

Senior Pathways Guide

2020

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Access this guide at:

www.mounterin.vic.edu.au



Mount Erin College Careers Room

Open Recess & Lunch

everyday or

by Appointment

Principal's Introduction

Welcome to the Senior Years of Schooling at Mount Erin College, where 'Learning is our priority'. Students are about to embark upon an exciting part of their educational journey. This is a time when individuals can start to map out a personalised direction for their studies. Our teachers are dedicated to supporting them through this process and developing opportunities and programs that are relevant, engaging and challenging.

This Senior Pathways Guide is an important reference as students make choices for their final years of secondary education, laying a foundation for future work or study. We encourage students, along with their parents/ guardians, to read through this guide and fully investigate all of the options. It is vital that students are aware of the pre-requisites needed for particular careers and courses they are interested in pursuing.

There are many choices to be made in developing the most appropriate course of studies for the future. Current Year 9 students will need to think about their pathways and their interests. We expect Year 9 students to plan a course for 2020 that is both interesting and challenging. It is expected that eligible students may include a VCE subject as part of their Year 10 Program.

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Current Year 10 students will choose a future pathway from a wide range of subjects offered as part of the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). They may also include Vocational Education and Training (VET) programs in their course. They need to plan their program of study carefully across both Year 11 and 12.

Read more inside cover...

For subject selection, the website is titled <https://spring.edval.education/login>. Your unique login for this website is shown here:



Principal's Introduction

Continued...

Students receive a great deal of advice and support through the iAspire Program to help them make informed choices. They will also have opportunities to review and revise their plans as they proceed through the senior years.

Some of the subjects and programs offered may be unfamiliar to students and parents/guardians. Students will have the opportunity to discuss courses and the experience of study with senior students during our Senior School Expo on 29th May. In Course Counselling sessions in June, each student with their parents/guardians, will be given an appointment time where they can speak to a counsellor and get advice on their subject selections. Members of the Course Counselling Team can be contacted if further assistance is required.

The most important thing is that students make informed decisions. They will need to do their own research, discuss their options and look ahead. It is important that students make choices that leave options open for career pathways at the end of their senior years.

This Senior School Course Handbook describes the academic program of the school. Other aspects of school life are also important. Achieving a balance between the academic, social, sporting, leadership and extra-curricular opportunities at the College is something to strive for. These key elements combine to maximize a student's potential and enrich their school life. At Mount Erin College, we expect students in the senior years to become active members within our school community.

We have tried to maintain a wide range of subject offerings, however as with all subjects, final decisions as to whether they proceed in 2020 will depend upon student numbers and staffing.

KAREN LEE

COLLEGE PRINCIPAL

Meet the Senior Pathways Team

The following people will be available throughout the Pathways Counselling and Course Selection period and may be of assistance to you in determining your course for 2019:

Counselling Team:

Assistant Principal Senior School	Heather Worrall
Leading Teacher Senior Sub-School	Lyndal Yardas
Leading Teacher Teaching & Learning	Lisa Pizzol
Year 11 Coordinator	Jason Tickner
Year 10 Coordinator	Matt Baker

Program Consultants:

Careers Advisor	Chris Wood
Arts Academy	Felicity Smith
SEAL Program	Carolyn Scott
Sports Academy	Kieran Clutton
VCAL Leader	Lyndal Yardas
VET Coordinator	Caro Baring

Learning Domain Leaders:

Art	Melissa Andrews
English	Melissa Charalambous
Health & PE	Jarrold Main
Humanities	Jackie Melling
LOTE	Jodie Linz
Maths	Diane Farrell
Science	Kylie Dwyer
Technology	Janice Townsend

Where to find additional assistance?

Students should visit the Careers Office and make an appointment to talk with Chris Wood, our Careers Adviser, particularly if they are unsure of their career directions. Students should also talk to subject teachers about the subjects they are considering for selection.

Other resources which may be of assistance to students when choosing subjects include:

- ⇒ VTAC Guide 2020 – available on line via the VTAC Website: www.vtac.edu.au
- ⇒ VICTER 2019 available in Careers and published in both the "Herald Sun" and "The Age" in July
- ⇒ University and TAFE websites

The Subject Selection Process

Students should carefully read through the **Senior Pathways Guide** with parent/guardian(s) and seek assistance from teachers. All students are expected to participate in the subject selection and course counselling processes to ensure they access all information and make informed decisions. Students are supported in their decision-making by a counsellor. Counsellors will use data, including NAPLAN/On-Demand/AGAT test results and reports such as college Data Snapshots and Learning Tasks, as well as subject teacher recommendations to assist students to make appropriate pathway choices.

The process includes students making a pre-selection of subjects so that the college can configure some timetable possibilities, attendance at a course counselling appointment to discuss your selections and make any adjustments, and then put in the final selection, print and sign to accept the subjects and payments associated with them. Once this is complete, confirmation of 2020 courses and payment information will be communicated.

Please see the back cover for reminders about important dates.

VISIT OUR NEW CAREERS WEBSITE: <https://www.mounterincareers.com/>



Critical Dates for Subject Selection

Year 9 into 10 Course Counselling—Tuesday , 18th June 2019

Course counselling is designed specifically for students and parents to explore the options and seek advice to identify the best possible learning program. Course counselling appointments are available to book on Compass in the Conferences (formerly PST interviews) section. Appointments are with an experienced course counsellor and will be for 15 minutes each between 8.30am and 6.15pm.

Please note that normal Year 9 classes WILL run on this day. All students are expected to attend course counselling and will be allowed to leave class for their scheduled appointment. This can be with or without a parent/guardian.

If ,after your appointment ,you require more assistance, please feel free to make a longer appointment with the Careers Advisor or VET Coordinator.

VCAL INTERVIEWS

The VCAL program at Mount Erin College requires students to be independent learners and have a clear pathway for their future. Students need to enrol in a VET course and participate in a Structured Work Placement program every week. Students will need to demonstrate a commitment to the VCAL program via an interview. Only the successful candidates will be accepted into the program. All prospective VCAL students must be a current student at Mount Erin College.

Interviews will be scheduled soon.

Year 10 into 11 Course Counselling Tuesday 11th June 2019

Course counselling is designed specifically for students and parents to explore the options and seek advice to identify the best possible learning program. Course counselling appointments are available to book on Compass in the Conferences (formerly PST interviews) section. Appointments are with an experienced course counsellor and will be for 15 minutes each between 8.30am-6.15pm.

Please note that normal Year 10 classes WILL run on this day. All students are expected to attend course counselling and will be allowed to leave class for their scheduled appointment. This can be with or without a parent/guardian.

If after your appointment you require more assistance, please feel free to make a longer appointment with the Careers Advisor or VET Coordinator .

SENIOR SCHOOL EXPO

Wednesday,
29th May 2019

This is an opportunity for students and parents to understand the breadth of the curriculum and programs on offer. Subject teachers will be available to answer questions and provide information. See Page 7.

SUBJECT PRE-SELECTION OPENS

Thursday,
30th May 2019

During Term 2, students in Years 9, 10 and 11 2019 will go online to indicate the subjects that they would like to study in 2020. This is an expression of interest only and will be used to create our Senior Blocking. The College reserves the right to amend the subjects that are offered based on student numbers and teacher availability.

FINAL SUBJECT PRE-SELECTION CLOSES

Thursday,
6th June 2019

After this date the Senior Blocking process will be completed based on student pre selection information.

Student Pathways through the Senior School

YEAR 10: In Year 10, students study a range of CORE subjects and Electives and may accelerate to undertake a VCE level subject.

VCE: In Year 11, students study six VCE subjects and in Year 12, students study five VCE subjects. In both Year 11 and Year 12 students may undertake a combination of Unit 1/2 and Unit 3/4 courses.

VET in VCE: The first year of a scored VET program counts as a Unit 1/2 subject and the second year of a VET program counts as a Unit 3/4 study.

Enhanced VCE (University): A student who has taken a Unit 3/4 subject in Year 11 may apply to undertake a Higher Education subject as one of their 5 subjects at Year 12. Only students who have done very well in the Unit 3/4 subject have this option.

VET in VCAL: This counts as 2 work related units within the VCAL program.

Integrated School Based Apprenticeship and Traineeship: Students may combine their program with a part-time apprenticeship undertaken during school time.

FLOW CHART OF PATHWAYS

To view a detailed flow chart of the Senior School Pathways offered through Mount Erin College, [please see Page 16.](#)

Senior School Course Selection - Accelerated Studies

It is possible for students to accelerate in certain VCE studies. This process requires staff to nominate students whom they believe are capable of acceleration. Students will then be invited to accelerate in a VCE subject. Some students may be given a range of subject options to select from, however, most students will only be allowed to accelerate in one subject. Students are not required to do anything except select an Accelerated Study in the online subject selection. This will be discussed at Course Counselling where the teacher recommendation will be relevant.

Policy on Accelerating Students in VCE Studies: Rationale

There are many benefits of accelerating students into VCE subjects early, but it is also important to recognise the need to balance these benefits with the “risks”.

Some benefits to student VCE outcomes include:

- Having a 6th Unit 3 and 4 subject to include in your ATAR score.
- Having the experience of one a year early, rather than stepping straight into a full VCE program.
- Experiencing a higher degree of challenge – the pace of the work, the rigorous requirements for presentation and meeting deadlines.
- The experience of SACs and external examinations.
- The opportunity to apply for Higher Education Studies at Year 12 – SEAL students with outstanding outcomes are particularly encouraged to consider this possibility.

Some risks to student VCE outcomes include:

- Having insufficient maturity for the intellectual demands of a VCE course
- Not being emotionally ready for the stresses and pressures of VCE subjects
- Putting too much weight on VCE study to the detriment of Year 10 subjects and outcomes - or on Year 11 subjects if accelerating into Units 3 and 4
- Achieving a lower score than is possible with another year of learning and experience – and so defeating the purpose of an Accelerated study.

Eligibility for Accelerated studies

Students will have received an invitation to accelerate in particular subject areas from the Senior Pathways Team. The Pathways Counselling Team will gather data and assessment on all students entering the Senior school program and will then make recommendations on students it deems to be ready to take either Units 1 and 2 in Year 10 or, Units 3 and 4 in Year 11.

The Counselling team will consider evidence from a range of sources before it invites students to take a single Accelerated Unit of study. These will include:

- Subject Teacher and Domain detailed recommendations.
- Formal reports that demonstrate high levels of achievement in all relevant subjects.
- Strong NAPLAN (Year 9) and/or Year 10 testing results.
- Evidence of student's pathway/further studies goals.
- A history of a reasonable level of maturity and organisation with their Academic studies; for example, the student should not have been put on Redemption classes for non-completion of work.
- A statement from a parent or guardian that demonstrates support for the student's aspiration for an Accelerated study.

Notes:

1. Progression from accelerated Units 1 and 2 to Units 3 and 4 subject is not automatic. Students are required to achieve a very good outcome in Unit 1 and 2; for example a student would need to provide evidence that she/he has submitted all assessment items for Units 1 and 2 by the due dates; has achieved a grade at least in the 'proficient' (or equivalent) range for assessment items; has a statement of support from her/his subject teacher expressing confidence that the student has the potential to achieve a very good outcome in Units 3 and 4 within a Year 11 program and provides supporting data for the recommendation.

2. Year 10 Students who are wishing to accelerate into a Year 11 subject will be advised not to undertake acceleration in a subject that is one of their Pre-requisites for Tertiary level courses. The exception to this is will be those students who are recommended to take Units 1 and 2 of General Maths. The subjects that students wish to continue with in University should be undertaken at Year 12 only to ensure that they maximise the students' opportunity to achieve their highest marks.

4. Year 10 Students who are wishing to accelerate into a Year 11 subject must, along with their parents/guardian, agree to do **FIVE** subjects in Year 12.

STUDENT REFLECTION

Acceleration in a VCE study

"It was a difficult decision to make, whether or not to take a Unit 1&2 subject when I was in Year 10. However, Law is an area I have been passionate about all of my life and have researched it whenever I can. Choosing to undertake Legal Studies as an accelerated study meant a lot to me. It kept me motivated through Year 10 knowing that I was working towards my future career and completing a subject that I really care about doing well in. I was able to spend more time focusing on this one subject and then completing one of my Unit 3&4 sequences in Year 11. It means I will finish VCE with 6 subjects which gives me the best possible chance of a high ATAR."

Subject Costs and Payment

Year 10 CORE Subjects 2020

Please note: Year 10 CORE subjects costs are Full year.

English	\$20.00
English Enhancement	\$20.00
Humanities	\$30.00
Humanities Enhancement	\$30.00
Mathematics	\$30.00****
Mathematics Enhancement	\$20.00
Science	\$50.00****
Science Enhancement	\$50.00****
I Aspire	Nil

Year 10 ELECTIVE Subjects 2020

Please note: Year 10 Elective subjects costs are Semester only.

Accounting	\$30.00
Business Management	\$30.00
Civics and Commerce	\$30.00
Digital Photography	\$55.00
Drama and Theatre	\$20.00*
Drawing and Illustration II	\$15.00
Female Writers in Literature	\$25.00
Food and Culture	\$110.00
Food by Design	\$110.00
General Art	\$50.00
Geography	\$30.00
Health & PE—Advanced PE	\$50.00**
Health & PE—Advanced Health & HD	\$50.00**
Health & PE—Women in Sport	\$110.00**
Health & PE—Men in Sport	\$110.00
Health & PE—Leisure & Recreation	\$70.00*
History	\$30.00
Indonesian	\$65.00****
Introduction to Literature	\$25.00
Legal Studies	\$30.00
Media Studies	\$50.00
Music	\$20.00
Product Design & Technology	\$95.00
Sociology	\$30.00
Systems Engineering/ Electrotechnology	\$120.00
Visual Communication	\$50.00
Woodwork	\$95.00

*This cost includes an excursion.

**This subject does not have a textbook.

***This subject includes Education Perfect.

****This subject includes an online program

VCE Subjects 2020

Please note: VCE subjects costs are Full year.

Accounting Unit 1&2	\$20.00
Accounting Unit 3&4	\$25.00
Art Unit 1&2 or 3&4	\$80.00
Business Management Unit 1&2	\$20.00
Business Management Unit 3&4	\$25.00
Biology Unit 1&2	\$60.00
Biology Unit 3&4	\$65.00
Chemistry Unit 1&2	\$60.00
Chemistry Unit 3&4	\$65.00
Drama Unit 1&2	\$40.00
English 1&2	\$20.00
English 3&4	\$20.00
English Foundation 1&2	\$20.00
Food Studies Unit 1&2or 3&4	\$200.00
Geography Unit 1&2	\$25.00
Health & Human Development Units 1&2	\$20.00
Health & Human Development Units 3&4	\$20.00
History—Twentieth Century Units 1&2	\$20.00
History—Australian History Units 3&4	\$25.00
Indonesian Units 1&2 or 3&4	\$70.00
Literature Units 1&2	\$20.00
Legal Studies Units 1&2	\$20.00
Legal Studies Units 3&4	\$25.00
Maths Foundation 1&2	\$20.00
Maths General 1&2	\$20.00
Maths Methods 1&2 or 3&4	\$20.00
Maths Specialist 1&2 or 3&4	\$20.00
Maths Further 3&4	\$20.00
Media Units 1&2	\$80.00
Media Units 3&4	\$80.00
Music Investigation Units 3&4	\$60.00
Music Performance Units 1&2	\$60.00
Music Performance Units 3&4	\$60.00
Physical Education Units 1&2	\$40.00
Physical Education Units 3&4	\$40.00
Physics Units 1&2	\$50.00
Physics Units 3&4	\$55.00
Product Design & Technology Units 1&2	\$220.00
Product Design & Technology Units 3&4	\$230.00
Psychology Units 1&2	\$40.00
Psychology Units 3&4	\$45.00
Sociology Units 1&2	\$20.00
Sociology Units 3&4	\$25.00
Studio Arts Units 1&2 or 3&4	\$100.00
Systems Engineering Units 1&2	\$120.00
Systems Engineering Units 3&4	\$130.00
Visual Communication Units 1&2 or 3&4	\$70.00

Payments

All subject costs form part of the 'Essential Education Items' and are a requirement of enrolment at Mount Erin College as requested by the **College Board**.

Payment of the 'Essential Education Items' charge is vital. These charges relate directly to materials every student uses in the course of their day to day learning. The school relies on these payments to ensure we are able to fund the many educational programs on offer.

Payments for all subjects must be made by **Friday 15th November 2019** ready for Early Commencement which begins in the last week of November. This will ensure your student is confirmed in their allocated subjects.

If you are unable to pay your 'Essential Education Items' charge in full by the due date, a payment plan must be arranged and the first payment commenced by this date. This can be arranged with the Business Manager.

EDROLO

Edrolo is an online tutorial program that is embedded across the curriculum for some Unit 1 and 2 and 3 and 4 VCE subjects. You will note Edrolo is not available for every subject.

