermal data in order to consider debates related to climate science.

Unit 3

HOW DO FIELDS EXPLAIN MOTION AND ELECTRICITY?

In this unit students will be looking at how energy is used in our everyday life. Students will examine the production of electricity and how it is delivered to our homes.

Also, students will examine different forces that act at a distance without any contact with objects. This will lead to the explanation of gravitational, electric and magnetic fields. Finally, students will use Newton's laws to investigate motion in one and two dimensions and will be introduced to Einstein's theories to explain the motion of very fast objects.

Unit 2

WHAT DO EXPERIMENTS REVEAL ABOUT THE PHYSICAL WORLD?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

Students will study a mix of core and optional topics including astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

Unit 4

HOW CAN TWO CONTRADICTORY MODELS EXPLAIN BOTH LIGHT AND MATTER?

In this unit students will explore how two different theories, the wave and particle theories explain the properties of light and matter.

Students will examine the idea of waves and how they are used to explain certain properties of light. Then students will examine the particle model and see how it is used to explain the nature of light.

The concepts in Physics can get difficult at times but there is always a way around it. Very interesting things to learn. I reckon everyone who is interested should give it a go but be warned, you will have to do lots and lots of practice exams!

-Dylan

Physics is an interesting subject as it provides challenging ideas and allows us to think out of the box. I enjoy doing physics and encourage anyone to take up this subject. I am glad I picked it as my VCE.

- Deeksha

I enjoy physics and encourage anyone who is interested to try it.

- Logan

Further Information about Physics

Students wishing to study Physics will need a solid background in mathematics. It is not necessary to be enrolled in Maths Methods but students who do Methods and Specialist will find that Physics provides valuable insight into the mathematics covered in these subjects.

VCE Psychology

Unit 1

In this unit students will investigate how our understanding of the brain structure and function has changed over time and how the brain enables us to interact with the world around us. Students explore how brain plasticity and brain damage can affect a person's functioning and how biological, psychological and social factors influence different aspects of a person's psychological development.

Unit 2

In this unit students explore two aspects of human perception – vision and taste and will analyse the relationship between sensation and perception of stimuli. They will investigate the interplay of biological, psychological and social factors that shape the behaviour of individuals and groups and will consider how these factors are used to explain particular individual and group behaviours. This unit looks at attitude formation, prejudice, discrimination, helping behaviour and bullying.

Unit 3

In this unit students investigate learning as a mental process that leads to the acquisition of knowledge, development and new capabilities and changed behaviours. This unit will also explore how the nervous system enables people to interact with the external world and analyse the different ways in which stress can affect the nervous system function. Students will consider the function of the nervous system in memory, and develop knowledge and skills in research methods in psychology.

Unit 4

During Unit 4 students study the structure and functioning of the human brain and nervous system. They explore the nature of consciousness and altered states of consciousness, including the purpose and nature of sleep and sleep disruption. Students consider concepts of mental health and mental illness, including risk and protective factors. They use a biopsychosocial framework to explore the development and management of specific phobia and physiological strategies that contribute to mental wellbeing. Students also design and undertake a practical investigation related to mental processes which they will present in a scientific poster.

Psychology is one of the most interesting subjects because you learn lots about yourself, how your brain works and how to better understand people.

Psychology is fascinating as I enjoy learning about human behaviour and how our brains function.

Psychology is a really intriguing subject as you learn more about yourself than you'll actually know

Further Information about Psychology

It is recommended students complete Units 1 and 2 before they complete Units 3 and 4.

If a student does not complete Unit 1 and 2 before Unit 3 and 4 they will be required to complete some commencement work that will aid their transition into Unit 3 and 4.



VCE Sociology

Unit 1

YOUTH AND FAMILY

In this unit students explore the following questions:

- What are social categories and what does being a youth or adolescent mean?
- Which factors lead to differences in the experience of being young?
- Why do young people and adolescents get stereotyped and discriminated against?
- What are the different types of families in the modern world?
- What is the impact of government policy on families?
- What are the different roles of families in different cultures?

Unit 3

CULTURE AND ETHNICITY

In this unit students explore the following questions:

- What is the meaning of culture?
- How has Australian Indigenous culture been represented historically?
- What national or international factors have supported or limited the public's awareness of Australian Indigenous culture?
- What is race and ethnicity?
- How is Australia ethnically diverse in comparison to other countries?

