2014 Senior Campus Course Handbook

Contents

- Introduction and General Program Information 4
- Year 10 Course Guide 19
- VCE Course Guide 45
- VETiS Handbook 89
- Course counselling forms 129
  - Year 10 2013 130
  - Year 11 2013 132
  - Year 12 2013 134
Our college motto is ‘Growing together as adaptable, confident, successful learners and citizens’. Exactly what does this motto mean to you? And what will it mean to you in five or ten years time?

At Traralgon College we believe that a ‘successful learner’ is someone who knows how to learn, unlearn and relearn so that they can adapt to change. Learning in the world community means being able to take advantage of opportunities that are presented to you; having the knowledge and skills that are relevant in the Latrobe Valley and in other places around the world.

Our power, paper and agricultural industries source much expertise internationally to achieve increasing environmental and economic efficiency and many local workers benefit from this exchange of knowledge and skills. Many of our graduating students seek employment in these industries, and we want to ensure that graduates have the required skills. Other graduating students are eager to pursue options further afield, and we can offer programs to support these pathways as well.

Technology is increasingly used as a way to reduce geographic separation and to allow for flexibility and adaptability in work location and the types of work undertaken and our Netbook program is designed to ensure students have a ‘head start’ using some of these communication tools.

To fully succeed in this world we need to be flexible, tolerant and adaptable in our thinking so we can truly be part of the ‘world community’ and exploit all that it has to offer us.

For students and families looking at this resource now is one of the times when you can assess your success as a student and consider the best options available to you.

Traralgon College’s Senior Campus is where you will get to build on what you have learned in junior classes and explore the wide range of pathways that we make available. The key qualifications we enable students to attain are as follows:

- Victorian Certificate of Education (VCE) with an ATAR score; can lead to further education at a university or TAFE. It also remains the most popular school completion certificate that represents a ‘baseline’ achievement for many employers.
- Victorian Certificate of Applied Learning (VCAL) is very flexible and is focused on extending students learning through a focus on ‘applied learning’. It prepares students for the world of work as well as TAFE and other tertiary study.
- Vocational Education & Training (VET) subjects allow students interested in vocational subjects like Engineering, Automotive and Furnishing to gain credit in a future apprenticeship or tertiary course; they also contribute towards VCAL and as a VCE subject.
- Australian School Based Apprenticeships (SBA)

Year 10 students are able to opt into some Year 11 VCE and or VET subjects (Early Start). They also have more choice of subjects at Year 10 level than most junior programs offer – our numbers and teacher expertise enable us to offer a wide range of courses; certainly enough to cater for prerequisites at any tertiary institution.

We have many extracurricular activities and support systems in place to ensure students get a well rounded education. I would urge all students to consider getting involved in one or more of the following: Student Leadership, the music program, Rock Eisteddfod, the Arts Festival, the Sport Program, the Students Access Monash program.

They key to success is making sensible and informed choices. Our staff are available to work with students and their families through course counselling during terms 3 and 4. Please take advantage of this service.

I wish all students the very best in their future studies whichever pathway or course they choose.

Paul van Breugel
College Principal
Introduction and General Program Information
Contents

Introduction and General Program Information
The School Year 6
Curriculum 6
Senior Studies Year 10-12 7
Planning Your Future 8
Making a Decision 9
Enrollment Information 10
The Year 10 Curriculum 11
Victorian Certificate of Education (VCE) 12
VCE Assessment 13
Victorian Certificate of Applied Learning (VCAL) 14
Vocational Education and Training in School (VETiS) 17
The school year is divided into two semesters, each semester has two terms. Students are formally assessed at the end of each semester and provided with interim reports at the end of term one and three.

2014 sees the first year that all Victorian schools are fully implementing Victoria’s version of the new Australian National Curriculum from Years 7-10, AusVELS (Australian Victorian Essential Learning Standards. Our senior pathways of VETiS (Vocational Education Training), VCE and VCAL will remain unchanged as there is not yet a National Curriculum developed for years 11-12.

At year 10 students will study 5 core subjects and are able to choose 3 semester long electives and also have the option of enrolling in a VET class or ‘Early Start’ VCE class Unit 1 class. More details about 2014 changes to the Year 10 program can be found in the Year 10 course guide section.

At Year 11 Students decide whether Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) best suits their future needs. A VET course can be studied from either of these strands.