It is compulsory for all students undertaking these subjects to have paid the cost for Edrolo charge (estimated at \$36.00 TBC) to enable access to the program.

At Mount Erin College we are committed to providing the best educational opportunities to our students. For the past four years we have been using Edrolo, a comprehensive educational online VCE resource, to assist students undertaking VCE subjects.

Edrolo provides students with an up to date engaging video lectures that cover areas of study and key concepts mapped out by VCAA (Victorian Curriculum and Assessment Authority). Students are able to study at their own pace, at any time and on any device. They are able to track their progress and identify strengths and weaknesses so they are well prepared for subject Outcomes, SAC's and Final exams.

Edrolo also provides a range of interactive quizzes that provide feedback on learning and also towards the end of year, practice exams with auto marking and comprehensive information on how to best answer the questions.

EDROLO

Based on the 2019 curriculum offerings, the following subjects had Edrolo and may potentially require students to purchase Edrolo for 2020. Subjects and costs will be confirmed and communicated at a later date. Please note some subjects also require an online Edrolo textbook.

BIOLOGY	Units 1&2	PHYSICAL EDUCATION	Units 1&2
BIOLOGY	Units 3&4	PHYSICAL EDUCATION	Units 3&4
BUSINESS MANAGEMENT	Units 1&2	PHYSICS	Units 1&2
BUSINESS MANAGEMENT	Units 3&4	PHYSICS	Units 3&4
CHEMISTRY	Units 1&2	PSYCHOLOGY	Units 1&2
CHEMISTRY	Units 3&4	PSYCHOLOGY	Units 3&4
ENGLISH	Units 3&4	STUDIO ARTS	Units 3&4
HEALTH & HUMAN DEVELOPMENT	Units 1&2	VISUAL COMMUNICATION AND DESIGN	Units 3&4
HEALTH & HUMAN DEVELOPMENT	Units 3&4		
LEGAL STUDIES	Units 1&2	For more information you can view the website: https://edrolo.com.au/	
LEGAL STUDIES	Units 3&4		

'Year 12 is a very stressful time and sometimes you miss what has been done in class. I have been able to access EDROLO on my phone and laptop and it is always valuable to help me learn. It is also very helpful to be able to use it as a revising tool prior to tests as it covers all appropriate content in an clear manner.'

Student Comment

THE 'I ASPIRE' PROGRAM

Supporting students transition into Senior School

During this time, staff support students to become independent learners who grow by taking responsibility for their own individual learning programs. The Growth Mindset concepts of accepting the ability to move forward in every aspect of learning and life is also promoted.

In classes, students develop a comprehensive, Personalised Pathways Plan (PPP) which ensures they are building knowledge of possible careers and developing the required skills for their chosen pathway. These plans are crafted by students with the guidance of a range of support material and help of the advisor teacher. Student Learning Plans are developed and reviewed and updated quarterly. Students are also supported to seek Work Experience opportunities to undertake in during the year.

ASPIRE

Year 10 CORE subjects

Students in Year 10 are required to study the following core subjects:

English
Mathematics
Science
Humanities
Health & PE
I ASPIRE Program

ENGLISH

\$20

Students will work towards the achievement of Level 10 Standards. They will produce, study and respond critically and/or creatively to spoken, written and visual texts created for a wide range of audiences and purpose. Their focus is on a close examination of the critical and socio-cultural dimensions of language. Students practice writing expressively about thoughts, feelings, opinions and ideas and write considered arguments to support their views. As the first year of Senior English, this subject also has a focus on preparing students for VCE English, therefore the course is structured with the units of study required in VCE.

ENGLISH ENHANCED

\$20

Students will work towards and beyond the achievement of Level 10 Standards. They will produce, study and respond critically and/or creatively to spoken, written and visual texts created for a wide range of audiences and purpose. Their focus is on a close examination of the critical and socio-cultural dimensions of language. Students practice writing expressively about thoughts, feelings, opinions and ideas and write considered arguments to support their views. As the first year of Senior English, this subject also has a focus on preparing students for VCE English, therefore the course is structured with the units of study required in VCE. This enhanced strand of English aims to extend and challenge high achievers. Based on student results, ability level and teacher recommendations, students will be offered an invitation to join this class.

SCIENCE

\$50

This course involves the study of science through the following units of work: Physics, Chemistry, Genetics, Evolution and Global Systems. Students will investigate movement and forces, chemical reactions, ionic and covalent bonding, genetics, natural selection and evolution, the greenhouse effect and global warming. Topics will be covered in depth and assessed to prepare students for future studies in Science. Each unit will be assessed with workbooks, projects and topic tests. Each semester students will also sit an exam based the work covered during that semester.

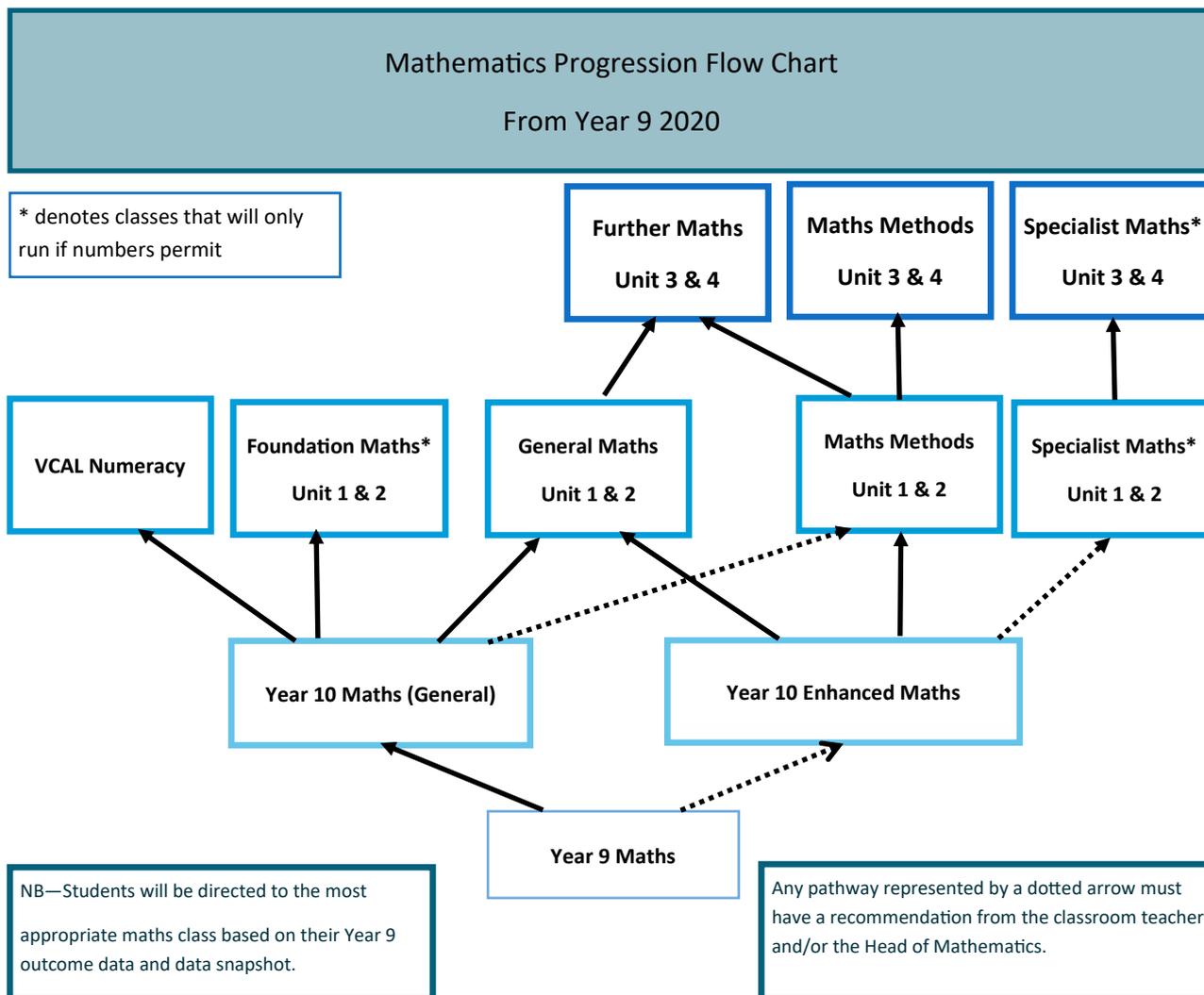
SCIENCE ENHANCED

\$50

The Enhanced Science program endeavours to broaden and deepen the Standard Science course. It is suitable for students with a keen interest in science whose aim is to study VCE Biology, Chemistry or Physics. Topics are explored with greater depth and breadth. Current learning is connected with local and global issues that students work collaboratively to solve. The Scientific method, particularly experimental design is a key focus area of study in this course. Topics covered include: Physics, Chemistry, Genetics, Evolution and Global Systems. Each unit will be assessed with workbooks, projects and topic tests. Each semester students will also sit an exam based on the work covered during that semester.

MATHEMATICS

Mathematics provides students with access to important mathematical ideas, knowledge and skills that they will draw on in their personal and work lives. Number, measurement and geometry, statistics and probability are common aspects of most people's mathematical experience in everyday personal, study and work situations. Equally important are the essential roles that algebra, functions and relations, logic, mathematical structure and working mathematically play in people's understanding of the natural and human worlds, and the interaction between them.



MATHEMATICS (General) \$30

The year 10 mathematics curriculum is designed to provide students with learning opportunities that support their educational and career pathways. Our aim is for students to progress to the highest level of mathematics they are capable of undertaking in their senior years of schooling. Students will be working towards Level 10 in this course. They will study Number and Algebra, Measurement and Geometry and Statistics and Probability. All students who do **not** do Enhanced Mathematics or VCAL will study General Mathematics. This subject cost includes the purchase of an online program.

ENHANCED MATHEMATICS \$20

Enhanced Mathematics is designed to challenge students who have a strong interest in mathematics and who want to study mathematics at the highest levels in VCE. There will be a strong emphasis on algebra, graphing, mathematical modelling and investigation. Students will be introduced to a variety of online and computer based mathematics software. Students will work towards achieving the Level 10A curriculum by the end of the year and successful students will be able to study Mathematical Methods and/or Specialist Mathematics in VCE. Alternatively, students may choose to follow a General Mathematics/Further Mathematics stream.

HUMANITIES CORE

\$30

The Humanities are a part of the program from Years 7 to 10 in which students learn to study History, Geography and Economics and Business and Civics and Citizenship. The aim is to develop students' understanding of local and global issues. The Humanities courses consist of four components. Students undertake all four components.

The **History** component focuses on Twentieth Century World and Australian History. Students learn about Australia's role in major world events such as the Depression, World War Two, its impacts and the ways in which war is commemorated.

The **Geography** component is based on understanding the interaction between natural systems and human activities through a study of areas which have been adversely affected by human activities, such as deforestation, land degradation, over-population and pollution. Students develop management plans to show their understanding of the complexity of the issues and the need for global solutions to global problems.

In the **Economics and Business** component, students will explore their role as producers, workers and consumers and recognise the impact of market forces. They will investigate the role of the government in managing the economy and use the indicators of development to analyse specific economic problems. Students will compare two different economies through independent research.

In the **Civics and Citizenship** component, students will explore the role of parliament and issues such as the Cronulla riots. Students will develop a deeper understanding of community issues and how to analyse images.

HUMANITIES ENHANCED

\$30

Students in the Enhanced Humanities class will follow the same course work but will be challenged through deeper enquiry and extension activities. They will need to bring their curiosity and enthusiasm as they explore the diversity of topics within this subject: Civics and Citizenship, Economics, Business, Geography and History.

Year 10 Humanities

*Students will study either Humanities CORE or Enhanced for One semester and then need to choose **at least one** of the following electives to study in the alternate semester. This can be either Accounting, Business Management, Civics & Commerce, Geography, History, Legal Studies or Sociology.*

SOCIOLOGY

\$30

Sociology will study the social behaviour of society, including its origins, development, organisation, networks, and institutions. It is a social science that uses various methods of empirical investigation and critical analysis to develop a body of knowledge about social order, disorder, and change. In this subject the students will be introduced to the key principles of the study of society. We will do this through beginning research both practical and theoretical and then observing and drawing conclusions that will hopefully help us to better understand ourselves and the world around us.

HISTORY

\$30

Turning points in History. The students will study five key moments in history when a major event occurred. They will consider the context of the event the change that its occurrence caused and the impact both then and now. Student will need to examine the time prior to the event as well as the event itself and its immediate aftermath. At the conclusion of the study the students will have to evaluate all the turning points they have studied and suggest which has had the largest impact. The events will be drawn from across history from the ancient to the modern world. Skills used will be source analysis, research, report and essay writing.



GEOGRAPHY

\$30

Students will be introduced to the main themes of Geography. Physical Geography – the study of landforms landscapes along with their creation and destruction. Environmental Geography- the study of the plants and animals that live in locations as well as the factors that influence where things chose to live. Human Geography where to people live why do they live there and how do they change the environment. This will be done via studies of both the local environment including fieldwork and the Geography of Sport.

BUSINESS MANAGEMENT

\$30

What is a business and how do they operate? How do companies do things? What does Pty and Ltd mean? This subject will introduce the ideas of business operation to the students. They will have to examine the needs and operations that companies have and meet, as well as developing a deeper understanding of the language of economics and its influence on their own lives. Students will look at examples of local, national and international businesses in order to do this comparing the challenges faced at each level of business.

LEGAL STUDIES

\$30

Legal Studies at Year 10 is an introduction to VCE Legal Studies. Through this course students will have the opportunity to explore the criminal justice system in Australia and Victoria. They will look at how our laws are made changed and applied. Students will participate in discussions on the nature of the legal system and why it is important to them. Included in this will be a study of the rights and responsibilities of young people under the law. Students will investigate the criminal justice system in action, with a particular focus on murder, sanctions, principles of justice, legal and non-legal rules. Students will learn about these concepts through participation in a mock trial, debating current issues, discussions around the death penalty and the use of this in other countries outside of Australia. Students will consider a key issue that is important to them and develop relevant proposals of how best to reduce or make a change to improve their issue in the community. The course will lead into VCE Legal Studies but is not a prerequisite.

ACCOUNTING

\$30

What is accounting? An introduction to the basics of accounting and the procedures as well as the legal and ethical implications of it. Students will be taught the basics of bookkeeping, including both single and double entry. There will also be a study of the importance of accounting in our society and the types of employment that require a working understanding of accounting. This will include discussions regarding tax returns personal budgeting and savings and investment.

CIVICS & COMMERCE

\$30

How does Australia work? What methods do we use to run our society? In this subject students will look into the methods that we use to make our laws and govern our society as well as elect our representatives. There will also be some research on how businesses operate and the rules and requirements for businesses to operate in Australia. We are also going to look at the stock market and banking systems to examine how they relate to the individual.

Year 10 Health & PE

*Students need to choose **at least one** of the following electives or select VCE Physical Education or VET Sport & Recreation. All year 10 PE subject costs have an excursion and Flexibook included.*

ADVANCED

\$50

PHYSICAL EDUCATION

This subject is geared towards preparing students who are specifically interested in following through to Physical Education as a VCE subject. It is a mostly theory based subject which will include some practical sessions per cycle. Students will explore the interrelationships between muscles and bones, look in depth at the physiological skill acquisition principles to understand their role in producing and refining movement, and through participation in sport, exercise and physical activity.

ADVANCED HEALTH &

HUMAN DEVELOPMENT \$50

This subject is designed to prepare students who are specifically interested in following through to Health and Human Development as a VCE subject. It is a mostly theory based subject which will include some practical sessions per cycle. The subject promotes the application of health literacy skills by looking closely at adulthood, and the development of Australia's youth, with a particular focus on the factors that impact upon youth health. There will be a focus on nutrition and the impact that it has on our health and lifestyle, as well as society.

MEN IN SPORT

\$110

In this elective students will study an equal amount of theory in Physical Education and Health to ensure skills, knowledge and experience are gained in both. This will include topics such as healthy eating and exercise, adolescent health issues, sexual health, respectful relationships and the media's portrayal of gender in sport. Students will have the opportunity to participate in a variety of activities that will be decided and chosen by

the student in consultation with the teacher to try and support regular participation in physical activity and healthy lifestyles. This may include recreational sports, team sports, or individual sports or fitness activities.

WOMEN IN SPORT \$110

In this elective students will study an equal amount of theory in Physical Education and Health to ensure skills, knowledge and experience are gained in both. This will include topics such as healthy eating and exercise, adolescent health issues, sexual health, respectful relationships and the media's portrayal of gender in sport. Students will have the opportunity to participate in a variety of activities that will be decided and chosen by the student in consultation with the teacher to try and support regular participation in physical activity and healthy lifestyles. This may include recreational sports, team sports, or individual sports or fitness activities.