Unit 2

SOCIAL NORMS: BREAKING THE CODE

In this unit students explore the following questions:

- What is deviant behaviour?
- What is moral panic and how does it affect deviant behaviour?
- What is the meaning and process of labelling?
- What is crime and what forms does it take?
- What factors lead people to commit crimes?
- What are the methods and aims of punishment?

Unit 4

COMMUNITY, SOCIAL MOVEMENTS AND SOCIAL CHANGE

In this unit students explore the following questions:

- How has the concept of community changed over time?
- What is the impact of ICT on communities?
- How do individuals experience community?
- What is the nature of social movements and social change?
- What is the nature of environmental movements?
- How is power exercised by social movements?



VCE Studio Arts

Unit 1

Unit 1 focuses on using sources of inspiration and ideas to form the basis for artworks in Unit 2. Students engage in the process of exploration, experimenting with a wide range of materials and techniques as tools for translating their ideas, observations and experiences into visual form. Students also explore the ways in which artists from different times and cultures have interpreted sources of inspiration and used materials and techniques in the production of artworks.

Unit 3

In Unit 3, students develop a work brief to define an area of exploration, applying a design process to explore and develop their ideas to produce a range of potential solutions. The unit also explores professional art practices in relation to particular art form(s) and the development of distinctive styles in artworks. Students investigate various artists and artworks from different times and cultures in order to determine artists' influences, aesthetics in artworks as well as art making practices.

Unit 2

Unit 2 focuses on establishing a design process to be utilized by students in order to produce a selection of finished artworks. Students will learn about the ideas and issues that may arise when artists' work is used to make new artworks; this will include appropriation, copyright, artists' moral rights and ethical considerations. Students also develop skills in visual analysis, in which artworks from different times and cultures are analysed to aid students understanding of artists' ideas, sources of inspiration, creation of aesthetic qualities and identifiable styles.

Unit 4

Unit 4 focuses on the production of a cohesive folio of finished artworks. In developing this folio, students present visual and written documentation explaining how potential solutions generated in Unit 3 will be used to produce a cohesive folio of finished artworks in Unit 4. This unit also explores aspects of artists' involvement in the current art industry, focusing on the role of galleries and the methods and considerations involved in the preparation, presentation and conservation of artworks.

Studio Arts is the most rewarding subject but only if you're willing to put in the time and effort. Although it is a time consuming it is a great way to understand more about yourself and your creativity. I am proud of my visual diary and my finished artwork looked amazing.

*I enjoy studio arts because its a way for to be close to art, I've always loved to draw and its a good way for me express myself. Its an opportunity for me to say something without having to talk.
Helena, YR 11 Studio Arts.*

*"If you could say it in words – there would be no reason to paint." E.Hopper
Immerse yourself in the study of art, artists and the art industry. Explore your creativity and self-expression and learn how art has helped us*

Further Information about Studio Arts

If you enjoy or are good at Art, Studio Arts can be a way of increasing your VCE outcomes to your best potential. Studio Arts can build your critical and creative thinking skills which will also strengthen your approach to other VCE subjects.

Possible career pathways:

Practicing Artist, Commercial Artist, Courtroom Artist, Tattoo artist, Printmaker, Art Therapist, Gallery Curator, Art Conservation, Art Historian, Art Publicist, Exhibition Design, Animation, Illustration, Set Design, Special effects make up, and the list continues.

VCE Theatre Studies

Unit 1

PRE-MODERN THEATRE STYLES AND CONVENTIONS

This unit will focus on:

- Exploring scripts from the pre-modern era of theatre, works prior to 1920.
- Applying acting and other stagecraft in interpreting/presenting plays from pre-modern eras
- Analysis of a professional performance from a pre modern era.

Unit 2

MODERN THEATRE STYLES AND CONVENTIONS

This unit will focus on:

- Investigating the influences of theatrical styles from the modern era.
- Application of stagecraft and evaluating its impact on audiences when interpreting plays.
- Analysis and evaluation of a professional performance from the modern era.