VCE - Students choose 6 subjects each semester with the opportunity to make course changes at midyear. Students must include English. Mathematics is highly recommended. Students should take careful note of Year 12 Subject Pre-requisites when choosing their course.

VCAL - Students participate in a project based curriculum that works towards outcomes in numeracy, literacy and work related skills. This involves being enrolled in an ‘advisory class’ where students work with the teacher to develop their own curriculum and projects within a school business run by the class, or a themed class where all students are working on similar projects. Students are at school 3 days a week and also participate in a VET program and a work placement for the remaining two days.

At Year 12 students continue their VCE or VCAL pathway. VCE students choose 5 Unit 3-4 sequences, including English.
Introduction

Year 10:

Year 10 Course Guide
VCE Course Guide
VETiS Course Guide
Student Forms

Year 10: Preparation for final years of study

Year 10 is the final year where students learn from the AusVELS curriculum they have followed from Prep. The focus in year 10 is on consolidating core disciplinary knowledge and skills that are important for senior studies and life after school, like Maths, English, History, Health & Physical Education and Science, as well as Traralgon College priorities including being able to ask questions and inquire, and developing 21st century skills such as self-regulation, creativity and collaboration. A key change in year 10 is an increased focus on pathways, selecting a limited range of electives that lead into senior studies.

VCE: Victorian Certificate of Education
As a senior campus, the College offers a wide range of studies accredited by the Victorian Curriculum and Assessment Authority.

VCAL: Victorian Certificate of Applied Learning
This alternative qualification for Years 11 and 12 students is focused on applied learning. Flexible learning programs consist of a project that students work on, VETiS units and can also include VCE units. The VCAL will improve students’ access to pathways into further education, training and employment.

Early Start:
Students in Year 10 can undertake unit 1 and 2 VCE studies and Year 11 students can undertake unit 3 and 4 VCE studies in some subject areas.

VETiS: Vocational Education and Training
A diverse range of nationally accredited Vocational Programs are available. See the VETiS Handbook for more information.

ASBA: Australian School Based Apprenticeships
A variety of career paths are available as part-time apprenticeships where students spend time in the workforce and at school each week.

Set your goals and plan ahead
You will make the best of your educational opportunities if you set goals and plan your future. If you are enrolled at Traralgon College in 2014, you will do this as part of your TLC lessons.
Planning Your Future

Start planning for your future by exploring options. Completing online job tests like the one at www.myfuture.com.au can be a good way to start. Alternatively, consider asking yourself some basic questions:

- **What are my strengths and skills?**
  Explore your abilities, talents and interests. Be generous to yourself - do not sell yourself short.

- **What sort of careers are available?**
  Explore a wide range of career options. Include some you might not automatically think about and find out about some you have never heard of.

- **What do I need to know about Further Education and Training?**
  Develop an understanding of the requirements of further training such as University and TAFE courses, Apprenticeships and Traineeships.

- **How can the programs at school help?**
  You need to develop an understanding of all programs offered at the college, in particular in your senior years. Programs offered are VCE, VCAL & VETiS which can assist you to match your career goals with an appropriate program.

Do I need a full VCE?
Do I need a VCAL Certificate?
Do I need a VETiS Certificate?
Do I need high grades?
Which subjects do I need?
What Work experience would be beneficial?
Will I need an ATAR score?

While this can sometimes be a difficult process, there are many resources available at the college to ensure you achieve a successful outcome.

In particular, you should make an appointment with the Careers Advisors and make good use of the resources in the College.
Making a Decision

Have I explored a range of careers?
- Open Days at Uni, TAFE, etc.
- Careers Expos
- Industry Visits
- Careers Advisors
- TLC Teachers

What are my interests and abilities?
Job Test & Job Guide
www.myfuture.com.au
http://www.jobguide.deewr.gov.au

What are the training, education or university requirements?
- Careers Advisors
- Job Guide for Victoria
  http://www.jobguide.deewr.gov.au
- VTAC guide for Victoria
  www.vtac.edu.au
- My Future website
  www.myfuture.com.au
- VTAC website
  www.vtac.edu.au
- TAFE handbooks
- University handbooks
- Support Agencies

What are my preferred career options?
- TLC and Careers teachers
- Research your options
- Work Experience
- Goal Setting

Which program will be most useful?
- VCE
- VCE Early Start
- VCAL
- VET
- Australian School Based Apprenticeship

Which subjects will help me attain my career goals?
- Course Counselling
- Involvement by students, parents, teachers, TLC teachers, careers advisors
- Work Experience
COURSE SELECTIONS
An extensive Course Counselling process takes place during Term 3. Each student is provided with individual course counselling. Parents are expected to accompany their child to assist in final decision making. Final course selections should be submitted by the 24th August.