LEISURE & RECREATION

\$70

This elective is suited more for the student that is interested in experiencing some fun, stress free leisure type activities without the competitive nature and physicality of traditional sports. Students will learn about the benefits of leading a well-balanced and healthy lifestyle, healthy eating and exercise, how physical activity can improve physical and mental wellness, as well as lowering stress and improving physical and emotional well-being. Participation in leisure or recreational activities may include Lawn Bowls; Croquet; Yoga; Ten-Pin Bowling; Golf; Finska; Bicycling; Walking/Running/Jogging; Frisbee or others in consultation with the students and teacher.



Year 10 Art Electives



GENERAL ART

\$50

In this subject students will adapt a variety of drawings and techniques, including some multi-media to create artworks, including printmaking, sculptures and various 2D images and use appropriate techniques to develop these art works. They will study various artists, methods of working in the above 2D and 3D areas and develop art works in a range of art elements, principles and concepts. Students will have the opportunity to study various printing, drawing and sculptural techniques, adapt these to their own art works and develop a variety of skills and appropriate selection in producing art works. They will describe ways in which current themes are in selected cultural and historical contexts. This subject is an excellent preparation for VCE Studio Arts or Art. Students may wish to consider taking VCE Studio Arts Unit 1/2 in Year 10.

DRAWING AND ILLUSTRATION II

\$15

Drawing and Illustration II offers students the opportunity to develop knowledge and skills in the production of artworks for a specific purpose and audience. Students will engage in drawing exercises to extend skills in drawing from life. They will identify the influences of other artists and express ideas and viewpoints in their artworks. They will develop an understanding of how artists communicate ideas and beliefs in artworks from different cultures, times and places.



VISUAL

COMMUNICATION \$50

Students will explore a variety of graphic techniques and learn the basic steps necessary for good design. They will produce some computer generated designs and be able to produce drawings using scale and equipment. Students will have the opportunity to learn through exploring techniques in rendering and use of colour and compile a record of research work. They will produce a folio of finished drawings and learn to use various aspects of computer graphics. This subject provides a sound basis for VCE Visual Communication and is helpful for many TAFE, apprenticeship and tertiary courses. The subject provides a sound basis for VCE Visual Communication Design. Students may wish to consider undertaking VCE VCD Units 1/2 in Year 10.

DID YOU KNOW?

All Electives offered in Year 10 lead onto a VCE subject to give you prior knowledge, skills and experience.

MEDIA

\$50

Students will be encouraged to use their own observations and experiences to generate ideas for their media work and experiment with ideas in different media forms. They will develop an understanding of how media is influenced by cultural and historical conditions, and how a media text is formed. Students will have the opportunity to learn about important concepts in media representations, film production, and advertising. They will use digital cameras and computer software applications to explore the production of different media forms, and analyse the use of media codes and conventions. This subject provides an introduction to VCE Media Studies. It helps to develop analytical skills important in English and Visual Arts/ Visual Communication. Students may wish to consider taking VCE Media Studies Unit 1/2 in Year 10.

DRAMA AND THEATRE

\$20

In this subject, students will focus on learning a range of theatre styles, and the elements that go into creating and staging performances. They will start to explore how Drama and Theatre responds to world and how it can be used to send a message, tell a story or make a difference. They will use existing and personally devised scripts to explore theatrical meaning, and develop their performance skills. This highly practical subject caters well to students who are physical learners and who want to build their team working and creative skills. If you enjoyed Drama in Year 7, 8 or 9, you should choose this subject. This subject cost includes an excursion.

MUSIC

\$20

This subject has no prerequisites. The course improves your musical skills and prepares you for VCE Music Performance and Music Investigation. It will focus on theory, music appreciation and solo/group performance skills. This subject can lead you to VCE Music Performance and Music Investigation.



DIGITAL PHOTOGRAPHY

\$55

Students will learn about photographic elements and principles of art, composition, and lighting. They will explore the history of photography, and learn about how DSLR cameras function and gain confidence shooting in both automatic and manual modes. Students will write and speak about aesthetic, technical and expressive qualities in a photograph, learning to critique their own and others work. Students learn photography shooting techniques and digital manipulation using Adobe Photoshop. They will undertake a number of folio tasks exploring themes such as surrealism, identity and narrative using their own creativity to shoot and alter digital images as well as critically analyse the use of visual media as a means of communication in our society. This subject is preparation for VCE level 1 and 2 Studio Art Photography, Art and Media and provides an introduction to the type of skills that would be required within the creative digital industry.

Year 10 Electives

INDONESIAN

\$65

The study of Indonesian at this level develops skills across a range of areas. Students' skills in listening, speaking, reading and writing are enhanced, in both English and Indonesian as a second language is learnt through the first. A host of other key skills are improved, including: problem solving, public speaking and memory skills. Students will also gain valuable knowledge about Indonesian culture by exploring a variety of texts while studying the following topics:

Term 1 – City and Village Life

Term 2 – Work and Aspirations

Term 3 – Let's Buy Clothes

Term 4 - Travelling in Indonesia

Students wanting to study VCE Indonesian must complete at least three out of four semesters in years 9 and 10. It is very much preferable for students to study all four semesters. As a result of government policy to encourage the study of languages, all students who successfully complete a LOTE receive up to 5 additional points on their scaled study score, however this adjustment varies according to the study score achieved. Some Universities (including Deakin, Swinburne, ACU and La Trobe) give additional consideration to students who have studied a Language, by applying bonus adjustments to their ATARs during the selection process.

The subject levy for Indonesian includes the cost of an online program, "Education Perfect", which is used in lieu of a textbook and Indonesian Week.



FEMALE WRITERS IN LITERATURE \$25

A literary study that focuses on the experience of women and the portrayal of women in literature. This unit of literature will incorporate fiction, nonfiction, drama or poetry to explore the feminist goals of defining, establishing and defending equal civil, political, economic and social rights for women. The unit will examine women's roles in relation to those of men – particularly in regards to status, privilege and power.

Students will study an array of texts and concepts that delve into the often looked over world our society currently exists within. As a result, students will be armed with the tools necessary to challenge current ideologies that are encountered on a daily basis, and bring awareness to the fight for equal rights.

INTRODUCTION TO LITERATURE

\$25

In Introduction to Literature students interested in exploring the rich fields of literary practice will have an opportunity to engage with a variety of genres and explore a range of text types – from poetry to novels, song lyrics, short stories and film. Students will be taken on a grand adventure in Literature through genre-based units, providing opportunities to consider such concepts as fantasy, gothic themes, the power of love and hate, friendship, heroism and villainy, and our quest for belonging and identity. The course will explore cherished Classics and Modern favourites and will allow students to consider how they fit into the wide world of the human experience conveyed through Literature. Students can elect to select this course across both semesters where they will engage with different texts and themes in each semester unit.

Introduction to Literature is an entry level Literature course that uses engaging texts and a genre-based model to allow students to consider the study of Literature as a VCE subject. The subject enhances students' understanding of texts and provides important analytical skills relevant to further VCE English studies.

Year 10 Technology Electives

WOODWORK \$95

Woodwork is an area of learning in which students gain knowledge of the design and creative process. The three steps of design (Investigating and Design, Producing and Analysing and Evaluating) are used when developing skills in the use of tools, both hand and power to manufacture wood models. This course is designed to enable students to also acquire a variety of skills in design considerations, hand tool skills, use of different wood materials and safe work habits. Throughout the classes the use of the book listed text book will assist with the written requirements of the course. This subject is preparation for further studies in woodwork and VCE Product Design and Technology and provides students with an introduction to skills required in Woodwork trades.

PRE-VCE SYSTEMS ENGINEERING/VET ELECTROTECHNOLOGY \$120

This is an introduction to different pathways in the Electrical and Electromechanical fields. This subject will allow students to experience aspects of the work undertaken in Cert II Electro technology (Career Start) and in VCE Systems Engineering. Using state of the art facilities, students will build the knowledge of electrical/mechanical systems from the ground up with a simulated work environment for this subject. Students will design and build a system that will incorporate automatic control. Students will also build knowledge on understanding workshop practices, electrical wiring, diagnostic testing, OHS and interpreting circuits.

FOOD BY DESIGN \$110

Students will prepare and present various foods that reflect our lifestyle. They will also look back at the history of food and how this has impacted upon modern food trends. Students will investigate the reasons for selecting foods and how these choices can affect the health of individuals and populations. They will look at how the food focus is moving to The Australian Guide to Healthy Eating. Students will have the opportunity to participate in weekly practical work reflecting the particular theme studied in lessons, develop skills in practical planning, preparation and presentation of various recipes. This subject is preparation for VCE Food Studies and provides an introduction to the type of skills and knowledge that would be required in further food studies and the hospitality industry. Year 10 students may wish to take Units 1&2 VCE Food Studies.



FOOD AND CULTURE

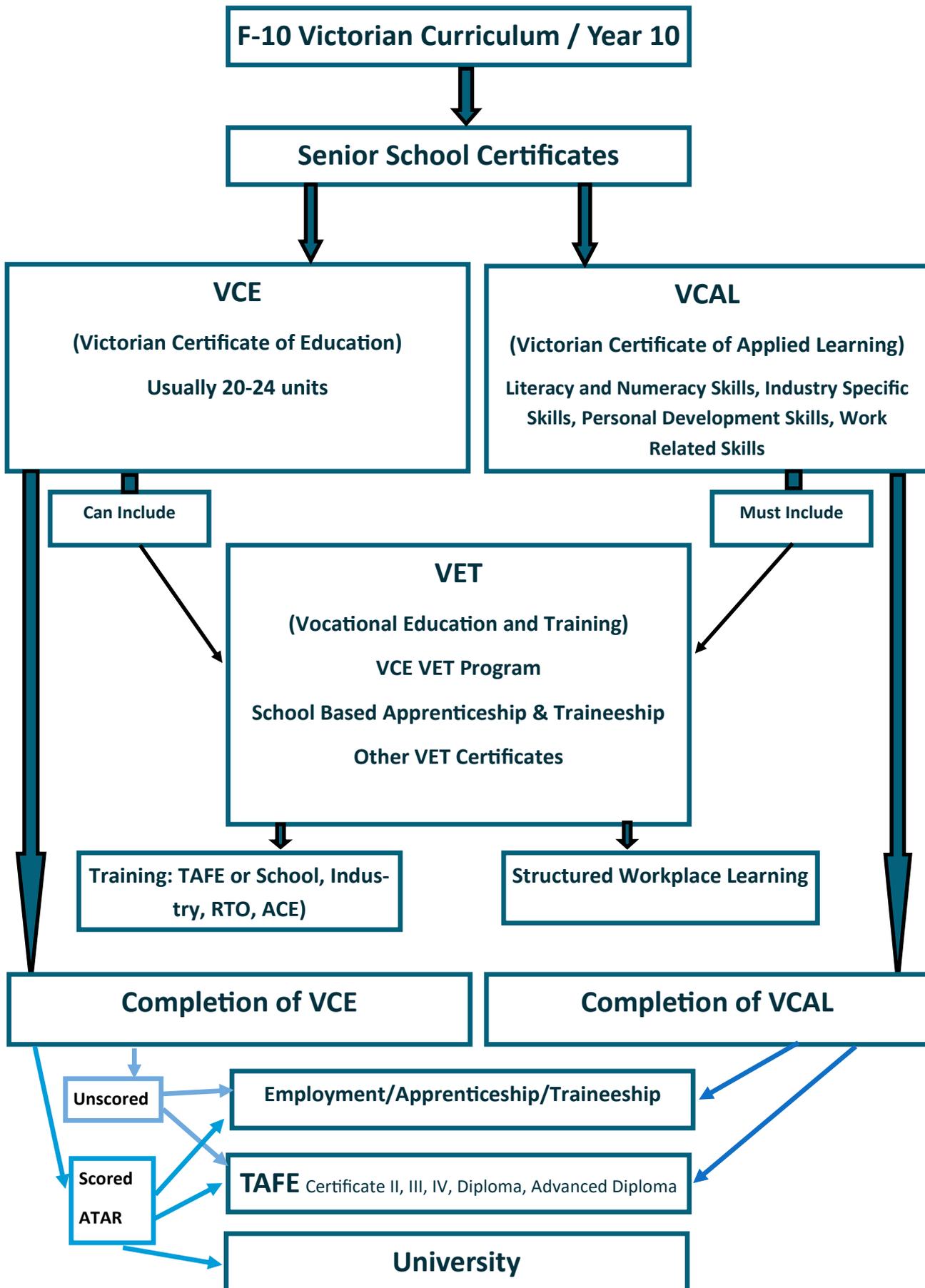
\$110

Students who successfully complete this subject will have a deeper understanding of various foods from faraway places and cultures, and how each culture has contributed to modern Australian food patterns. Students will learn how to cook new foods that can be nutritious and delicious and be able to present and eat the foods they prepare. Students also look at past and present foods of indigenous origins. Students will have the opportunity to complete weekly practical work reflecting the particular theme being studied, engage in practical planning, preparation and presentation of various recipes. This subject is preparation for VCE Food Studies and provides an introduction to the type of skills and knowledge that would be required in further food studies and the hospitality industry. Year 10 students may wish to take Units 1&2 VCE Food Studies.

PRODUCT DESIGN & TECHNOLOGY \$95

Designers play an important part in determining the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfil human needs and wants, with increased responsibility to think sustainably. Students develop an understanding of product design choices and skills to critically analyse existing products and to develop their own creative solutions. Students investigate design principles, undertake analysis of materials and techniques and develop and execute a design brief. Students choose to design and construct different models. The option of designing, constructing and testing a timber surfboard as the major project incurs an additional cost for materials. This subject is preparation for VCE studies in this area.

Senior School Pathways



The Victorian Certificate of Education (VCE)

The VCE is normally a two-year course of study. Over the two years most students will have undertaken 22 semester length units of study. However, many Year 10 students will undertake an additional VCE or VET study as well. These studies are credited to the student's VCE or VCAL. In 2019, students entering Year 11 VCE will undertake **six** subjects including English or Foundation English. Students entering Year 12 VCE in 2019 will undertake **five** unit 3 and 4 level subjects including English.

NOTE: For tertiary entrance, students must satisfactorily complete Unit 3 and Unit 4 English OR Unit 3 and 4 in Literature. Apart from English, all other subjects are elective.

Choosing Subjects

There are three golden rules to keep in mind when choosing a VCE program. These are:

- Choose subjects you enjoy and are interested in.
- Choose subjects you are good at as you are most likely to do well in these.
- Choose subjects which are prerequisites for tertiary courses you may be interested in undertaking after you leave school.

What is a Pre-requisite?

A prerequisite is a VCE subject that you must successfully complete in order to be eligible to apply for a particular University or TAFE course. If you haven't done a prerequisite subject then you cannot apply for the course.

To check for prerequisite subjects for tertiary courses that interest you, look in the relevant VICTER Guide (guides differ depending upon your year of Year 12 completion). These are available in the Careers Library. This year the Victorian Tertiary Admissions Centre (VTAC) will publish prerequisite information for current Year 10 students in The Age and Herald Sun in late-July. This information is also available from the VTAC website – www.vtac.edu.au.

NOTE: The following subjects have Unit 1&2 prerequisites: Chemistry, Physics, Indonesian, Mathematics and all VET studies.

Students **may not** select English or Literature Units 3&4 without having done at least one of Units 1 OR 2 in the relevant subject. Units 1and2 in these subjects can only be taken in Year 11.

Year 12 students will have first preference in Unit 3 and 4 studies and Year 11 students may miss a position if classes are filled to their maximum on the basis of Year 12 selections.

School Based Apprenticeships and Traineeships (SBATs)

VCE students who are doing part-time or casual work out-of-school hours, may be asked by their employer to sign a training plan to undertake a school based apprenticeship. This is generally done in retail or hospitality. Students should register the SBAT with the school to receive credit for this in their VCE Certificate. It will be an extra study and cannot be undertaken during school hours. VCE students will not be permitted to undertake an SBAT during school hours.

To achieve satisfactory completion of the VCE, students are required to:

- satisfactorily complete at least 16 units of study

- satisfactorily complete at least 3 units of English or Literature

- satisfactorily complete 3 sequences of 3 and 4 level units (ie. 6 units) in studies other than English.

The ATAR – Australian Tertiary Admissions Ranking

Students undertaking Unit 3/4 VCE subjects (including many second year VET studies) will receive, from the Victorian Curriculum and Assessment Authority, a study score out of 50 for each subject, based on their results in assessment tasks and exams. These study scores are adjusted (scaled) by the Victorian Tertiary Admission Centre and used to calculate the student's ATAR for selection into many university and some TAFE courses. Up to 6 Unit 3/4 adjusted study scores can be used in the ATAR calculation, as follows: English study score + top 3 study scores + 10% of the fifth study + 10% of the sixth study. A VET study with no study score counts in the ENTER calculation as 10% of the average of the top 4 scaled study scores. (See the VTAC website for more details).