Unit 3

PRODUCING THEATRE

This unit will focus on:

- Interpreting a script through planning, development and presentation.
- Researching and documenting ideas for creative interpretation.
- Apply stagecraft skills to add meaning to the script interpretation
- Attend a professional performance, analyse and evaluate its interpretation from the text.

Unit 4

PRESENTING AND INTERPRETATION

This unit will focus on:

- Developing a theatrical brief that presents an interpretation of a scene and the monologue in that scene either focusing on Acting and Directing or two other areas of Stagecraft.
- Describing, documenting and justifying a creative interpretation.
- Analysing and evaluating the acting in a production selected from the prescribed playlist.

"Theatre Studies is the only course that gave value to self-reflection and self-evaluation. With the freedom to think creatively, I wasn't taught what to think, but how to think."

"As you study Theatre Studies, you will be involved physically, intellectually, and emotionally, in a variety of situations that enable you to understand yourself and empathize with others. Theatre is finally about learning, acquiring, and developing the life skills you need, both personally and professionally. It is a package that will prepare you for your future – whatever it may be, and wherever it may lie."

Further Information about Theatre Studies

To gain entry into unit 1 and 2 Theatre Students you need to have completed a minimum of year 9 Drama. To gain entry into unit 3 and 4 you need to have completed either; year 10 drama or Unit 1 and 2 Theatre Studies. You need to be aware that there will be costs associated with going to the theatre to see the prescribed performances and it is compulsory to attend these. You also need to be aware and committed to attending and participating in rehearsals, outside of classtime, in preparation for ensemble performances.

VCE Visual Communication and Design

Unit 1

Technical and observational drawing.
Design Elements and Principles.

Students are taught all of the technical drawing conventions used in Visual Communication Design, and build a folio of these drawings according to a very specific design brief. Students are also required to analyse each of these drawing styles, identifying their purpose, context, and possible target audiences.

Unit 2

Application of technical drawings and typography.
Design analysis and practice

Students work according to a design brief in order to generate a third angle orthogonal drawing, and a piece of communication design with emphasis on typography. They will learn to unpack a design brief and its requirements, and understand the importance of creating work for a specific audience, purposes, and contexts. Classes are run in a studio-style environment, where students are expected to be self-motivated, and become independent, competent workers and designers.

Unit 3

Design and analysis in context.
Professional practice
Creating a Design Brief
Exploration and generation of ideas.

Students learn about design as a professional practice, and how visual communication takes the journey from brief to final product. Students engage in the work of Emma Rickards, and her design process with client Caroline Hyett, and are shown clear visual examples of each process involved in her creative journey.

Students create a design brief for a mock-up client and spend the rest of the unit generating a developmental folio of research, brainstorming, and development of two very specific design ideas. This folio is submitted for assessment at the end of the semester.

Unit 4

Refinement of design ideas.
Final presentation.
Pitching design ideas to an audience.

Students enter the refinement stages of creating their mock-up visual communication and spend a third of the unit putting the final touches on their design ideas. They are to create their final presentations, ready for assessment, and pitch their communication to an audience – demonstrating their knowledge of their client's needs, and presenting their design process through their folios.

"Studying VCD is helping me to become more aware of the visual world around me, and how important it is to pay attention to things like advertisements, buildings, posters, commercials, furniture, and other products."

"I consider Viscom one of my most important subjects. It is relevant in all my subject areas, and has taught me a lot about context, visual purpose, attention to detail, model making, and design procedures and processes."

"VCD allows me to put my personal interests of robotics and computer gaming into my learning. I am able to build up on my computer skills while learning about the specific purposes and decisions behind visual communication."

Further Information about Visual Communication and Design

Students need to have studied year 9 and 10 VCD prior to this so they come into the VCE years with a broad pre-existing knowledge of Visual Communication Design curriculum, terminology, practice and expectations

VCE Extended Investigation

To enrol, you should:

- have good executive functions and be able to manage your own time
- be interested in completing a 5th or 6th VCE subject
- have an interest in English, humanities or biology
- approach DAR or AUS to discuss your potential research ideas

Unit 3

Design a research question to explore a topic you are passionate about. Develop a plan, establish a timeline and learn the conventions academic writing. Enhance your critical thinking and cognitive abilities.