COURSE SELECTION CONFIRMATION
Courses are confirmed in December when student results are available, and when College staffing details and other resources have been established.

COURSE CHANGES
Course changes can only be made within the first two weeks of each semester.

VCE ENROLMENT
VCE Students are required to enrol with the VCAA (Victorian Curriculum and Assessment Authority) as well as with the College. This enrolment is organised by the college.

It is the students’ responsibility to ensure that their enrolments are correct by following College Administrative procedures, attending relevant meetings and checking VCE ‘full details’ sheets and other enrolment information as they are issued.
2014 sees the first year that all Victorian schools are fully implementing Victoria’s version of the new Australian National Curriculum from Years 7-10.

As a college, we have taken this opportunity to examine our current curriculum and elective structure from years 7-10 and design a new whole school curriculum plan, to ensure that every class a student attends has a clear ‘big idea’ that is relevant and useful, builds on previous student learning and develops skills required in later years at the school and beyond school, including Traralgon College priorities such as being able to ask questions and inquire, and developing 21st century skills such as self-regualtion, creativity and collaboration.

AusVELS identifies 5 key areas as being compulsory for all students to learn until the end of year 10 - Mathematics, English, Science, History and Health & Physical Education, as well as other learning areas which students must have the opportunity to learn, but are not compulsory.

At the senior campus, we have made a decision to change from our previous year 10 structure of compulsory Maths & English and electives in other areas, meaning that students select 8 subjects for the year, to compulsory year-long Maths, English, Science and Health & Physical Education classes, and a compulsory semester long history class. This means that each year 10 student is able to select 3 elective subjects to enroll in for the year.

At the moment, we have designed a range of elective subjects for students to choose from. Each of these electives gives students the opportunity to learn AusVELS dimensions which are not included in the core curriculum and provide a pathway into a senior study. Over the coming months, new courses for these electives, as well as the 5 core subjects will be developed in a way that focusses on using an inquiry model of learning, developing 21st Century skills and differentiating learning and teaching for every student.

**COURSE EXPECTATIONS**

Students who successfully meet the course expectations as shown will have proven their readiness to commence a full VCE/VCAL program. Students who do not meet these expectations will be counselled regarding their future options.

**YEAR 10 ASSESSMENT**

AusVELS
A. Well above the standard expected at this time of year
B. Above the standard expected at this time of year
C. At the standard expected at this time of year
D. Below the standard expected at this time of year
E. Well below the standard expected at this time of year
**VCE Studies and Units**

The VCE consists of over 40 subjects called studies. Each of these studies consist of 4 units. Each unit is one semester (half year). E.g. The Art Study consists of the following 4 units:

ART 1  ART 2  ART 3  ART 4

Units 1 and 2 are generally taken in Year 11. Units 3 and 4 are more rigorous and generally taken in Year 12. They must be taken as a 3-4 sequence i.e. they must be taken as full year subjects.

Students doing the VCE often plan a program of 22 to 24 units taken over a 2-year period. Some students however plan their VCE over a longer period; such as three years.

The units students select form their program and obviously should reflect career needs and interests. However, students must also take into account Victorian Curriculum and Assessment Authority graduation requirements.

**VCE GRADUATION REQUIREMENTS**

A pass in:

- 3 units from the English Group, with at least 1 unit at Year 12 level.
- A minimum of three Unit 3-4 sequences in addition to the English Group.
- A minimum of 16 units all together.
- The 16 units may include an unlimited number of units of Vocational Education and Training.

**EARLY START**

Year 10 students can enhance their Year 10 studies by choosing from a full range of VCE studies. ‘Early Start’ subjects can facilitate further enhancements in later years i.e. doing a Year 12 study in Year 11.

Early Start is suitable for students seeking a high ATAR score and have clear goals about what they intend to achieve during VCE. Students must be aware that good independent learning skills will need to be demonstrated before undertaking an “Early Start” study.