ACCOUNTING

\$20 / \$25

Unit 1 focuses on the establishment of a small business and the accounting and financial management of the business. Students are introduced to the processes of gathering and recording financial data and the reporting and analysing of accounting information by internal and external users. The cash basis of recording and reporting is used throughout this unit. Using single entry recording of financial data and analysis of accounting information, students examine the role of accounting in the decision-making process for a sole proprietor of a service business.

Unit 2 extends the accounting process from a service business and focuses on accounting for a sole proprietor of a single activity trading business. Students use a single entry recording system for cash and credit transactions and the accrual method for determining profit. They analyse and evaluate the performance of the business using financial and non-financial information. Using these evaluations, students suggest strategies to the owner on how to improve the performance of the business. Students develop their understanding of the importance of ICT in the accounting process by using a commercial accounting software package to establish a set of accounts, record financial transactions and generate accounting reports.

Unit 3 focuses on financial accounting for a trading business owned by a sole proprietor, and highlights the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Students develop their understanding of the accounting processes for recording and reporting and consider the effect of decisions made on the performance of the business. They interpret reports and information presented in a variety of formats and suggest strategies to the owner to improve the performance of the business.

Unit 4 students further develop their understanding of accounting for a trading business owned by a sole proprietor and the role of accounting as an information system. Students use the double entry system of recording financial data, and prepare reports using the accrual basis of accounting and the perpetual method of inventory recording. Both manual methods and ICT are used to record and report. Students extend their understanding of the recording and reporting process with the inclusion of balance day adjustments and alternative depreciation methods. They investigate both the role and importance of budgeting in decision-making for a business. They analyse and interpret accounting reports and graphical representations to evaluate the performance of a business. ***Not approved for acceleration**

<http://www.vcaa.vic.edu.au/Documents/vce/account/AccountingSD-2013.pdf>

VCE Subjects (in alpha)

ART

\$80

Unit 1: Students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks. Students explore the practices of artists who have been inspired by ideas relating to personal and cultural identity. They study at least three artists and at least one artwork from each of the selected artists.

Unit 2: In this unit students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice. They apply the Cultural Framework and the Contemporary Framework as appropriate to the selection of artworks. In students' own artistic practice, they continue to use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses. They explore the way cultural contexts and contemporary ideas and approaches to art have influenced their artwork.

Unit 3: In this unit students study selected artists who have produced works before 1990 and since 1990. Students use the Analytical Frameworks (pages 10–12) for analysing and interpreting the meaning of artworks. Applied together, these Analytical Frameworks enable students to appreciate how an artwork may contain different aspects and layers of meaning and to acknowledge the validity of diverse interpretations. Students link their growing theoretical understanding of art in Area of Study 1 to their own practice in Area of Study 2. Students apply imagination and creativity to develop their ideas through the art process and visual language. Their art making is supported through investigation, exploration and application of a variety of materials, techniques and processes. Students develop confidence in using the language and content of the Analytical Frameworks in their reflection of the structural, personal, cultural and contemporary aspects of their own developing artworks.

Unit 4: In this unit students study artworks and develop and expand upon personal points of view. They support their point of view and informed opinions about art ideas and issues with evidence. They build their learning and conceptual understanding around the discussion of broad themes, ideas and issues related to the role of art in society and consider how ideas and issues are communicated through artworks.

This subject cost includes an excursion.

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They discuss how art may affect and change the way people think. Attributed commentaries and viewpoints may include information from visiting artists and speakers, lecturers, educators or guides in galleries, film, pod or vodcasts, online programs, printed and online material in newspapers, periodicals, journals, catalogues or texts by art critics, curators and historians. Sources should be reliable, recognised and relevant and reflect viewpoints that enrich the discussion about the artworks in relation to an art idea and related issues.

<http://www.vcaa.vic.edu.au/Documents/vce/art/ArtSD-2017.pdf>

BIOLOGY

\$60 / \$65

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels. In undertaking this study, students examine how life has evolved over time and understand that in the dynamic and interconnected system of life all change has a consequence that may affect an individual, a species or the collective biodiversity of Earth. The study gives students insights into how knowledge of molecular and evolutionary concepts underpin much of contemporary biology, and the applications used by society to resolve problems and make advancements. Students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills.

VCE Biology provides for continuing study pathways within the discipline and leads to a range of careers. Branches of biology include botany, genetics, immunology, microbiology, pharmacology and zoology. In addition, biology is applied in many fields of endeavour including biotechnology, dentistry, ecology, education, food science, forestry, health care, horticulture, medicine, optometry, physiotherapy and veterinary science. Biologists also work in cross-disciplinary areas such as bushfire research, environmental management and conservation, forensic science, geology, medical research and sports science.

The following units are studied in VCE Biology:

Unit 1: How do living things stay alive?

Unit 2: How is continuity of life maintained?

Unit 3: How do cells maintain life?

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

<http://www.vcaa.vic.edu.au/Documents/vce/biology/BiologySD-2016.pdf>

BUSINESS MANAGEMENT

\$20 / \$25

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

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

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

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

<http://www.vcaa.vic.edu.au/Documents/vce/busmngmt/BusinessManagementSD-2017.pdf>

CHEMISTRY

\$60 / \$65

Chemistry is the study of structure, properties and behaviour of matter. This involves a range of chemical processes, reactions and calculations. The physical and chemical nature of materials and the Periodic Table is studied. Students also study the work of chemists, analytical techniques and organic chemistry, including some biochemistry. They also examine an industrial process for producing an important chemical and the factors that must be considered in its production, and the supply and use of energy. Students develop a range of inquiry skills involving practical experimentation and research, analytical skills including critical and creative thinking, and communication skills.

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

The following units are studied in VCE Chemistry:

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

Unit 2: What makes water such a unique chemical?

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

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

***Not approved for acceleration**

<http://www.vcaa.vic.edu.au/Documents/vce/chemistry/ChemistrySD-2016.pdf>

DRAMA

\$40

In Drama the focus is on students creatively devising their own performances. Students study acting techniques and different performance styles and present ensemble and solo performances. They document the process of creating performance and analyse and evaluate their own work. They also see professional theatre productions on which they write analyses. In the first year of this course students will focus on the art of creating and developing characters explored through improvisation and research and creating, performing and analysing drama using a range of stimulus material. In the second year students create and present an ensemble performance using theatrical styles and conventions in non-naturalistic form and develop a devised solo performance based on real and imagined characters. Students will have the opportunity to experience theatre performances out of school hours. Students will have to complete a solo performance examination externally in Unit 4. This subject cost includes an excursion.

The following units are studied in VCE Drama:

Unit 1: Dramatic Storytelling

Unit 2: Creating Australian Drama

Unit 3: Ensemble Performance.

Unit 4: Solo Performance

<http://www.vcaa.vic.edu.au/Documents/vce/drama/Drama-SD-2014.pdf>

Foundation English

\$20

Foundation English is designed for students who may require a more vocationally orientated approach to English or may be aiming to directly enter the workforce upon completing their senior secondary studies. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills. Foundation English enables students to improve their skills in comprehending and responding to a variety of texts, and to enhance their overall communication skills.

This study enables students to:

- strengthen and extend their competence and confidence in using Standard Australian English in meeting the demands of further study, the workplace and their own needs and interests
- strengthen and extend their language skills through thinking, reading, writing, speaking and listening
- communicate ideas and information effectively using the conventions of written and spoken language
- listen and speak in a range of informal and formal settings for different audiences and purposes
- read a range of texts to construct personal, creative, comparative and critical responses
- read accurately to locate, extract, understand, organise and synthesise ideas and information
- control the conventions of Standard Australian English in order to edit and proofread their writing to enhance accuracy of expression and clarity of meaning
- acquire a vocabulary to talk precisely about language and texts.

<https://www.vcaa.vic.edu.au/Pages/vce/studies/foundationeng/engfoundationindex.aspx>

English is a compulsory subject at VCE and contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. It develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis. Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community meeting the needs of students with a wide range of expectations and aspirations.

Students must complete at least 3 Units of English for VCE but most commonly, students complete four (4) Units of English. They may choose From Units 1-4 English or select Units 3 and 4 Literature. In 2017 all 4 units of study in English will be implemented from the new Study Design set by VCAA and outlined below.

Unit 1: During the study of Reading and Creating Texts, students explore how meaning is created in a text and develop skills in creating written text analysis and creative responses. Students explore how authors make decisions, use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader. During the study of Analysing and Presenting Argument students focus on the analysis of texts that aim to influence and position an audience. They explore the use of language for persuasive effect and present an oral presentation with a visual component.

Unit 2: During the study of Reading and Comparing Texts, students explore how comparing texts can provide a deeper understanding of ideas, issues and themes by investigating how the reader's understanding of one text is broadened and deepened when considered in relation to another text. Students explore how features of texts convey ideas, issues and themes that reflect and explore the world and human experiences, including historical and social contexts. During the study of Analysing and Presenting Argument, students develop an understanding of how texts are constructed for specific persuasive effects through practise presenting arguments and a reasoned point of view on an issue with supporting evidence in writing.

Unit 3: During Reading and Creating Texts students identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation. In identifying and analysing explicit and implied ideas and values in texts, students examine the ways in which readers are invited to respond to texts. They develop and justify their own detailed interpretations of texts. Students prepare sustained analytical interpretations of selected texts, discussing how features of the texts create meaning using textual evidence to support their responses. During Analysing Argument, students compare the use of argument and language in different written texts presenting arguments on similar ideas or issues. Considering information about the purpose, audience and context of a text, students explore the argument of a persuasive piece, and the way written, spoken and visual language is used and how this may strengthen or detract from the intended impact of a text.

Area of Study 3 for EAL students only is 'Listening to Texts' where students develop and refine their listening skills. They listen to a range of spoken texts and use active listening strategies to understand information, ideas and opinions presented in texts. Students develop skills that demonstrate an understanding of the relationship between the speaker/s and their audience, the purpose of the spoken text and the speaker's views and attitudes and how these affect the structure and language of the spoken text.

Unit 4: During the study of Reading and Comparing Texts, students explore the meaningful connections between two texts analysing the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. Students produce a written analysis comparing selected texts, discussing important similarities and differences and exploring how the texts deal with similar or related ideas, issues or themes from different perspectives to reflect particular values. During the study of Presenting an Argument, students further develop their own persuasive texts in relation to a topical issue that has appeared in the media since 1 September of the previous year. Students focus on the construction of persuasive texts using their understanding of argument and language as the basis for the development of an oral presentation of their points of view.

***Not approved for acceleration**

<http://www.vcaa.vic.edu.au/Documents/vce/english/EnglishEAL-SD-2016.pdf>

FOOD STUDIES

\$200

Studies in VCE Food and Technology can lead to the following study and career paths: Dietetics, Hospital Catering, Food Writing, Nutrition, Catering, Health Education, Food Technology, Teaching, Home Economics, Consumer Advice, Food Production, Cook, Hospital Advice, Chef, Pastry Chef, Health Promotion, Health Inspection and Baker.

Unit 1: Food origins: This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. Students also look at Australian indigenous food prior to European settlement and how food patterns have changed. Students will use practical skills and knowledge to investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Unit 2: Food makers: In this unit students investigate food systems in contemporary Australia. They will look at food production industries, and at food production in small-scale domestic settings, as a comparison. Students will use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.

Unit 3: Food in daily life: This unit investigates the many roles and everyday influences of food. Students explore the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Guide to Healthy Eating. Students also investigate the influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students will use practical skills and knowledge to meet the requirements of this unit.

Unit 4: Food issues, challenges and futures: In this unit students examine debates about global and Australian food systems. They look at the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Students will also investigate food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students will use practical skills and knowledge to meet the requirements of this unit.

*Not approved for acceleration

HEALTH & HUMAN DEVELOPMENT

\$20

Unit 1: Understanding health and wellbeing: This unit specifically focuses on the health and development of Australia's youth with particular emphasis on the factors that impact upon youth health and the challenges facing Australian youth. In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices. With a focus on nutrition, they build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

Unit 2: Managing health and development: This unit investigates transitions in health and wellbeing, and development, from lifespan societal perspectives. Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Unit 3: Australia's health in a globalised world: Students look at health, wellbeing and illness as multi-dimensional, dynamic and subject to different interpretations and contexts. Students begin to explore health and wellbeing as a global concept. Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). Students investigate Australia's public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.

Unit 4: Health and human development in a global context: Student's focus health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government organisations and Australia's overseas aid programs.

<http://www.vcaa.vic.edu.au/Documents/vce/hhd/HealthHumDevSD-2018.pdf>

GEOGRAPHY

\$25

The study of Geography is a structured way of exploring, analysing and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time and how could, and should, it change in the future? How is it different from other places and phenomena? How are places and phenomena connected? Students explore these questions through fieldwork and investigation of a wide range of secondary sources.

Unit 1: Hazards and disasters: In this unit students undertake an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Hazards include a wide range of situations including those within local areas, such as fast moving traffic or the likelihood of coastal erosion, to regional and global hazards such as drought and infectious disease. Students examine the processes involved with hazards and hazard events, including their causes and impacts, human responses to hazard events and interconnections between human activities and natural phenomena. This unit investigates how people have responded to specific types of hazards, including attempts to reduce vulnerability to, and the impact of, hazard events.

Unit 2: Tourism: In this unit students investigate the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change and its impacts on people, places and environments. The study of tourism at local, regional and global scales emphasises the interconnection within and between places. There is an interconnection between places tourists originate from and their destinations through the development of communication and transport infrastructure, employment, together with cultural preservation and acculturation. The growth of tourism at all scales requires careful management to ensure environmentally sustainable and economically viable tourism. Students undertake fieldwork in this unit and report on fieldwork using the structure provided. The following units are studied in VCE Geography:

Unit 1: Hazards and disasters

Unit 2: Tourism

Unit 3: Changing the land

Unit 4: Human population – trends and issues

*Note – Units 1 and 2 only will be offered in 2020. Units 3 and 4 may be offered in 2021.

[http://www.vcaa.vic.edu.au/Documents/vce/geography/](http://www.vcaa.vic.edu.au/Documents/vce/geography/GeographySD_2016.pdf)

GeographySD_2016.pdf

HISTORY—20TH CENTURY

\$20

Unit 1: Ideology and Conflict: Students explore the events, ideologies and movements of the period after World War One; the emergence of conflict; and the causes of World War Two. They investigate the impact of the treaties which ended the Great War and which redrew the map of Europe and broke up the former empires of the defeated nations. They consider the aims, achievements and limitations of the League of Nations.

Social and Cultural Change - Students focus on the social life and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period. Students explore particular forms of cultural expression from the period in one or more of the following contexts: Italy, Germany, Japan, USSR and/or USA.

Unit 2: Competing Ideologies: Students focus on causes and consequences of the Cold War; the competing ideologies that underpinned events, the effects on people, groups and nations, and the reasons for the end of this sustained period of ideological conflict.

Challenge and Change - Students focus on the ways in which traditional ideas, values and political systems were challenged and changed by individuals and groups in a range of contexts during the period 1945 to 2000. Students explore the causes of significant political and social events and movements, and their consequences for nations and people.

The following units are studied in VCE 20th Century History:

Unit 1: Twentieth century history 1918–1939

Unit 2: Twentieth century history 1945–2000

**Units 1 and 2 only are offered in 20th Century History. Students should complete their 3 and 4 sequence by selecting Australian History 3 and 4.*

<http://www.vcaa.vic.edu.au/Documents/vce/history/HistorySD-2016.pdf>

VCAA WEBSITE

Every link at the bottom of a VCE subject will take you to the VCAA website for more detailed information on what the subject offers.

HISTORY—AUSTRALIAN HISTORY \$25

Unit 3: Transformations: From colonial society to nation: In this unit students explore the transformation of the Port Phillip District (later Victoria) from the 1830s through to the end of the tumultuous gold rush decade in 1860. They consider the dramatic changes introduced as the British colonisers swiftly established themselves, taking possession of the land and then its newly discovered mineral riches. Students examine transformations in the way of life of the Aboriginal peoples and to the environment as the European society consolidated itself. They also consider how new visions for the future created by the gold rush and the Eureka rebellion further transformed the new colony. Students explore the type of society Australians attempted to create in the early years of the newly federated nation. Australia was seen as a social laboratory exploring new forms of rights and benefits for its citizens. Students evaluate the effect that Australian involvement in World War One had on the country's egalitarian and socially progressive aspirations.

Unit 4: Transformations: Old certainties and new visions: In this unit students investigate the continuing development of the nation in the early part of the twentieth century and the dramatic changes that occurred in the latter part of the century. In Area of Study 1 students focus on one of the crises faced by the nation: The Great Depression 1929–1939 or World War Two 1939–1945. In Area of Study 2 students explore social, economic and political changes in the latter part of the twentieth century that collectively challenged and/or overturned much of Australia's earlier carefully constructed social and economic fabric. Students examine two changes drawn from: Australia's involvement in the Vietnam War, Aboriginal land rights, equality for women, new patterns of immigration and/or a global economy.