Unit 4

Maintain an investigative journal and write a 4000 word mini-thesis to complete your investigation. Defend your findings to a non-specialist audience. Congratulations, you're now an academic!



VET Information, Digital Media and Technology

Certificate III in Information, Digital Media and Technology

Course Code ICT30115

This provides the skills and knowledge for an individual to be competent in a wide range of general information and communications technology (ICT) technical functions and to achieve a degree of self-sufficiency as an advanced ICT user.

NOTE: THIS IS A TWO YEAR PROGRAM RUN ON A WEDNESDAY

Units 1 & 2

- Participate effectively in WHS communication and consultation process
- Work and communicate effectively in an ICT environment
- Run standard diagnostic tests
- Operate application software packages
- Produce digital images for web
- Use social media tools for collaboration and engagement
- Care for computer hardware

Units 3 & 4

- Create user documentation
- Install and optimize operating system software
- Install, configure and secure a small office or home office network
- Maintain equipment and software
- Provide ICT advice to clients
- Build simple websites using commercial programs

Credit in the VCE

Program 2: Students who complete ICT30115 Certificate III in Information, Digital Media and Technology will be eligible for up to four units of credit at Units 1 and 2 level and a Units 3 and 4 sequence.

ATAR Contribution

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of Program 2: Certificate III in Information, Digital Media and Technology must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR.

Scored Assessment

For Program 2: ICT30115 Certificate III in Information, Digital Media and Technology, scored assessment consists of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score.

Loved the course - I was able to use my imagination to design and create the animations I wanted to and to make them move and dance.

There are additional costs associated with many VET courses. Costs will be provided prior to enrolment.

Students wishing to receive a study score for VCE VET Information, Digital Media and Technology must undertake scored assessment. This consists of three coursework tasks, and an end of year examination.

Completion of Certificate III in Music prepares students for work in the music industry in areas such as performance, critical listening, music management and music promotions.

Note: The Units 3 and 4 sequences of VCE VET Music are not designed as stand-alone studies. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2.

VET Music

Certificate III In Music Industry

Course Code CUA30915

Certificate III in Music provides students with the opportunity to apply a broad range of knowledge and skills in varied work contexts in the music industry. This course provides students with music industry knowledge, practical knowledge of copyright and how to follow health, safety and security procedures important to the music industry.

NOTE: THIS IS A TWO YEAR PROGRAM WHICH CAN BE INTEGRATED WITHIN THE NORMAL SCHOOL TIMETABLE

IN 2019 UNITS 3 & 4 WILL BE OFFERED

2020: Units 1 & 2

- Implement copyright arrangements
- Work effectively in the music industry
- Follow occupational health and safety procedures
- Apply knowledge of style and genre to music industry practice

Credit in the VCE Program 2: Students who complete CUA30915

Certificate III in Music Industry will be eligible for up to three units of credit towards their VCE: two credits at Units 1 and 2, and a Units 3 and 4 sequence.

2019: Units 3 & 4

- Develop technical skills in Performance
- Prepare for Performances
- Develop Improvisational Skills
- Develop and Maintain stagecraft Skills
- Record and mix a basic music demo
- Perform music as part of a group

ATAR Contribution

Students wishing to receive an ATAR contribution for either of the Units 3 and 4 sequences from VCE VET Music must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Where a student elects not to receive a study score for VCE VET Music, no contribution to the ATAR will be available.

Scored Assessment

For Program 2: CUA30915 Certificate III in Music Industry, scored assessment consists of three coursework tasks, worth 50% of the overall study score and an end of year performance examination, worth 50% of the overall study score.

VCE VET Health

Certificate III in Health Services Assistance Course Code HLT33115

VCE/VET Health is designed to educate and engage students in the health services industry and act as a platform for employment for further study upon completion. The course is designed to enable students to have hands on real life experiences in fields directly related to employment in Australia. This course also provides students with medical related skills and knowledge and may appeal to those who are interested in pursuing higher education pathways in medical related fields.