**VCE PROGRAMS WITH YEAR 10 SUBJECTS**

Some students find it useful to include a Year 10 subject in their VCE program. This can allow them to pursue a particular interest or review the basics of a particular Learning Area before undertaking the matching VCE unit.
VCE Assessment

SATISFACTORY COMPLETION
To complete a unit of study students will need to demonstrate achievement of learning outcomes. The Victorian Curriculum and Assessment Authority specify the learning outcomes in each VCE study. For Year 10 units the learning outcomes will be designed to form a lead in to related VCE studies and to meet the requirements of the Australian Victorian Essential Learning Standards (AusVELS).

LEVELS OF ACHIEVEMENT
Graded assessments are derived from a range of tasks including normal course work, assignments, productions, folios, tests and examinations. In most units assessment tasks will be completed in the classroom, some under test conditions. They are graded with a letter grade according to specific criteria:

A+, A, B+, B, C+, C, D+, D, E+, E, UG, NA.

ASSESSMENTS

SCHOOL ASSESSED COURSEWORK (SACS)
A variety of tasks and assessments undertaken in class. This may include projects, tests, essays, practicals, problem-solving tasks and assignments.

SCHOOL ASSESSED TASKS (SATS)
These are longer-term tasks undertaken over most of the semester such as production tasks and folios.

In 3-4 sequences, these tasks are set and monitored by the Victorian Curriculum and Assessment Authority in order to ensure fair and comparable assessment.

EXAMINATIONS
All year 11 VCE students will have examinations at both mid-year and end of year. All year 12 VCE students will undertake end of year examinations.

The Study Score
Each unit 3 or 4 study has between 2 and 4 graded assessments which are compiled into a study score. The maximum study score is 50.

The ATAR
The ATAR is based on the Study Scores achieved in unit 3-4 sequences. It is a key measure used to determine University entry.

It is derived from the SCALED study scores in

- English/ EAL (or Literature)
- The best three unit 3-4 sequences
- 10% of the next two best unit 3-4 sequences.

‘Courselink’ is a computer program that can check your university and TAFE course preferences with your VCE course. It is available in the Careers Centre or can be accessed through the VTAC website: http://vtac.edu.au/
**What is VCAL?**

VCAL is the Victorian Certificate of Applied Learning and is a senior secondary pathway which is an equivalent of the more traditional VCE. The VCAL aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education.

**The principles underpinning the VCAL are:**

- Tailoring a program to suit students’ interests.
- Personal development.
- Development of work related and industry specific skills.

**The VCAL is offered at 3 different levels:**

**Foundation level**

At this level the focus is on knowledge and employability skill development, supported by a strong emphasis on literacy and numeracy skills and preparatory learning.

**Intermediate level**

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.

**Senior level**

At this 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.
How is the VCAL structured?

The VCAL has four curriculum areas, called strands. These strands are:

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills.

A student’s VCAL learning program must include each strand.

What is applied learning?

Applied learning is an approach, which emphasises the relevance of what is being learnt to the ‘real world’, outside ‘the classroom’, and makes that connection as immediate and transparent as possible. Applied learning will involve students and their teachers in partnerships and connections with organisations and individuals outside school. Applied learning is concerned with nurturing and working with a student in a holistic manner, which takes into account their personal strengths, interests, goals and previous experiences. Applied learning is not simply “hands on” or practical learning but equal importance placed on both theory and application, where the link between them is provided by the context.

Integrated Approach:

At Traralgon College we offer an integrated approach to gaining the VCAL. This means that the 4 strands are planned for, delivered and assessed within common projects and learning tasks. This means providing students with a context for learning new skills which is not driven by traditional curriculum divisions, but which reflects how those skills will be applied in the community, a workplace or in their personal lives. Adults do not read, write, speak or complete mathematical tasks in isolation but in meaningful contexts. In these contexts they will also need to work with others, plan, organise, set goals and use technology. In an integrated approach students combine these skills in contexts relevant to their personal interests and goals.
Application Process:

- Students interested in undertaking the VCAL program need to record their intention to collect an application pack from Chris Lehner the VCAL Leader.
- All students applying for VCAL will also select a VCE course, in the case that they are not able to be enrolled in VCAL.
- As soon as a student knows of their intention to enrol in VCAL, they should start to look for a work placement.
- Students will be required to complete a written application and possibly an interview to determine their suitability for the course.
- Students that have a strong interest area or idea they are excited about pursuing and show an intention or ability to be self directed are likely to be considered most suitable for enrollment. Having organised a work placement will be seen as a strong indicator of a students intention to participate actively in the program.
- Students enrolling in VCAL are required to undertake nationally accredited Industry Specific training which is typically done in the form of a VETiS course. VET programs are training programs with a particular vocational or job focus and are designed to lead to further training or direct entry into the workforce. Students enrolling in a VETiS course may have to pay contribution fee for the course (please find more information regarding VETiS in the VETiS in Schools Handbook available at the Traralgon College careers office.)