*Students are encouraged to select Units 1 and 2 20th Century History to make a 4 unit sequence in History.

<http://www.vcaa.vic.edu.au/Documents/vce/history/HistorySD-2016.pdf>

INDONESIAN

\$70

The areas of study for Indonesian Second Language Units 1-4 are selected from the three prescribed themes: 'The Individual', 'Indonesian-Speaking Communities', and 'Customs and Traditions'. Sample topics include Student Exchange, Indonesian History, Careers, Youth Culture and Western Influences in Indonesia. In each topic students explore a range of text types, vocabulary and grammar. Activities are designed to be drawn upon in an integrated way, as appropriate to the linguistic needs of the student, and the outcomes for the unit. This allows the student to build upon what is familiar, as well as develop knowledge and skills in new and more challenging areas. Each outcome requires students to use a range of topic specific vocabulary, grammatical structures and cultural awareness to demonstrate their capacity to complete the task. Assessments in each unit include listening, speaking, reading and writing tasks. As a result of government policy to encourage the study of languages, all students who successfully complete a LOTE receive up to 5 additional points on their scaled study score, however this adjustment varies according to the study score achieved. Some Universities (including Deakin, Swinburne, ACU and La Trobe) give additional consideration to students who have studied a Language, by applying bonus adjustments to their ATARs during the selection process. The subject levy for Indonesian includes the cost of an online program called "Education perfect" which will be used instead of a textbook and Indonesian Week. ***Not approved for acceleration**
<http://www.vcaa.vic.edu.au/Documents/vce/indonesian2nd/indonslstd.pdf>

LEGAL STUDIES

\$20 / \$25

Unit 1: Guilt and Liability: Criminal law and civil law aim to protect the rights of individuals. In this unit students develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

Unit 2: Sanctions, Remedies and Rights: This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute. Students undertake a detailed investigation of two criminal cases and two civil cases from the past 4 years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice.

Unit 3: Rights and Justice: The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. In this unit students examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions available to assist with cases.

Unit 4: The People and the Law: The study of Australia's laws and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies. In this unit, students explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. This includes exploring the function of the High Court.

http://www.vcaa.vic.edu.au/Documents/vce/legalstudies/LegalSD_2018.pdf

LITERATURE

\$20

Literature is designed for students who are interested in reading and discussion and who enjoy trying to understand the complex relationships that develop between readers and texts and the different types of interpretations which develop.

Unit 1: Reading Practices - Students consider how language, structure and stylistic choices are used in different literary forms and types of text. They consider both print and non-print texts, reflecting on the contribution of form and style to meaning. Students reflect on the degree to which points of view, experiences and contexts shape responses to text. They engage with other views about texts and develop an awareness of how these views may influence and enhance their own reading of a text. **Ideas and Concerns in Texts** - Students investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented. They consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society. Students learn to select and discuss aspects of the texts that facilitate their interpretation and understanding of the point of view being presented. They examine the ways texts explore different aspects of the human condition.

Unit 2: The text, the reader and their contexts - Students focus on the interrelationships between the text, readers and their social and cultural contexts. Students reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture. Students explore the text to understand its point of view and what it reflects or comments on. They identify the language and the representations in the text that reflect the period or culture, its ideas and concepts. They examine and reflect on how the reader's interpretation is influenced by what they bring to the text. Students develop the ability to analyse language closely, recognising that words have historical and cultural import. **Exploring connections between texts** - Students focus on the ways that texts relate to and influence each other and learn meanings of texts are evolving and open to a range of interpretations and change in relation to other texts. They investigate and analyse how different interpretations of texts are influenced by language features and structures.

Unit 3: Adaptations and transformations - Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used, such as the use of imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel. Students use this understanding to reflect upon the extent to which changing the form of the text affects its meaning. **Creative responses to texts** - Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts. They learn how writers develop images of people and places, and they develop an understanding of language, voice, form and structure. Students draw inferences from the original text and speculate about the writer's purpose. In their adaptation of the tone and the style of the original text, students develop an understanding of the concerns and attitudes explored.

Unit 4: Literary perspectives - Students focus on different readings of texts and compare and analyse two pieces of literary criticism reflecting different perspectives, assumptions and ideas about the views and values of the text studied. Students identify the issues, ideas and contexts writers choose to explore, the way these are represented in the text/s and the cultural, social, historical and ideological contexts in which they were created. They then develop their own response to a text. **Close analysis** - Students focus on detailed scrutiny of the language, style, concerns and construction of texts and attend closely to textual details to examine the ways specific features and/or passages in a text contribute to their overall interpretations. Students develop interpretations of texts considering features such as structure, context, ideas, images, characters and situations.

Note: only students who are very strong in English are advised to take Units in Literature.

*Not approved for acceleration

<http://www.vcaa.vic.edu.au/Documents/vce/literature/LiteratureSD-2016.pdf>

Student Feedback:

"It really helped me to read through all of the VCE subjects to choose my top 8 I might like to do, then I could press the link to the Study Designs to find out more details to help me decide."

"It can be so overwhelming when trying to choose the right course, but you have to go with what you are interested in, what you are good at and what will make you happy."

"Talking to the teachers of each subject meant I could ask questions and really get a sense of what the work will look like in the subject."

MATHEMATICS IN THE VCE

Studying mathematics in the VCE can open up a wide range of options for students beyond their secondary schooling. Students need to be aware of any prerequisites for tertiary and TAFE courses and apprenticeships and carefully consider the impact of your mathematics choices on your future pathway goals. Students are encouraged to complete the highest level of mathematics of which they are capable.

FOUNDATION MATHEMATICS

\$20

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do **not** intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. In Foundation Mathematics there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'.

*Note that this course will only run if there are sufficient numbers and there are no pre-requisites for this course.

GENERAL MATHEMATICS UNITS 1&2

\$20

The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. Students will be required to purchase a hand-held or computer-based CAS calculator.

Recommended Prerequisites: Demonstrated achievement of Victorian Curriculum Level 9 standard or above in Year 10 Mathematics.

MATHEMATICAL METHODS UNITS 1-4

\$20

Mathematical Methods Units 1 and 2: This subject provides an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics, simple transcendental functions and the calculus of simple algebraic functions and their applications in a variety of practical and theoretical contexts. Students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs and differentiation with and without the use of technology. Students will use the computer based CAS software, Mathematica, which is freely available to Victorian Secondary school students.

Recommended Pre-requisites:

- Teacher recommendation based on the successful completion of Enhanced Mathematics units of work in Year 10 Mathematics.
- Demonstrated achievement of Victorian Curriculum Level 10 or above in Year 10 Mathematics.

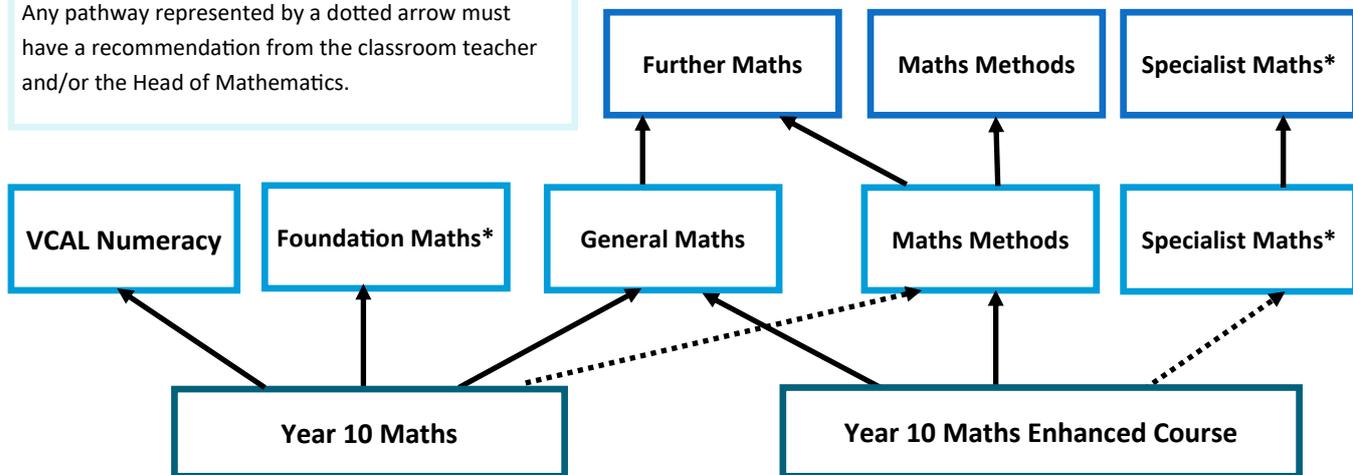
Mathematical Methods Units 3 and 4: These units extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Students are expected to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations, graphs, differentiation, integration and inference with and without the use of technology. Students will use the computer based CAS software, Mathematica, which is freely available to Victorian Secondary school students.

Recommended Pre-requisites:

- Students must achieve a Satisfactory completion of all Outcomes in Unit 2. This requires an 80% completion of all set exercises as a minimum.

Mathematics Progression Flow Chart

Any pathway represented by a dotted arrow must have a recommendation from the classroom teacher and/or the Head of Mathematics.



FURTHER MATHEMATICS UNITS 3&4

\$20

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises Data analysis and Recursion and financial modelling. The Applications area of study comprises of two modules that are taken from the following options: Matrices, Geometry and measurement, Network and decision mathematics and Graphs and relations. Students will be required to purchase a hand-held or computer-based CAS calculator.

Recommended Pre-requisites

Demonstrated overall achievement of at least Basic Competency in General Mathematics. Students who have attempted Unit 2 of Mathematical Methods may progress to Further Maths.

SPECIALIST MATHEMATICS UNITS 1-4

\$20

Specialist Mathematics Units 1 and 2: This subject provides a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning. This study has a focus on interest in the discipline of mathematics in its own right and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields. The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

Recommended Pre-requisites

- Teacher recommendation based on the successful completion of Enhanced Mathematics units of work in Year 10 Mathematics.
- Demonstrated achievement of Victorian Curriculum Level 10 or above in Year 10 Mathematics.
- Specialist Mathematics 1 and 2 assumes concurrent or previous study of Mathematical Methods 1 and 2.

Specialist Mathematics Units 3 and 4: Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical Methods Units 3 and 4. This subject consists of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics' and highlight mathematical structure, reasoning and applications across a range of modelling contexts

Recommended Pre-requisites:

- Satisfactory completion of Specialist Mathematics Units 1 & 2.
- Demonstrated achievement of at least 'Proficient Competency' in Mathematical Methods Units 1 and 2 assessments and 80% completion of all set exercises.
- Specialist Mathematics 3 and 4 assumes concurrent or previous study of Mathematical Methods 3 and 4.

VCE Media supports students to develop and refine their analytical, critical, and creative thinking and expression. Students explore a variety of media forms, from film to television, photography, magazines and social media, including opportunities to create collaborative media products. Pathways for Media are extensive and exciting, and media professionals are highly sought after. This subject cost includes an excursion.

The study is made up of four units:

Unit 1: Media forms, representations and Australian stories.

In this unit students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products. Students analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities audiences engage with and read. Students gain an understanding of audiences as producers and consumers of media products. Through analysing the structure of narratives, students consider the impact of media creators and institutions on production. They develop research skills to investigate and analyse selected narratives focusing on the influence of media professionals on production genre and style. Students develop an understanding of the features of Australian fictional and non-fictional narratives in different media forms. Students work in a range of media forms and develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning.

Unit 2: Narrative across media forms.

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception. Students undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Unit 3: Media narratives and pre-production.

In this unit students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. They investigate a media form that aligns with their interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement, consumption and reception within the selected media form. They explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes appropriate to their selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

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 design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion. Students explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry. They consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

http://www.vcaa.vic.edu.au/Documents/vce/media/MediaSD_2018.pdf

MUSIC PERFORMANCE

\$60

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 optimise 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 optimise 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 optimise 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 optimise 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. Entry Requirements

There are no prerequisites for entry into music study. However, it is advisable that all students undertaking these units should have at least two years of formal training on their chosen instrument and be able to read music notation. In addition:

1. Students should undertake a lesson on their chosen instrument once a week.
2. Students should have some experience of performing in a concert band.
3. Students who perform in an ensemble out of the College will need to consult with the music teacher, prior to enrolling in a unit, as to the suitability of the group for assessment purposes.

<http://www.vcaa.vic.edu.au/Documents/vce/music/MusicSD-2017.pdf>

MUSIC INVESTIGATION

\$60

Unit 3: In this unit students design and conduct an investigation into performance practices that are characteristic of a music style, tradition or genre. They describe and explore their selected Investigation Topic and its practices through critical listening, analysis and consideration of technical, expressive and contextual issues, and through composition, improvisation or arrangement and performance.

Unit 4: In this unit students refine the direction and scope of their end-of-year performance program. They also compose, improvise or arrange and perform a work that is characteristic of the music style, tradition or genre they are investigating and continue developing their understanding of relevant performance practices. Students continue to listen to the work of other performers and develop their ability to execute technical and expressive demands and apply performance conventions to realise their intended interpretations of each work.

<http://www.vcaa.vic.edu.au/Documents/vce/music/MusicSD-2017.pdf>

PRODUCT DESIGN AND TECHNOLOGY

\$220 / \$230

Unit 1: Product re-design and sustainability This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability. Knowledge of material use and suitability for particular products is essential in product design. Additionally, knowledge of the source, origin and processing of materials is central to sustainable practices. Students consider the use of materials from a sustainable viewpoint. Sustainable practices claimed to be used by designers are examined.

Unit 2: Collaborative design In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including: human needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution. Teamwork encourages communication between students and mirrors professional design practice where designers often work within a multi-disciplinary team to develop solutions to design problems. Students also examine the use of ICT to facilitate teams that work collaboratively but are spread across the globe. In this unit students are able to gain inspiration from an historical and/or a cultural design movement or style and its defining factors such as ideological or technological change, philosophy or aesthetics.

Unit 3: Applying the Product design process In this unit students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human-centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Design and product development and manufacture occur in a range of settings. An industrial setting provides a marked contrast to that of a 'one-off situation' in a small 'cottage' industry or a school setting. Although a product design process may differ in complexity or order, it is central to all of these situations regardless of the scale or context. This unit examines different settings and takes students through the Product design process as they design for others.

In the initial stage of the Product design process, a design brief is prepared. It outlines the context or situation around the design problem and describes the needs and requirements in the form of constraints or considerations.

Unit 4: Product development and evaluation In this unit students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors. Students will also construct a product that they have designed.

PHYSICAL EDUCATION

\$40

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. The assimilation of theoretical understanding and practice is central to the study of VCE Physical Education. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise. Through integrated physical, written, oral and digital learning experiences, students apply theoretical concepts and reflect critically on factors that affect all levels of performance and participation in sport, exercise and physical activity.

This VCE study is suitable for students with a wide range of aspirations, including those who wish to pursue further formal study at tertiary level or in vocational education and training settings. The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

http://www.vcaa.vic.edu.au/Documents/vce/physicaledu/PhysicalEducationSD_2017.pdf

PHYSICS

\$50 / \$55

Physics is a natural science based on observations, experiments, measurements and mathematical analysis with the purpose of finding quantitative explanations for phenomena occurring from the subatomic scale through to the planets, stellar systems and galaxies in the Universe. While much scientific understanding in physics has stood the test of time, many other areas continue to evolve. In undertaking this study, students develop their understanding of the roles of careful and systematic experimentation and modelling in the development of theories and laws. They undertake practical activities and apply physics principles to explain and quantify both natural and constructed phenomena.

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

The following units are studied in VCE Physics:

Unit 1: What ideas explain the physical world?

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

Unit 3: How do fields explain motion and electricity?

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

***Not approved for acceleration**

<http://www.vcaa.vic.edu.au/Documents/vce/physics/PhysicsSD-2016.pdf>

PSYCHOLOGY

\$40 / \$45

VCE Psychology enables students to explore how people think, feel and behave through the use of a biopsychosocial approach. As a scientific model, this approach considers biological, psychological and social factors and their complex interactions in the understanding of psychological phenomena. The study explores the connection between the brain and behaviour by focusing on several key interrelated aspects of the discipline: the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, memory and learning, and mental health. Students examine classical and contemporary research and the use of imaging technologies, models and theories to understand how knowledge in psychology has evolved and continues to evolve in response to new evidence and discoveries.