NOTE: THIS IS A TWO YEAR PROGRAM WHICH WILL BE INTEGRATED WITHIN THE NORMAL SCHOOL TIMETABLE

*Gain a
Nationally
Recognised
Qualification
that can assist in
the future to
work as:*

- *Nurses
- *Ward Attendants
- *Theatre

*Pursue higher
education
pathways in fields
such as:*

- *Doctors
- *Physiotherapists
- *Dieticians
- *Pathologists
- *Pharmacists
- *Health Sciences

2019: Units 1 & 2

An in depth look at the Australian health care system
Interpreting and applying medical terminology
Healthy body systems
Assisting with movement
Responding to behaviours of concern
Infection prevention and control
Communicating with clients
Maintaining a high service of care

Credit in the VCE Program 2: Students will gain a statement of attainment toward the completion HLT33115 Certificate III in Health Services Assistance will be eligible for up to one unit of credit towards their VCE at Units 1 and 2 level and minimum of three units at unit 3 and 4 level.

a

ATAR Contribution

Students who receive a Units 3 and 4 sequence for VCE VET Health will be eligible for an increment towards their ATAR (10% of the average of the primary four scaled studies)

Scored Assessment

To be eligible for a study score students must satisfactorily achieve all the units of competency designated at the scored Unit 3 and 4 sequence and undertake a written examination on the compulsory units of competency in the Units 3 and 4 sequence.

*Great course.
Sport and Rec
has given me the
confidence to
work with and
instruct others.
Bianca*

*This course
gave me the
skills and ability
to work
confidently in
the fitness
area.
Blake*

VET Sport and Recreation

Certificate III in Sport and Recreation

Course Code SIS30115

Certificate III in Sport and Recreation provides students with the opportunity to acquire and develop the skills, knowledge and confidence to work in the areas of sport and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through the units of competency undertaken in the selected program.

NOTE: THIS IS A TWO YEAR PROGRAM WHICH CAN BE INTEGRATED WITHIN THE NORMAL SCHOOL TIMETABLE

2019: Units 1 & 2

Organise and complete daily work activities
Provide first aid
Assist in preparing and conducting sport & recreation sessions
Follow work health and safety policies
Prepare a pre or post event meal
Work effectively in sport, fitness and recreation environments

2020: Units 3 & 4

- Organise work priorities and development
- Use social media tools for collaboration and engagement
- Maintain sport, fitness and recreation activities
- Conduct basic warm-up and cool down programs
- Conduct non-instructional sport and recreation sessions
- Respond to emergency situations

Credit in the VCE

Program 2: Students who complete SIS20115 Certificate II in Sport and Recreation will be eligible for up to three units of credit towards their VCE at Units 1 and 2 level.

ATAR Contribution

Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence must undertake scored assessment for the purposes of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Scored Assessment

For Program 2: SIS30115 Certificate III in Sport and Recreation, scored assessment consists of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score.

VET Business

Certificate III in Business (partial completion)

Course Code BSB30115

This course is an entry level qualification which provides students with the knowledge and skills to enhance their employment prospects in a business or office environment. The certificate provides an understanding of business fundamentals within the Australian context and will assist students to gain employment opportunities in an entry level administrative or customer service role.

NOTE: THIS IS A TWO YEAR PROGRAM WHICH CAN BE INTEGRATED WITHIN THE NORMAL SCHOOL TIMETABLE

2019: Units 1 & 2

- Deliver and monitor a service to customers
- Organise workplace information
- Design and produce business documents
- Recommend products and services
- Organise personal work priorities and development
- Apply knowledge of WHS legislation in the workplace

2020: Units 3 & 4

- Maintain business resources
- Process customer complaints
- Work effectively with diversity
- Maintain financial records
- Contribute to effective workplace relationships
- Support operational plan
- Provide workplace information and resourcing plans

Credit in the VCE
Students who complete BSB30115 Certificate III in Business (partial completion) will be eligible for up to four units of credit at Units 1 and 2 level and a Units 3 and 4 sequence.

ATAR Contribution
Students wishing to receive an ATAR contribution for the Units 3 and 4 sequence of Certificate III in Business (partial completion) must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR.

Scored Assessment

Program 2: BSB30115 Certificate III in Business (partial completion) scored assessment consists of three coursework tasks, worth 66% of the overall study score and an end of year examination, worth 34% of the overall study score.

This course really helped me learn about the basics of Business and how to apply them to my part time job

There are additional costs associated with many VET courses. Costs will be provided prior to enrolment.

Students wishing to receive a study score for VCE VET Business must undertake scored assessment. This consists of three coursework tasks, and an end of year examination.