<table>
<thead>
<tr>
<th>Group</th>
<th>Project Group</th>
<th>Advisory Group</th>
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</table>
| Projects    | • Business project running the K.I.T.E Café and K.I.T.E. Catering (school canteen)  
• Individual food project  
• Individual interest project  
• Class tasks | • Business project planning large school events (Debutante Ball, Valedictory Dinner)  
• Individual/small group event project  
• Individual interest project  
• Class tasks | • Individual/small group business project ideally aligned with VETiS  
• Small group interest project  
• Individual interest project  
• Class tasks |
| VETIS       | • Ideally Hospitality  
• Other courses may include Business or other interest areas | • Ideally Events and Tourism  
• Other courses may include Business or other interest areas | • Aligned with future direction |
| Work Placement | • K.I.T.E Café  
• Hospitality industry  
• Linked to VETiS | • Linked to VETIS | • Linked to VETIS |
VETiS programs are training programs with a particular vocational or job focus and are designed to lead to further training or direct entry into the workforce. Contributing to both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL), all senior students have the opportunity to enrol in a VETiS Program.

**Application / Enrolment**

Students who wish to enrol in a VETiS subject must complete a VETiS Application form. Forms can be collected from the Careers Office in the West Wing. Once the forms are submitted, preferences will be reviewed and enrolments will be processed accordingly. Students may be required to have an interview as part of the review process.

VETiS subjects have very limited enrolment numbers and acceptance will be based on a number of factors including the student’s attitude, teacher recommendations, demonstrated interest in the vocational area and if necessary participation in interview/s. Please note that not all students who apply will be accepted.

Year 10 students are only able to undertake VETiS subjects that are delivered and assessed by Traralgon College: Automotive, Engineering and Furniture Making.

All students starting a VETiS subject in 2014 are required to attend a compulsory Orientation Day in November 2013, details will be provided to accepted students closer to the date.

**Outcomes**

VETiS Programs consist of a set of work skills called Units of Competence (UoCs) and students who successfully achieve competencies in a VETiS program receive a nationally recognised Certificate or Statement of Attainment (awarded for partial completion of a certificate). Some VETiS Programs offer scored assessment in the Unit 3/4 sequence resulting in a study score that directly contributes to the ATAR. Because of the ability to gain a qualification prior to finishing school, many students have gone on to gain meaningful employment and/or enter TAFE at a tertiary level after completing a VETiS program.
Continuing VETiS Students
Students who have already completed their first year of training must apply to continue their course for 2014. This will ensure that their second year enrolment is processed. Students who fail to follow this process may find that their enrolment in VETiS will not be processed. Enrolments will be reviewed of those who did not complete their first year of VETiS successfully.

VETiS programs will only be delivered to Traralgon College students in 2014 if student numbers are viable and appropriate agreements are in place between Traralgon College, the Latrobe VETiS Cluster and relevant Registered Training Organisations.

External VETiS Subjects

<table>
<thead>
<tr>
<th>Aged and Disability Care</th>
<th>Engineering Studies</th>
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<tbody>
<tr>
<td>Agriculture</td>
<td>Equine Industry</td>
</tr>
<tr>
<td>Allied Health Assistance</td>
<td>Furniture Making</td>
</tr>
<tr>
<td>Animal Studies</td>
<td>Hairdressing</td>
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<tr>
<td>Automotive Technology Studies</td>
<td></td>
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<tr>
<td>Beauty</td>
<td>Horticulture</td>
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<tr>
<td>Building &amp; Construction (Bricklaying)</td>
<td>Hospitality – Cookery or Front of House</td>
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<tr>
<td>Building &amp; Construction (Carpentry)</td>
<td>Information Technology</td>
</tr>
<tr>
<td>Business</td>
<td>Music</td>
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<tr>
<td>Civil Construction</td>
<td>Plumbing</td>
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<tr>
<td>Children’s Services</td>
<td>Rural Studies</td>
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<tr>
<td>Dental Assisting</td>
<td>Sport &amp; Recreation</td>
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<tr>
<td>Electrotechnology</td>
<td>Telecommunications</td>
</tr>
</tbody>
</table>