VCE Psychology provides for continuing study pathways within the discipline and leads to a range of careers. Opportunities may involve working with children, adults, families and communities in a variety of settings such as academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology. Psychologists also work in cross-disciplinary areas such as medical research or as part of on-going or emergency support services in educational, institutional and industrial settings.

The following units are studied in VCE Psychology:

Unit 1: How are behaviour and mental processes shaped?

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

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

Unit 4: How is wellbeing developed and maintained?

<http://www.vcaa.vic.edu.au/Documents/vce/psychology/PsychologySD-2016.pdf>



SOCIOLOGY

\$20 / \$25

Unit 1 This unit uses sociological methodology to explore the social category of youth and the social institution of family. Sociologists draw on methods of science to understand how and why people behave the way they do when they interact in a group. Sociology attempts to understand human society from a holistic point of view, including consideration of society's composition, how it is reproduced over time and the differences between societies. When sociologists investigate a topic, they attempt to do so with a reflective, critical mindset. Sociologists are guided by theories, or frameworks, to explain and analyse how social action, social processes and social structures work.

Unit 2 In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as gender and ethnicity.

Unit 3 This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture, and ethnicity in relation to migrant groups. Area of Study 1 involves a critical exploration of the historical suppression of, and increasing public awareness of, Australian Indigenous culture. This requires some knowledge of the past and its influence on subsequent generations, as well as knowledge of contemporary factors that may be supporting and/or limiting increasing awareness of Australian Indigenous culture. Indigenous and non-indigenous perspectives and responses are integral to the area of study. Ethnicity is investigated in Area of Study 2. Ethnicity is a key sociological category that plays an important role in social life. Individuals often define themselves, or others, as members of at least one ethnic group based on a common heritage that gives them a unique social identity. Ethnicity is not fixed and unchanging; instead, ethnic identities constantly evolve and are shaped through a variety of political, cultural and social forces. The concept is often used in contrast to the concept of race, which generally refers to groups based on visible physical characteristics such as skin colour and facial features. Most sociologists prefer to focus on the concept of ethnicity rather than race.

Unit 4 In this unit students explore the ways sociologists have thought about the idea of community and how the various types of community are experienced. They examine the relationship between social movements and social change. In Area of Study 1 students examine the changing definitions and experiences of community. This includes examination of the challenges and opportunities posed by political, social, economic and technological change. Students examine the concept of community with particular reference to the theory of Ferdinand Tonnies. In Area of Study 2 students investigate the role of social movements. A social movement involves a group engaged in an organised effort to achieve social change. Students develop an understanding of the purpose, evolution, power and outcomes of social movements.

http://www.vcaa.vic.edu.au/Documents/vce/sociology/SociologySD_2018.pdf

STUDIO ARTS

\$100

The creative nature of the visual arts provides individuals with the opportunity for personal growth, the expression of ideas and a process for examining identity. VCE Studio Arts introduces students to the role and practices of artists in society. Students develop an understanding of the way artists work in a range of cultures and periods of time, the artists' perceptions, beliefs and actions and their relationship with the viewer. Student research focuses on critical, reflective and creative thinking, the visual analysis of artworks and the investigation of how artists have interpreted sources of inspiration and influences in their art making.

Students examine how artists develop their practice and have used materials, techniques and processes to create aesthetic qualities in artworks. They study how artists have developed style and explored their cultural identity in their artwork. Students use this knowledge to inform their own studio practice and to support art making. Visiting a variety of art exhibition spaces is integral to the student's artistic and creative development. Students also consider the ways in which artists work to develop and resolve artworks, including their use of inspiration and their creative process. The role of artists in society includes their relationships with others in the art industry and the presentation and exhibition of artworks in art galleries and exhibition spaces. Students research aspects of the art industry including the presentation, conservation and marketing of artworks. This subject's cost includes an excursion.

<http://www.vcaa.vic.edu.au/Documents/vce/studioarts/StudioArtsSD-2017.pdf>

SYSTEMS ENGINEERING \$120 / \$130

Unit 1: Mechanical Engineering Fundamentals In this unit students study fundamental mechanical engineering principles, including the representation of mechanical devices, the motions performed, the elementary applied physics, and the mathematical calculations available to define the characteristics of the devices. This unit has a “hands-on” approach, focusing on building understanding of the fundamental principles of electrical and electronic circuits, collectively and commonly referred to as electrotechnology.

Unit 2: Electro technology Engineering Principles Students study fundamental electro technology principles including applied electrical theory, representation of electronic components and devices, elementary applied physics in electrical circuits, and mathematical calculations explaining the electrical characteristics of circuits. Electro technology is one of the fastest moving sectors in relation to developments and changes that are taking place through technological innovation. The unit allows students to explore some of these new and emerging technologies, such as the contemporary design and manufacture of electronic equipment involving automation and inbuilt control.

Unit 3: Systems Engineering and Energy This unit focuses on how mechanical and electro technology systems are combined to form a controlled integrated technological system. Through the application of their knowledge, students produce an integrated operational system. Students also apply their knowledge and skills to research, produce and present technical reports. Students commence work on the design and construction of one substantial controlled integrated system. This project has a strong emphasis on designing, manufacturing, testing and innovation. Students manage the project throughout all the phases of designing, planning, construction and evaluation. They also explore contemporary energy issues in relation to powering systems.

Unit 4: Integrated and Controlled Systems Engineering This unit combines the contemporary focus of systems control and provides opportunities for students to build on their understanding and apply it to practical solutions through the construction of controlled integrated systems.



DID YOU KNOW?

All Subject costs are indicated on Page 6 so that you can make comparisons and think about your overall Essential Education Item



VISUAL COMMUNICATION \$70

Unit 1: This unit begins with developing and building skills using different drawing methods, media and materials. Students learn how to use the design elements and principles to create effective communications. They also explore how visual communication has been influenced by contemporary practices and social/cultural issues.

Unit 2: Unit 2 extends students' understanding of drawing conventions, presentation drawings and how to effectively communicate ideas. Students develop skills in manipulating type and imagery for print and screen based images taking into account copy right. Students learn how to engage in the design process to create visual communications relevant to a brief.

Unit 3: During unit 3 students further build their knowledge of the design process and creating visual communications focusing on the Communication, Environmental and Industrial design fields. They learn how to apply design thinking skills through the preparation of a brief, undertaking research and generating a range of ideas for a stated need.

Unit 4: Students continue the momentum created in Unit 3 and utilise the design process to create two final presentations to satisfy the requirements of their brief. Included in this process is a pitch which the students write and deliver to an audience explaining their visual communications against that brief. Student's Finals are further refined and resolved in response to feedback and submitted along with their supporting design processes.

This subject includes an excursion cost.

<http://www.vcaa.vic.edu.au/Documents/vce/visualcomm/>

WHERE TO NOW? WEBSITE

Have you checked out the VCAA 'Where to Now?' website at the following location:

<http://www.vcaa.vic.edu.au/Pages/wtn/introduction.aspx?Redirect=1>

YEAR 11 'I ASPIRE' PROGRAM

ASPIRE classes in Year 11 continue to develop the skills of the independent learner, focusing on study skills and building The Growth Mindset in each student so they are able to take full advantage of the learning opportunities they meet both in classes and in their everyday life.

Students will review their Personalised Pathways Plans (PPP) from Year 10 and adjust them as necessary to reflect their changing ideas about future careers. Staff will organise a range of activities and guest speakers to support this work and also to further develop each student's identity as an active and positive member of the community.



YEAR 12 'I ASPIRE' PROGRAM

In Year 12, the focus remains on building and refining study skills in each student so they are able to manage their work more effectively. This includes the development of study groups that may operate beyond this class time and a sharing of ideas to help each student feel more confident in their ability. It is also a time when students are able to access the expertise of some staff to refine the work that they undertake at home and ensure their energy is well focused.

During this year, there is considerable focus on the student's pathway beyond secondary school and developing an active partnership with the Careers Team

to make this happen. This includes information on the VTAC process and some guest speakers.



ASPIRE

Satisfactory Completion of the VCE

To achieve satisfactory completion of the VCE, students are required to:

- *Satisfactorily complete at least 16 units of study*
- *Satisfactorily complete at least 3 units of English or Literature*
- *Satisfactorily complete 3 sequences of 3 and 4 level units (ie. 6 units) in studies other than English*

Assessment of level of performance in a unit

Unit Outcomes

Outcomes form the basis for satisfactory completion of VCE units. Each VCE unit includes a set of two to four Outcomes. These Outcomes must be achieved for a satisfactory completion of the unit. Achievement of the Outcomes is based on the teacher's assessment of the student's performance on Assessment Tasks designed for the unit.

Assessment of VCE Units 3 and 4

All studies have both school-based assessment (either School-Assessed Coursework "SAC'S" or School Assessed Tasks "SAT'S"), and external examinations. Marks for school-assessed tasks are moderated against the school's examination results

School-assessed coursework will involve a series of concise exercises set by the classroom teacher, taken over a short timeframe with classroom supervision. Much of the work in school-assessed coursework will include tasks normally performed as part of regular classroom instruction such as an experiment or a short essay.

Examinations

Written examinations will take place in November. All studies except Music Investigation have at least one written examination.

Study Scores

Students' overall achievements for each study will be calculated and reported as a Study Score (Relative Position) on a scale of 0 to 50. These Study Scores are scaled, combined, and ranked to give the student an ATAR score for tertiary entrance. Scores from some studies are scaled up or down before the ATAR is calculated.

School Based Apprenticeships and Traineeships - SBATs in the VCE and VCAL

The major goals of the scheme are to:

- promote a more seamless transition from school to the world of work and/or further study
- increase the options available to students, by broadening the range of ways in which students may participate in VET during their secondary schooling
- provide students with the option of undertaking a broad range of subjects that meet their individual needs
- enhance both employment and education opportunities for young people, by developing partnerships between schools and employers
- respond to the needs of industry, by providing young people with greater and more relevant skills
- contribute to an appropriately skilled work-force for the modern economy

The School Based Apprenticeship and Traineeship (SBAT) for Secondary School students program is open to students 15 years of age and over. The program involves the student undertaking their VCE or VCAL as well as being employed and trained under the following arrangements.

An SBAT as part of a VCE or VCAL program comprises three main parts:

1. a VCE or VCAL program delivered by the school
2. a structured training program (commonly referred to as on-and off-the job training and distinct from general supervised practice) delivered in partnership between a RTO and an employer and based on the competency standards relevant to the apprenticeship. The training agreement is registered with the Office of Training and Tertiary Education (OTTE) part-time, paid work under some form of industrial agreement that endorses Part-time Apprenticeships.
3. Students undertaking such a program are eligible for recognition of a number of units towards satisfactory completion of their VCE or VCAL, in addition to the VCE units or VCAL program undertaken at the school.

To see a list of SBATs offered, see the next page in the spine.

Victorian Certificate of Applied Learning

What are the aims of VCAL?

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

The four strands which underpin VCAL are:

1. Literacy
2. Numeracy
3. Personal Development Skills
4. Work Related Skills

The principles underpinning the VCAL are:

- New accredited pathways for secondary students.
- Tailoring a program to suit student's interests.
- Personal development.
- Work Related and Industry Specific Skills.

These principles are within the context of applied learning.

In VCAL these principles are shown through: The development of knowledge and employability skills that help prepare students for work and for participation in a broader society - family, community and lifelong learning and the development of knowledge and skills that assist students to make informed vocational choices and facilitate pathways to further learning and employment.

What are the qualifications?

At Mount Erin we offer accreditation at Intermediate and Senior level. The two qualification levels cater for a range of students with different abilities and interests. It also provides a progression of skills, knowledge and attitudinal development.

At Intermediate level, the focus is on knowledge and employability skills development that leads to independent learning, confidence and a higher level of transferable skills. At the Senior level the focus is on knowledge and employability skills that lead to a high level of interpersonal skills, independent action and achievement of tasks that require decision-making and leadership. The demonstration of knowledge and skills which can apply directly to the workplace or further training is also important.

What are the entry requirements?

There are no formal entry requirements for VCAL. Students can enter at the level of VCAL to suit their learning needs, abilities and interests. Decisions about which VCAL level a student should be placed in, should take into account the student's literacy level, interests, goals and ability. The decision about entry level should also take into account the student's strengths and interests; vocational goals; readiness for participation in structured workplace learning or formal vocational education; teacher and peer support needs; personal development needs; envisaged pathways; and leadership capabilities.

What is the selection process?

Students will be asked to attend a formal interview as part of the selection process for VCAL at Mount Erin. After their course counselling appointment they will be offered an interview time and given guidelines for preparation. The interview panel will consider their readiness for the program and use the students' data to ensure if selected they will be successful in the program.

Program Outline 2019

Mount Erin VCAL program draws on the principles and values of 'ASPIRE' to develop a personalised approach to students and their learning. The college focuses on developing student skills in ways that are relevant to the learner and thus more engaging.

The **Intermediate VCAL** Program will:

- Provide pathways to content that is suited to the learner's style of learning e.g. the use of digital multi media
- Provide flexibility of place and/or time e.g. allowing learning off site in the real world
- Ensure the relevance of the content to the learner's interests and goals e.g. the use of comprehensive Individual Learning Plans allows for a more strategic approach to student learning tasks
- Deliver content in ways that increase, time on task and critical thinking e.g. project based learning
- Foster motivation and independent learning skills among learners through consultations with relevant adult connections e.g. one to one meetings with their advisor, family and mentor
- Help learners grow by taking responsibility for their own individual learning programs.

Personalised learning powered by the dimensions outlined above allows for more productive time on task. This can greatly improve and accelerate learning for students and reduce boredom and frustration and the factors that cause it – lack of relevance and unproductive time.

How will we do this? Personalised learning

Each student has a comprehensive, Individual Learning Plan (ILP) which ensures that students meet the requirements of the Intermediate VCAL Certificate and are developing the required skills for their chosen pathway. These plans are crafted by students with the guidance of a range of support material and help of the advisor teacher, parents, and real world applications. During the year students work with an inquiry based model of learning. Allowing for explicit teaching and negotiated project based assessment.

Structured workplace learning provides students with the opportunity to integrate on-the-job experience with secondary study. It is delivered as part of either the VCAL, Industry and Enterprise . It provides opportunity for students to enhanced skill development, practical application of industry knowledge, assessment of units of competency, achievement of some learning outcomes for VCAL units and enhanced employment opportunities.

What qualities do students need?

1. Organisation, self-motivation and time management: These are probably three of the most important keys to success. At Mount Erin, students must learn to organise themselves, motivate themselves and follow the project timelines they have created. Students use a planner to plan their day, their week, month, term and semester. This way their project work is mapped out, students must meet basic standards and realize goals in order to move on in the program.

2. Advisory time: An advisory teacher meets daily with an advisory group of 5- 8 students. This is the core learning community and the centre of accountability for students. The students will be with their teacher advisor for up to half of their scheduled classes. This enables their advisory teacher to know them well and help them build a strong community while working on their learning goals. Advisory groups go on trips together, debate issues, do community service, critique each other's work, plan school activities, and more.

3. Pursuing passions: We believe that students learn best when they are doing something that they are passionate about in the real world. Students are encouraged to explore their interests and follow them through their projects and internship.

4. Families are involved too: Families play an important role in students' education. From helping students develop their Learning Plan to participating in events, parents are an integral part of the educational community. This process empowers parents to play an active role in their child's education and in the school community. They participate in quarterly learning plan meetings and each term they are involved in student exhibitions of individual projects and assessment of their child's exhibition.

5. Learning through Internship: During the year student work under a 'Structured Workplace Learning' agreement in a field ideally associated with their chosen career. This process is referred to as Learning through Internship (LTI) and allows students to spend one day a week engaged in meaningful project work in an internship outside the school building, under the direction of a mentor. The internship enables students to pursue their interests and passions. LTI project work is designed to foster broad learning rather than merely developing specific vocational skills. The advisory teacher along with the college's career advisor, ensures that the internship work is integrated with the student's learning goals and school-based study. Mentors agree to take on this role, participate in the school life of the student where possible and work with students to create learning projects that support the learning at the workplace. In turn students can work on these projects and present their outcomes at school.

6. Other learning opportunities: Students will be encouraged to arrange their own personal excursions where appropriate. They will be responsible for all arrangements on the day and will need to submit a proposal of excursion to the school council to ensure health and safety is compliant with school policy. Parents will also need to approve all personal excursions. Students will also be expected to commit to some form of community service during their VCAL years. This will be used as a focus for one of their projects during the year.

7. VET Course in VCAL: All VCAL students must undertake a VET course for each year of VCAL, and must complete Structured Workplace Learning (SWL) placement for each year of VCAL relevant to the VET training undertaken. VET Certificate courses may be undertaken at Mount Erin College, another School or at a local TAFE college.