Year 10 Assessment Tracker

TASK: Fill in the table below with accurate and honest responses. You can obtain your Semester 1 Results through your semester report on Xuno.

Semester One Results						
Subject	SAC 1	SAC 2	SAC 3	SAC 4	Exam	Attendance (%)
1. English						
2.						
3.						
4.						
5.						
6.						

Note: You do not need to include your Special Interest Program results.

Did I make any subjects changes in Year 10? Why?	
Overall, what I am most proud of so far in year 10 is...	
Overall, what I need to keep working on to improve is....	

Student Signature: _____ Date: _____

Parent Signature: _____ Date: _____

Year 10 into 11 Course Selection (all students to complete question 1 – 4)

First Name: _____

Last Name: _____ Home Group: _____

Student mobile: _____

Parent Contact number: _____

1. Are you eligible to study English as an Additional Language?
2. Were you in an accelerated subject in 2018?

Yes ☐ No ☐ (If unsure please see Ms Taylor or Ms Sandford)

Yes ☐ No ☐ If yes, which subject? _____ Unit result? S or N

Yes ☐ No ☐ If yes, which subject? _____ Unit result? S or N

Yes ☐ No ☐ If yes, which subject? _____ Unit result? S or N

3. Summary of your Career Investigation

Career Option	Prerequisite subjects required to be studied in VCE
1.	
2.	
3.	

4. Your chosen program (please circle)

VCAL (complete question 6, 7, 8, 9, 10, and 11)

Future Directions (complete question 5, 9, 11)

Career Focus VCE (complete question 5, 6, 7, 8, and 11)

VCE (complete question 5 and 11)

5. Write down your chosen subjects. (include your accelerated subject and your VET if applicable)

1	2	3	4	5	6	Other Preferences. If one of your chosen subjects doesn't run you will be placed in this subject
English / EAL						
Endorsed by teacher?	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A	YES NO N/A

NOTE: if undertaking a VET, fees will apply, and payment of these fees must occur before enrolment in the VET is confirmed.

6. Did you do work experience in Year 10? Yes ☐ No ☐ If yes, where did you do work experience? _____
7. What are the areas of employment, training or apprenticeship you would like to pursue when you complete school? -

8. Do you have any contacts that might host your workplace or do you currently have part time work in your area of interest? If yes please specify.

- 9.

Interview Time Arranged with Applied Learning Team: _____

10. A VCAL program is designed in a way that the following subjects are compulsory in order to successfully complete a VCAL Certificate at Foundation, Intermediate or Senior level. Once enrolled in a program, students will be notified of which level they will be assessed at based on their capabilities.

Write down your chosen subjects.

Year	1	2 (please circle)	3 (please include your VET choice)	4 (please include your workplace)	5 (please include your VCE choice)	6 (please circle)	7 Elective
11	Personal Development	Foundation Maths OR General Maths	VET _____	Structured Work Placement – Business name _____	VCE subject, (dependent on timetable)	Literacy OR English OR EAL	Students will be given a preference sheet once they are enrolled in a VCAL program.

If you have not included your workplace business name, explain why not.

REMINDER:

The VCAL Program has a fee of \$150 for each year

VETiS programs have a fee ranging from \$200-\$500. Full payment of \$150 is required by December 7 before confirmation of enrolment is made. If you wish to discuss this payment, please contact the Applied learning team on 9401 2599.

11. Both student and parent signatures must be completed and brought on the Course Counselling day.

Student signature: _____

Date: _____

Parent signature: _____

Date: _____

Course Counsellor signature: _____

Date: _____

Endorsements

Due to the higher academic demand of some subjects, students will only be accepted into these subjects with an endorsement from their current teacher. This teacher must be a teacher of the precursor subject e.g. current maths teacher can provide an endorsement for Maths Methods.

The subjects that require an endorsement are:

- Mathematics subjects
- Studio Arts
- Languages
- English Literature
- Physics
- Chemistry
- Physical Education.

Subject	Teacher endorsement (Y/N)	Teacher making the endorsement	If not endorsing, please list why	Average grade for SACs in this subject	Office Use AAS data Lit/Num

Please note that an endorsement is not guaranteed to provide access to a subject