For more information please see the VETiS section of this handbook.
Year 10 Course Guide

Contents

AusVELS 23
Selecting a Course 24
Elective Units 25

The Arts 27

Media Mashup
Media Project
Adventures in Art
Painting and Drawing
Graphics
Stage Fright
Exploring Photography
Art of Photography
Music

English 32

English Language
Literature

Health and Physical Education 33

Outdoor Adventure Challenge
Boot Camp
Humanities 34
World Geography
My Country, My Say
Enterprise in Action

Languages 36
Mandarin

Science 37
Introduction to Psychology
Environmental Science
Systems and Solutions

Technology 49
Working with Metal
Metal Fabrication
Timber Design and Fabrication
Practical Woodwork
Food Technology
International Restaurant
Technology (Cont.)  39
Automotive Technology - Light Stream (Power Equipment
Automotive Technology - General Stream
Computer Game Design
Web Programming

Mathematics  44
Core Mathematics
Beginning in 2014, all Victorian schools will be progressively implementing the Australian National Curriculum. Development and trialling of this curriculum has been occurring over the last few years in order to identify key skills and understandings that are important for all Australian children and make sure that all students have the opportunities to develop these skills.

In Victoria, our current Victorian Essential Learning Standards (VELS) curriculum, which runs from Prep-year 10, will be changing to the new ‘AusVELS’ system, beginning with some initial changes in 2014. Some of the VELS domains remained unchanged, but there will be new curriculum for students in the areas of Maths, Science, English and History. A brief summary of these changes is included below.

**VELS - AusVELS Changes**
- No changes to the overall, large scale structure of VELS - still involves ‘discipline based learning’, ‘interdisciplinary learning’ and ‘physical, personal and social learning’.
- Change from the current 6 achievement levels to 10 levels - corresponding to each year level.
- Some changes to the dimensions (content focus) of Maths, Science, English and History.
- Introduction of ‘priorities’ - themes relevant to Australia’s current social, political and environmental situation that will be examined throughout all subjects. These 3 priorities are:
  1. Aboriginal and Torres Straight Islander histories and cultures.
  2. Asia and Australia’s engagement with Asia.
  3. Sustainability

There are no changes to the current VCE program in the foreseeable future.

More information about the new AusVELS curriculum can be found at the AusVELS website

Selecting a Year 10 Course

All year 10 students will automatically be enrolled in a Year 10 form group which they will remain in for the year and attend Maths, English, Health & Physical Education, Science and History classes together. Maths, English, Health & Physical Education will run for the entire year, and History will run for one semester.

In selecting subjects to design a Year 10 course, it is important to consider the following factors:
1. You can only choose 3 semester long subjects to study for the year. **Make sure you read the course descriptions carefully**
2. Consider your own passions/interest areas.
3. Consider Year 11 subjects you might like to enrol in in 2015. Each year 10 subject has advice on the Year 11 pathway it can help prepare you for.
4. If you have a strong passion/interest, you might consider enrolling in 2-3 subjects in this area.
5. If you have not decided on an interest/career that you are passionate about, try and choose a range of electives from 3 different areas.

### Core/Compulsory Units

<table>
<thead>
<tr>
<th>Year 10 Unit</th>
<th>VCE Pathway / Purpose</th>
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<tbody>
<tr>
<td>Core English</td>
<td>VCE English</td>
</tr>
<tr>
<td>Core Mathematics</td>
<td>VCE Further Maths</td>
</tr>
<tr>
<td></td>
<td>VCE Maths Methods</td>
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<tr>
<td></td>
<td>VCE Specialist Maths</td>
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<tr>
<td>Core Science</td>
<td>VCE Biology</td>
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<td></td>
<td>VCE Chemistry</td>
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<td></td>
<td>VCE Physics</td>
</tr>
<tr>
<td>Core Health &amp; Physical Education</td>
<td>VCE Physical Education</td>
</tr>
<tr>
<td></td>
<td>VCE Health &amp; Human Development</td>
</tr>
<tr>
<td>Core History</td>
<td>VCE History</td>
</tr>
</tbody>
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### Year 10 Unit