- A VET Certificate course must be completed for each Year of VCAL being undertaken.
- Students are required to attend at their VET course training one day per week.
- SWL placement must be undertaken with each VET course for the duration of the school year.
- Two (2) to Four (4) placements may need to be arranged for each VET course.
- Students are required to attend at a SWL placement one day per week.
- SWL placement/s must be completed for each year of VCAL.
- Students must arrange and complete the SWL placement in each year of VCAL to obtain the VCAL.
- Students must attend school (on the timetabled SWL day), where a SWL placement has not yet been arranged, until a SWL placement has been arranged.
- See additional information on VET in the following pages.

School Based Apprenticeships and Traineeships - SBATs in the VCE or VCAL

(continued from previous page)

SBATs are available in the following industries:

- Agriculture
- Automotive
- Business
- Community Services
- Engineering
- Food Processing/
Food Processing (Wine)
- Horticulture
- Hospitality
(Operations)
- Information
Technology
- Retail Operations
- Seafood Industry
- Sport and Recreation

WHAT VET courses are available

See the following pages for VET courses that are available in 2019. Delivery of courses may vary depending on enrolment numbers and availability.

If you require more information on any of this information, please make an appointment with a member of the Careers Team to discuss how this type of training can fit in with your school program.

For additional information on VETis programs see the Mount Erin Careers website:

<http://>

www.mounterincare

[ers.com/vocational-](http://www.mounterincare.com/vocational-)

[education-and-](http://www.mounterincare.com/vocational-education-and-)

[training](http://www.mounterincare.com/vocational-education-and-training).

Any student wishing to enrol in a VETis subject, as part of their senior program, must fill in an application and return to the Admin Office for payment. Final payment must be received before the enrolment can take place.

Acceptance in any VET training course may be subject to required numbers to run the course.

Vocational Education and Training In Schools

Vocational Education and Training (VET) is an education that prepares students for specific careers within the workplace, or supports their transition to vocational and/or higher education.

VET can provide credit towards a nationally recognised VET qualification within the Australian Qualifications Framework (AQF).

Within schools VET is referred to as **VETis** – Vocational Education and Training in Schools.

Vocational Education and Training (VET) programs are delivered to secondary school students to expand their opportunities and pathways from school.

The VETis program is available to students studying:

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

Classroom learning is combined with structured hands-on training (SWL – Structured Workplace Learning) and practical experience in industry.

WHY do students choose to undertake VETis as part of their senior secondary certificate?

VETis offers student the opportunity to:

- Combine general and vocational studies
- Explore career options and pathways while still studying
- Undertake learning in the workplace
- Undertake applied learning in an adult learning environment
- Gain / commence a nationally recognised qualification that contributes to the VCE or VCAL certificate
- Develop skills that will equip them for the workforce

WILL my VETis course contribute to my VCE or VCAL program?

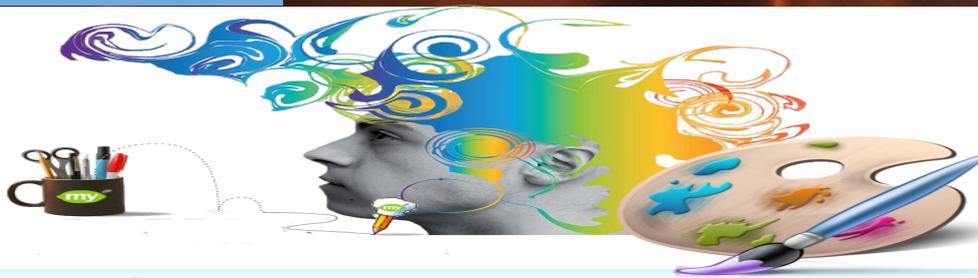
- Yes. VETis is a compulsory component of the VCAL program (Intermediate and Senior).
- If you are undertaking VCE, a VETis contributes to your ATAR if you successfully complete Years 1 and 2 (all required units of competency).
- Selected **VCE VET programs** have an end of year exam and a Study score for Year 2 and contribute to the ATAR as for all VCE Units 3&4.
- All other VETis programs provide 'Block credit' to the VCE ATAR.
- Calculated using 10% of the lowest study score of the primary four.

For more information about credit into the VCE please see:

<http://www.vcaa.vic.edu.au/Pages/vet/general/recognition/vetcredit.aspx#link22>

HOW will the student get to their VET course if held externally to Mount Erin College?

- Mount Erin College arranges for a limited bus service to transport students from Mount Erin College to Chisholm, and some other training providers, depending on numbers.
- Wednesdays only, approximately a Midday departure (dependent on other pick-ups).
- This service will only suit half day VET training on a Wednesday afternoon.
- Provision of this bus service will be dependent on student numbers.
- Transportation for all other VET training times will need to be organised by the student/parent/guardian.
- Transportation from the VET training provider at the conclusion of the day's training will need to be organised by the student/parent/guardian.



School Based Apprenticeship or Traineeship (SBATs)

School Based Apprenticeships and Traineeships (SBATs) provide a distinct pathway within VETs. They are available to students:

- (1) aged 15 years and over, and (2) enrolled in the VCE or the VCAL.

What is an SBAT?

- ⇒ An SBAT offers students the option of combining a senior secondary program:
 - ⇒ While undertaking a training qualification with a supervising registered training organisation (RTO), and
 - ⇒ Working with an employer in part-time paid employment.
- ⇒ The program is undertaken under a Training Contract with an employer. A Training Plan signed by the school is formally lodged with the Australian Apprenticeship Support Network (AASN). It leads to a nationally recognised qualification.
- ⇒ An SBAT is an integral part of the student's senior secondary learning program and study timetable. Regular school attendance is combined with a minimum of one timetabled day per week of employment and/or structured training.

What does an SBAT include?

- a training contract with an employer .
- paid work carried out under an appropriate industrial instrument that endorses part-time apprenticeships or traineeships .
- work relevant to the qualification being undertaken by the student .
- leads to a nationally recognised qualification at Certificate II, III or IV level .
- integration into the student's school-based learning program, study timetable and career plan.
- training that complies with an approved training scheme for the certificate being undertaken and at a level appropriate for the student.

Students will be considered for SBATs on an individual basis. The SBAT program generally

VET COURSE FEES

As students are deciding their subject selections for 2020, we wish to bring to your attention the following important information regarding VET courses and payments. Costs for VET courses vary considerably and the parent portion of the cost is based upon the materials used by the students in that course. Mount Erin College is not the RTO provider for VET training and it should be noted that our role is solely administrative with regard to fee payment and collection. Parents are advised to confirm the cost of the chosen VET course with the College. Please seriously consider the time and financial commitment required to enroll in these courses. If a student withdraws from a VET course prior to the official cut-off date of Monday 2nd March 2020 the student may be eligible for a refund of the course fees, less: the Non-refundable deposit and Cost of materials purchased on the student's behalf which have been charged to Mount Erin College. PLEASE NOTE: After the cut-off date there will be NO VET REFUNDS available to any student.

WHEN are the fees required to be paid? A VET deposit of \$300 is to be paid by 20th September 2019 (\$100 of this deposit is non-refundable once application is submitted on TAFE portal). The full VET course cost must be paid by 15th November 2019. Failure to pay in full will result in withdrawal from the VET course (and VCAL if applicable). Payment plans are not available for VET courses.

COSTS

Mount Erin College attempts to keep costs to a minimum and therefore charges only course material fees.

Course Material Fees

The course materials fee is determined by the training provider. Course materials fee vary for each VET course. Fees may range from \$300.00 to \$1,200.00 depending on the training course selected and the materials provided in that course.

The course materials fee for each course is expected to be provided by the training provider in Term 3. This will then be communicated to any prospective students and families.

Bus to VET courses

The fee to catch the bus from Mount Erin College to VET is approximately \$200.00 annually, however this is subject to change and will also be communicated by the training provider closer to the course commencing. Often final numbers will mean this figure will need to be revised.

VETis programs delivered at Mount Erin College

Building and Construction

Certificate II

First & Second Year

Cost: TBC

Training and Employment Outcomes:

*General Construction
Carpentry Apprentice
Apprentice Shopfitter*

This program is delivered at Mount Erin College in partnership with Chisholm TAFE. The program provides students with the knowledge and skills that will enhance their employment prospects in the building and construction industry. The Certificate II in Building and Construction (Pre-Apprenticeship) may be completed over two years which are now all completed at Mount Erin College. The Units of Competency studied in first year include building and construction induction, first aid and safe handling of plant and power tools. Further study incorporates core units such as quality principles for the building industry, calculations and workplace documents and plans.

Small Business (Operations/Innovation)

Certificate II

Cost: TBC

This program provides students with the knowledge and skills to enhance their employment prospects in a small business or related industries. The program offers full completion of the certificate II. The students will participate in a number of activities including Market Day, Amazing Race city tour and creating their own excursion. Further to this, students will participate in the I Plan A Business Competition, run by Victoria University.

Students will complete 12 units including:

- Developing elementary professional skills for small business environment,
- Undertake basic market research and promotion for a small business product or service,
- Contribute to small business operations and innovation,
- Participate in small business quality and change process,
- Contribute to small business planning,
- Use social media for collaboration and engagement,
- Assist with the presentation of public activities and events,
- Recommend products and services,
- Organise and complete daily work activities,
- Contribute to health & safety of self and others,
- Follow procedures for routine small business financial activities,
- Follow small business policies and procedures.

Sport & Recreation

Certificate II

Cost: TBC

Training and Employment Outcomes:

*Coach Assistance
Sports and Fitness Coach
Assistant in events and promotions
Facility Maintenance Assistant
Provides pathways into further education*

This program is delivered at Mount Erin College. The program is designed to introduce the student to the employment and educational opportunities within the sport and recreation industry. The focus of the program is on developing the skills, knowledge and confidence to work in the area of sport and recreation. Students will develop leadership, organisational and specialist activity skills that will be developed through theory and practical sessions. The core units include first aid, occupational health and safety policies and procedures and knowledge of the sport and recreation industry. This program is available to both Year 10 and Year 11 students and will give them at Certificate II. Students wishing to complete a Certificate III in Sport & Recreation will need to do so externally.

Other VETis programs available:

Course Name	Cert. Level	location	Duration
Agriculture	II	EMC	2 years
Animal Studies	II	EMC	2 years
Automotive (Mechanical)	II	D, F	2 years
Automotive (Panel & Paint)	II	D	2 years
Beauty	III	B,D, F, FL, MP	2 years
Building (Bricklaying)	II	BT	2 years
Building (Carpentry)	II	BT, D, F, MP	3 years
Building Design Drafting	IV	@311, F	2 years
Business Administration (Legal)	III	D, F, MC	2 years
Business	II	D, F	1 year
Business	III	D, F	1 year
Community Services	II	B, D, F	2 years
Computer Assembly & Repair	II	B, F	2 years
Dance	II	EMC	2 years
Design Fundamentals (Graphics)	III	B, F	2 years
Design Fundamentals (Photography)	III	D	2 years
Early Childhood Education & Care	III	BC, B, D, F, MP	2 years
Electrotechnology (Career Start)	II	B, D, F MP	2 years
Engineering (Fabrication)	II	D, F	2 years
Engineering (Mechanical)	II	D, F	2 years
Equine Studies	II	TC	2 years
Floristry (Assistant)	II	C	2 years
Furniture Making	II	D, F	2 years
Health Services Assistance	III	BC, B, F, MP	2 years
Horticulture	II	C, MP	2 years
Hospitality	II	BC, D, F, MP	2 years
Information Digital Media & Technology (Games)	III	D, F	2 years
Kitchen Operations	II	D, F, MP	2 years
Kitchen Operations (Patisserie)	II	D, F	2 years
Makeup	III	B, D, F, FL	2 years
Music Performance	III	MESC	2 years
Music Technical Production	III	MESC	2 years
Nail Technology	III	D, FL	1 year
Outdoor Recreation	II	F	1 year
Plumbing	II	BT, D, F	2 years
Retail Services	II	BC	1 year
Salon Assistant	II	D, F, MP, MC	1 year
Screen & Media	III	@311, F	2 years
Sport & Recreation	II	B, F	1 year
Sport & Recreation	III	B, F	1 year
Tourism	III	D, F	2 years
Visual Arts	III	F	2 years

Continued from previous page

Program Key

Scored VCE VET Program (Black text) Non Scored VCE VET Program (Orange text) Block Credit Program (Blue text)

Campuses Key

@311	311 Lonsdale Street, Dandenong Chisholm	B	Berwick—Chisholm
BC	Bass Coast—Chisholm	BT	Berwick TEC—Chisholm
C	Cranbourne—Chisholm	D	Dandenong—Chisholm
F	Frankston—Chisholm	FL	Flinders Lane, Melbourne—Chisholm
MC	Lonsdale Street, Melbourne—Chisholm	MP	Mornington Peninsula, Rosebud—Chisholm
EMC	Elisabeth Murdoch College	MESC	Mount Eliza Secondary College
TC	Toorak College		

See - <https://www.chisholm.edu.au/career-fields/vetis> for additional detail on Chisholm VETis courses.

VETis Program Summaries

Agriculture Studies

Certificate II

Training and Employment Outcomes: *Assistant animal attendant/stockperson* *Assistant farm or station worker*
Assistant farm or station labourer *Assistant farm or station hand*

This qualification provides a general vocational outcome in agriculture. The qualification enables individuals to select a livestock production, cropping or livestock context as a job focus or, in the case of mixed farming enterprises, both cropping and livestock. Individuals with this qualification carry out routine tasks under general supervision and exercise limited autonomy with some accountability for their own work.

Animal Studies

Certificate II

Training and Employment Outcomes: *Animal Care Attendant* *Cattery Assistant*
Animal Shelter Attendant *Pet Shop Attendant*
Kennel Assistant *Assistant Dog Groomer*

Certificate II in Animal Studies has been developed to provide general training for people wanting to work in an animal care industry and for those wanting to improve their skills, knowledge and pursue further studies in this area. Instruction around day-to-day duties and care will include feeding, maintaining hygiene and housing, grooming, observation and ensuring animal safety and well-being. There is an element of customer service, as well as providing information on products and services. The course is an excellent opportunity of work with animals and familiarise yourself with the industry.

Automotive (Mechanical)

Certificate II

Training and Employment Outcomes: *Apprenticeship*

The course is designed to provide a 'hands on' learning environment and focuses on providing simulated practical work experiences, employability skills and career pathways into the automotive industry as an Apprentice.

Automotive (Panel & Paint)

Certificate II

Training and Employment Outcomes: *Apprentice Panel Beater* *Apprentice Spray Painter*

The program is designed to provide a 'hands on' learning environment and focuses on providing simulated practical work experiences, employability skills, and career pathways into the automotive panel and paint industry as an apprentice. The program has been designed to provide skills in the automotive panel and paint industry and provides the skills to increase employment pathways and career opportunities.

Beauty Services

Certificate III

Training and Employment Outcomes: *Nail Technician* *Therapy Assistant*
Beauty Therapist *Retail Cosmetic Consultant*

Study one day a week for two years undertaking studies in waxing, manicure and pedicure, make-up, and business communications, retail, spray tanning and nail enhancement. 80 per cent attendance is required for successful completion of the program.

Building (Bricklaying)

Training and Employment Outcomes:

Certificate II

Bricklaying Apprentice
Apprentice Bricklayer

Bricklayer
Bricklaying trades assistant

Building Design Drafting

Training and Employment Outcomes:

Certificate IV

Assistant Planning Officer
Junior Residential Draftsperson

This course aims to provide students with vocational education and training pathways needed to enter, develop skills, and to pursue a career within the building design field, and to work as a para-legal professional. This includes areas such as residential/commercial drafting, architecture, town planning and local government. It complements and enhances VCE Visual Communications studies. This program will provide a skill set from the nationally recognised Certificate IV Residential Drafting. Students who successfully complete this VET in Schools program will have the opportunity to move into the Advanced Diploma of Building Design (22268VIC) with acquired skills and knowledge that will enhance future studies. This skill set provides students with the competencies required to support building designers and architects. The building design drafter may work on a wide range of building design projects, but always under the supervision and instruction of an appropriately licensed or accredited architect or building designer. Although not a full qualification, this skill set provides students with the foundation skills to enable them to seek work in the field or to continue their studies in building design or architecture.

Business Administration (Legal)

Training and Employment Outcomes:

Certificate III

Legal Assistant
Legal Support Officer

Legal Receptionist
Legal Secretary

Business

Training and Employment Outcomes:

Certificate II

Administration Assistant

Office Junior

This course gives participants the opportunity to develop skills for employment in an office environment and also provides a pathway into higher level business and business administration qualifications.

Business

Training and Employment Outcomes:

Certificate III

Administration Officer
Customer Service Officer
Secretary

Receptionist
Data Entry Administrator
Accounts Clerk

The Certificate III in Business provides students with the opportunity to develop a broad range of skills and knowledge to work in a variety of work contexts using discretion, judgement and relevant theoretical knowledge. This partial completion of the Certificate III qualification provides the Units 3 and 4 sequence of VCE VET Business and is not designed as a stand-alone study. Students are strongly advised against undertaking the Units 3 and 4 sequence without first completing Units 1 and 2 (Certificate II in Business (BSB20115)). This course provides a pathway into Chisholm's higher level business and business administration qualifications.