<table>
<thead>
<tr>
<th>The Arts</th>
<th>VCE Pathway / Purpose</th>
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<tbody>
<tr>
<td>Media Mashup</td>
<td>VCE Media</td>
</tr>
<tr>
<td></td>
<td>VCE Studio Arts (General)</td>
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<tr>
<td>Media Project</td>
<td>VCE Media</td>
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<tr>
<td></td>
<td>VCE Studio Arts (General)</td>
</tr>
<tr>
<td>Adventures in Art</td>
<td>VCE Art</td>
</tr>
<tr>
<td></td>
<td>VCE Studio Arts</td>
</tr>
<tr>
<td>Drawing and Painting</td>
<td>VCE Art</td>
</tr>
<tr>
<td></td>
<td>VCE Studio Arts</td>
</tr>
<tr>
<td>Graphics</td>
<td>VCE Visual Communication</td>
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<tr>
<td>Stage Fright</td>
<td>VCE Drama</td>
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<td></td>
<td>VCE Theatre Studies</td>
</tr>
<tr>
<td>Exploring Photography</td>
<td>VCE Studio Arts (Photography)</td>
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<tr>
<td>Art of Photography</td>
<td>VCE Studio Arts (Photography)</td>
</tr>
<tr>
<td>Music</td>
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</tbody>
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### English

<table>
<thead>
<tr>
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<th>VCE Pathway / Purpose</th>
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<tbody>
<tr>
<td>English Language</td>
<td>VCE English Language</td>
</tr>
<tr>
<td>English Literature</td>
<td>VCE English Literature</td>
</tr>
</tbody>
</table>

### Humanities

<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>World Geography</td>
<td>VCE Geography</td>
</tr>
<tr>
<td>My Country, My Say</td>
<td>VCE Legal Studies</td>
</tr>
<tr>
<td>Enterprise in Action</td>
<td>VCE Economics</td>
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<tr>
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<td>VCE Business Management</td>
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</tbody>
</table>
### Science

<table>
<thead>
<tr>
<th>Course</th>
<th>VCE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction to Psychology</td>
<td>VCE Psychology, VCE Biology</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>VCE Environmental Science, VCE Biology, VCE Outdoor &amp; Environmental Studies</td>
</tr>
<tr>
<td>Advanced Electronics</td>
<td>VCE Physics</td>
</tr>
</tbody>
</table>

### Health & Physical Education

<table>
<thead>
<tr>
<th>Course</th>
<th>VCE Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boot Camp</td>
<td>VCE Physical Education</td>
</tr>
<tr>
<td>Outdoor Adventure Challenge</td>
<td>VCE Outdoor &amp; Environmental Studies</td>
</tr>
</tbody>
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### Technology

<table>
<thead>
<tr>
<th>Course</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Working with Metal</td>
<td>VCE Design &amp; Technology</td>
</tr>
<tr>
<td>Metal Fabrication</td>
<td>VET Engineering</td>
</tr>
<tr>
<td>Timber Design and Fabrication</td>
<td>VCE Design &amp; Technology</td>
</tr>
<tr>
<td>Practical Woodwork Skills</td>
<td>VET Furniture Making</td>
</tr>
<tr>
<td>Automotive Technology - General Stream</td>
<td>VET Automotive</td>
</tr>
<tr>
<td>Automotive Technology - Light Stream Engines (Power Equipment)</td>
<td>VET Automotive</td>
</tr>
<tr>
<td>Food Technology</td>
<td>VCE Food Technology</td>
</tr>
<tr>
<td>International Restaurant</td>
<td>VCE Food Technology, VCAL Hospitality</td>
</tr>
<tr>
<td>Web Programming</td>
<td>VCE Information Technology</td>
</tr>
<tr>
<td>Computer Game Design</td>
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</tbody>
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Media Mashup

Description:
Want to try something new? Jealous of those kids that know how to make cool videos and arty stuff? Looking to make yourself an internet star? In Media Mashup students will explore a number of media areas with the intention of planning and making a number of media products. Production tasks will be drawn from of areas of media such as audio, print & digital publications, video, 2D and 3D animation and special effects. Investigating how to self-publish on all platforms, particularly in regards to web changes, will make publishing a reality. Students will watch their own and others productions, while analyzing conventions of audience and their influence of society in the 21st century.