Community Services

Training and Employment Outcomes:

Certificate II

Community Care Worker

This course gives participants the opportunity to develop skills for employment in an office environment and also provides a pathway into higher level business and business administration qualifications.

Computer Assembly & Repair

Training and Employment Outcomes:

Certificate II

Network Support Technician
Computer Salesperson

Computer Repairer
Computer Technician

Develop the skills required to assemble and repair computers to meet customer requirements. When you complete the Certificate II in Computer Assembly and Repair, you'll be able to select components and assemble computers to meet customer needs, and repair faulty hardware components. During the course, you'll learn about networking, software, computer maintenance, computer hardware, operating systems, wireless systems and workplace safety.

Dance

Training and Employment Outcomes:

Certificate II

Live performance industry

This qualification is a preparatory qualification that allows learners to develop basic technical skills and knowledge to prepare for work in the live performance industry. The aims of the Dance programs are to make sustained dance statements and complete dance works that show technical control and aesthetic understanding; Perform a combination of technical activities aligned to the Australian Qualifications Framework at Level II; Demonstrate proficiency in at least two dance styles selected from jazz, contemporary and street.

Design Fundamentals (Graphics)

Training and Employment Outcomes:

This course is aimed at supporting creative arts industries including emerging technology. Students will learn skills in photo imaging and 3 D printing to support a range of creative arts industries including screen and media, interactive games, graphic design and visual arts. This course is delivered over two years.

Certificate III

Product Designer

Graphic Designer

Design Fundamentals (Photography)

Training and Employment Outcomes:

This course is designed for students who wish to pursue a career in the fashion and beauty, event and hospitality industries. Students who have completed the Certificate III in Design Fundamentals specialising in photography will receive direct entry into Chisholm's Certificate IV of Photography and Photo Imaging (CUA41115) qualification and will receive credit for any units covered by both qualifications. During the course you will develop your portfolio aligned to food, event, make-up, styling and fashion industries. You will build the theoretical and practical skills to develop your photographic expertise both in the studio and on location, exploring your creativity and developing your photographic eye for capturing and enhancing dynamic photography.

Certificate III

Visual Artist

Photographer

Graphic Designer

Early Childhood Education & Care

Training and Employment Outcomes:

Early Childhood Educator Assistant

Au pair

Kindergarten Assistant

Nanny

Family Day Care Carer

This course offers basic training for people who are seeking to work with more qualified staff in providing education programs and quality care for babies and children. The program trains students for centre-based, out of school hours, family day care and nanny roles, and caring for infants and children up to 12 years. Skills learned at the certificate III level include basic knowledge, training and understanding of child development and how to foster and support the emotional and educational wellbeing of infants and children.

PLEASE NOTE: All students are required to attend a compulsory information session as part of the enrolment process. This will include a language literacy and numeracy assessment. Schools will be notified with dates, times and locations closer to the time.

Certificate III

Electrotechnology (Career Start)

Training and Employment Outcomes:

Electronics Testing

Electronics Servicing

Apprentice Electrician

The training is project-based and gives hands on experience in the workshop and an introduction to the various careers available in electrotechnology. These careers include electrical, electronics, renewable energy and telecommunications. Students who complete both years of the UEE22011 - Certificate II in Electrotechnology (Career Start) will have completed a nationally recognised pre-vocational qualification for careers in this industry. This may reduce future training in electrotechnology by up to 6 months.

Certificate II

Engineering (Fabrication)

Training and Employment Outcomes:

Apprentice

The aim of the VCE VET Engineering Studies program is to provide participants with the knowledge and skills to enhance their employment prospects in the engineering or engineering related industries. This program will enable students to gain a recognised credential, and make a more informed choice of career path as well as expose them to emerging technologies in engineering. The design of new projects will focus on the knowledge and skills needed to move into the programming and robotics industries.

Certificate II

Engineering (Mechanical)

Training and Employment Outcomes:

Apprentice

The aim of the VCE VET Engineering Studies program is to provide participants with the knowledge and skills to enhance their employment prospects in the engineering or engineering related industries. This program will enable students to gain a recognised credential, and make a more informed choice of career path as well as expose them to emerging technologies in engineering. The design of new projects will focus on the knowledge and skills needed to move into the programming and robotics industries.

Certificate II

Equine Industry

Training and Employment Outcomes:

Stable hand

Stud Hand

The Certificate II in Equine Studies is primarily an entry level vocational qualification. This course will enable successful graduates to apply for employment in different sectors of the equine industry in roles such as stable hands or stud hands, or further study in a range of equine or equine related qualifications in horse breeding, sport or racing.

Certificate II

Floristry (Assistant)

Training and Employment Outcomes:

This qualification reflects the role of floristry assistants who use a defined and limited range of basic floristry technical skills to assemble fundamental floristry products to pre-determined designs and job specifications. These individuals are involved in mainly routine and repetitive tasks using limited practical skills and basic floristry industry knowledge. They work under direct supervision. This qualification provides a pathway to work as a floristry assistant in a diversity of floristry industry business types including retail floristry shops, studios and online floristry businesses.

Certificate II

Floristry Assistant

Furniture Making

Training and Employment Outcomes:

The aim of the VCE VET furniture making program is to provide participants with the knowledge and skills that will enhance their employment prospects in the furnishing industry.

Certificate II

Apprentice Furniture Maker

Health Services Assistance

Training and Employment Outcomes:

The program covers a wide range of work areas within the health industry. Students completing this program will have the skills and knowledge required to work in an entry-level role within a range of areas depending on the electives and focus of the program undertaken. The program will also provide a pathway into diploma level courses in remedial massage, myotherapy, nursing and community services. Students will be trained by industry professionals who have many years experience working in these sectors and use our specialised training facilities and simulation laboratories.

Certificate III

Health Support Services Attendant *Allied Health Assistant*

Horticulture

Training and Employment Outcomes:

This program provides students with accredited training that leads to the award, Certificate II Horticulture. Delivery of the course is based across a two year period, which sees students obtaining a number of industry based skills to prepare them for entry into this dynamic industry. The course has a generic theme which provides exposure to the main facets of the parks, nursery and landscape industries contained within the general sphere of horticulture. Classes are conducted using a mixture of practical and theoretical sessions and it's expected students will arrive for class with safety boots and suitable clothing for practical work. Students who complete this course will be well equipped to enter the horticultural industry as a general hand, and be well-placed to articulate to an apprenticeship position.

Certificate II

Apprentice Landscape Gardener

Information Digital Media & Technology (Games)

Training and Employment Outcomes:

This program is designed to introduce enthusiastic and passionate students to the games industry. The course will cover IT hardware, digital imaging, animation, principles of game design, interactive gaming and industry tools such as Unreal Development Kit (UDK). Students will be taught some advanced features of Microsoft Office. At this level, the emphasis is on simple game design. **PLEASE NOTE this is a partial completion of the Certificate III in IDMT.**

Certificate III

Support Games Developer *Games Designer*
Mobile Games Programmer *Games Developer*

Kitchen Operations

Training and Employment Outcomes:

The qualification is designed to reflect the role of employees who perform a range of tasks in hospitality establishments, particularly cooking and cheffing. Students who complete the full VCE/VET program will receive a Certificate II in Kitchen Operations and a Statement of Attainment for additional units of competence providing credit towards other hospitality qualifications including apprenticeships and traineeships.

Certificate II

Breakfast Cook *Cookery Apprentice* *Sandwich Hand*

Kitchen Operations (Patisserie)

Training and Employment Outcomes:

This program is designed to introduce students to patisserie (cakes and pastries) cooking and provide the skills to work in a range of hospitality establishments. Students who complete the full program will receive a Certificate II in Kitchen Operations (Patisserie). This can lead to other hospitality qualifications including apprenticeships and traineeships.

Certificate II

Patisserie Assistant *Cookery Apprentice* *Sandwich Hand*

Makeup

Training and Employment Outcomes:

The first year of the course covers design, apply and remove make up as well as the creative side of make-up for photography. The course will cover camouflage make-up and the underpinning knowledge and skills in providing service to clients. The second year of the program delivers the application of eyelash extensions, spray tanning, fantasy make-up and the running of a business. Students obtain practical experience with their face-to-face learning as well as using their skills on each other as models. The student kits have industry standard Kryolan make-up and tools which they are encouraged to use for practice on models outside of school time.

Certificate III

Makeup Artist *Beauty Therapist*

Nail Technology

Training and Employment Outcomes:

This qualification reflects the role of individuals employed as nail technicians to provide manicure and pedicure services, including the application of nail art and acrylic and gel nail enhancements. These individuals possess a range of well-developed technical and customer service skills where discretion and judgement is required and are responsible for their own outputs. This includes client consultation on nail care products and services. Work is typically conducted in nail and beauty salons.

Certificate III

Nail Technician Specialist Nail Technician Beauty Services

Outdoor Recreation

Training and Employment Outcomes:

The focus of the program is on developing the skills, knowledge and confidence to work in the area of outdoor recreation. Students will develop leadership and organisational skills through theory and practical sessions in the classroom, the workplace and on a camp. Students will participate in a range of activities including surfing, snorkelling, rock-climbing and bushwalking.

Certificate II

Assistant Outdoor Guide

Plumbing (Pre-Apprenticeship)

Training and Employment Outcomes:

The VET in Schools Certificate II in Plumbing (Pre-Apprenticeship) offers students full completion of the accredited pre-apprenticeship course specifically designed for people who want to enter the plumbing industry or to prepare for entry into a plumbing and gas-fitting apprenticeship. Classes are conducted using a mixture of practical and theoretical sessions.

Certificate II

Plumbing Apprentice

Retail Services

Training and Employment Outcomes:

This qualification reflects the role of frontline retail team members who use a defined and limited range of operational skills to undertake workplace activities. They are involved in mainly routine and repetitive tasks and work under direct supervision of others. The Certificate II in Retail Services provides a pathway to work in a diverse range of retail settings including specialty retailers, supermarkets, department stores and quick service restaurants.

Certificate II

Customer Service Assistant Point of Sale Operator Shop Assistant

Salon Assistant

Training and Employment Outcomes:

Students will receive the training of a first year apprentice, practical skills for styling, removal of chemicals and basin services and undertake theory studies in client communication.

Certificate II

Apprentice Hairdresser

Screen & Media

Training and Employment Outcomes:

The course delivery uses industry relevant computer equipment and is also delivered by current industry practitioners. An important focus of the course is to develop employability skills in the areas of communication, problem solving, initiative and enterprise, self management, working in teams and planning and organisation.

Certificate III

Multimedia Content Author Digital Media Design Developer

Sport & Recreation

Training and Employment Outcomes:

This program is designed to introduce the student to the employment and educational opportunities within the sport and recreation industry. The focus of the program is on developing the skills, knowledge and confidence to work in the area of sport and recreation. Students will develop leadership and organisational skills through theory and practical sessions in the classroom, the workplace and on a camp.

Certificate II

Coach Sports and Fitness Coach

Sport & Recreation

Training and Employment Outcomes:

The focus of the program is on further enhancing the skills, knowledge and confidence to work in the area of sport and recreation or outdoor recreation. Students will hone their leadership and organisational skills through theory and practical sessions in the classroom, the workplace, and on a camp. This is the second year of the two year VCE VET Sport and Recreation program.

Certificate III

Coach Coaching and Instruction Sport and Fitness Coach

Tourism

Training and Employment Outcomes:

The course has been designed to meet employment opportunities and provide credit transfer into Certificate III in Events and Diploma programs in Tourism, Hospitality and Events.

Certificate III

Events Coordinator Tourist Information Officer

Visual Arts

Training and Employment Outcomes:

This course will prepare the student for further study in all visual and creative art fields. The course concentrates on creative thinking, drawing techniques including life drawing and observational drawing, printmaking, intaglio and relief, painting, oil and acrylic, stretcher and surface preparation, sculpture, exploration of many different mediums. All teachers within this course are practising artists that bring years of creative thinking and practice to the classroom. This is a two year program.

Certificate III

Visual Arts Assistant Illustrator Art Assistant

Glossary of Terms

Assessment task A task set by the teacher to assess students' achievements of unit outcomes for School-assessed Coursework (see also **Outcomes**).

Australian Tertiary Admission Rank (ATAR) The overall ranking on a scale of zero to 99.95 that a student receives based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known as Equivalent National Tertiary Entrance Rank (ENTER).

Credit In VCAL, students are awarded one credit for completion of accredited curriculum in accordance with the course requirements for VCAL.

Award level In the VCAL there are three award levels: Foundation, Intermediate and Senior.

Credit In VCAL, students are awarded one credit for completion of accredited curriculum in accordance with the course requirements for VCAL.

Derived Examination Score (DES) Provision available for students who are ill or affected by other personal circumstances at the time of an examination, and whose result is unlikely to be a fair or accurate indication of their learning or achievement.

Examinations Internal examinations occur in all subjects both at mid year and end of year intervals for students in Years 10 and 11. For Year 12 (Units 3 and 4) External assessments are set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. External Written examinations are held in October and November. Performance examinations and oral components of LOTE examinations are held in October. All students studying a Unit 3 and 4 sequence are required to sit the GAT held at the end of Semester One.

General Achievement Test (GAT) This external test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts is conducted at the end of Semester One.

Graded Assessment All VCE studies have three Graded Assessments for each Units 3 and 4 sequence, except for scored VCE /VET programs, which have two. Each study includes at least one examination, most have School-assessed Coursework (SAC), and some have School-assessed Tasks (SAT).

Outcomes What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design or VCAL unit.

Satisfactory completion – VCAL The school decision that a student has demonstrated achievement of the outcomes for a VCAL unit. Students receive an **S** for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an **N** for not yet complete. Students qualify for the VCAL when they achieve sufficient credits to

satisfy the course requirements. Units not yet completed are not printed on the Statement of Results.

Satisfactory completion – VCE The school decision that a student has demonstrated achievement of the outcomes for a VCE unit. Students receive an **S** for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an **N**. Students qualify for the VCE when they satisfy sufficient units which meet the program requirements.

School-assessed Coursework (SAC) A school-based assessment that is reported as a grade for either a VCE Units 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess the student's level of achievement of VCE Units 3 and 4 outcomes.

School-assessed Task (SAT) A school-based assessment for a VCE Units 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria. Schools' assessments of tasks are subject to review by a panel appointed by the VCAA.

School Based Apprenticeships and Traineeships (SBATS) Structured training arrangements, usually involving on and off the job training, for a student employed under an apprenticeship/traineeship training contract. These may include apprenticeships, part-time apprenticeships or traineeships.

Sequence VCE Units 3 and 4 are designed to be taken as a sequence. It is expected that students at Mount Erin will also study Units 1 and 2 as a sequence.

Study design A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs. A detailed outline of each study design can be found on the VCAA website.

Study score A score in the range of 0 - 50 shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.

Victorian Certificate of Applied Learning (VCAL) An accredited senior secondary school qualification undertaken by students in Years 11 and 12.

Victorian Certificate of Education (VCE) An accredited senior secondary school qualification.

Vocational Education and Training (VET) Nationally recognised vocational certificates. These certificates may be integrated within a VCE or VCAL program.



Best wishes
from the
Senior Course
Counselling
Team

*We look forward
to working with
you throughout
your transition in
the Senior School
at Mount Erin.*

Upcoming Dates

Online Subject Pre-Selection opens

Students are able to submit subject pre-selections via the new website titled <https://spring.edval.education/login>. Your unique login for this website will be provided on the front cover of your Senior Pathways Guide. Specific instructions on how to use the website will be provided at the information evening.

Course Counselling

Course counselling appointments are available to book on Compass in the Conferences (formerly PST interviews) section. Appointments are with an experienced course counsellor and will be for 15 minutes each between 8.30am-6.15pm. The Year 9 into 10 day is on Tuesday, 18th June and the Year 10 into 11 day is on Tuesday, 11th June. *Please note that normal Year 9 and 10 classes WILL run on these days. All students are expected to attend course counselling and will be allowed to leave class for their scheduled appointment. This can be with or without a parent/guardian.*

Final Subject Selection

Students & Parents will submit their final selections and print and sign after course counselling. Both the online form and paper form must be submitted to complete your selection.

Course Confirmation and Payments

Once the subject selection and course counselling process is complete, students and families will be advised of their final course for 2020. This will include school subject fees and VET course fees, along with important payment due dates.

Booklist Orders and Early Delivery

The Booklist for 2020 will be available early in Term 4 for ordering and payment. A free school delivery for paid orders will occur on Thursday, 21st November 2019 from 1.00pm—5.00pm. This date ensures students receive their books the week before Early Commencement for 2020 classes begin.



Mount Erin College

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