AusVELS Dimensions:
- Creating & Making
- Exploring & Responding
- ICT for creating
- Managing Personal Learning

Pathways:
- VCE Media
- VCE Studio Arts

Cost:
$30

Media Project

Description:
Want to be the next Joss Whedon (The Avengers)? What about James Cameron (Avatar)? Maybe Spielberg (Jaws)? Or maybe you have your sights set on making a magazine? Wherever you want to end up you have to start somewhere! Media Project is solely designed to focus on the creative process where students spend the semester designing, planning and then creating a production of their choice. Students will explore video, audio, and print alongside animation and multimedia technologies including special effects. Small tasks in all these areas will help to improve the quality of the final production. Through creation of a media product students will gain an appreciation of genre, audience and the tricks that the professionals use to make their pieces popular and successful.

AusVELS Dimensions:
- Creating & Making
- Exploring & Responding
- ICT for creating
- ICT for communicating

Pathways:
- VCE Media
- VCE Studio Arts

Cost:
$30
Adventures in Art

Description:
Students will explore a range of art styles, including the controversial and vibrant world of street art. They will experiment with numerous art materials and processes and investigate contemporary art movements and artists. Through this investigation students will create a folio of their own art pieces, learning the skills to use different mediums and techniques, producing works of which to be proud. Street and Mural Art will be examined, practiced and studied as an art movement. This will include students creating a group community art piece for public display. Street Art and traditional galleries will be visited as an integral part of understanding the world of art.

AusVELS Dimensions:
- The Arts - Creating and Making
- The Arts - Exploring and Responding
- Interpersonal Development - Working in teams

Pathways:
- VCE Art
- VCE Studio Art

Cost:
$20

Painting and Drawing

Description:
Students will explore drawing and painting techniques, skills and mediums in this practical course. Students will be introduced to different art movements and their characteristic style of work, colour and colour theory. They will also look at the elements and principles of design and the correct use and care of materials. A folio of artworks in a range of styles and mediums will be produced. Students will visit art exhibitions and galleries for exposure to the world of art.

AusVELS Dimensions:
- The Arts - Creating and Making
- The Arts - Exploring and Responding
- Personal Learning – Managing Personal Learning

Pathways:
- VCE Art
- VCE Studio Art

Cost:
$20
**Stage Fright**

**Description:**
Love performing? Dream of being on stage but aren’t sure of where to start? If you are either experienced or new to drama, Yr 10 “Stage Fright” can help you! In “Stage Fright” you will explore performance skills with the ultimate goal of performing to an audience. You will use games, improvisation, theatre sports and research to develop these skills. You will attend productions outside school to learn about the many aspects of staging a live show. You will present individual and group performances to a range of audiences based on scripts and your own ideas. Above all you will have fun, build confidence and further develop your performance skills to be ready for VCE Drama and Theatre Studies.

**AusVELS Dimensions:**
- Creating & Making
- Exploring & Responding
- Aboriginal and Torres Straight Islander histories and cultures
- Managingpersonal learning
- Working in teams

**Pathways:**
- VCE Drama

**Cost:**
No Cost

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**Graphics**

**Description:**
Students will invent a new product for a specific purpose, or improve the design of an existing product. This will involve developing technical skills during term 1, including oblique, isometric and perspective drawings as well as simple building design and planning. In the second term students will apply these skills to their industrial design project. As part of this project they will produce a promotional/ advertising piece as well as design a space for a specific purpose.

**AusVELS Dimensions:**
- Exploring and responding
- creating and making

**Pathways:**
- VCE Visual Communication

**Cost:**
$20
Art of Photography

Description:
Students will investigate more deeply into the art of photography. This will include studying a range of diverse photographers, and their iconic images. Students will be introduced to and continually build knowledge through the use of aesthetics and composition. They will analyse and shape their own interests, skills and ability in constructing a folio of inspiring images enhanced with their understanding of social issues and the influences this has on photography. Digital verses traditional methods are contrasted through collaboration and individual research. Practical work is based on specific individual projects driven by the students own interest level and their understanding of the underlying elements in art. Student will be required to develop and produce a comprehensive folio of individual projects based around the understanding of, the Art behind Photography.

AusVELS Dimensions:
- Creating and making
- Exploring and Responding
- Managing Personal Learning
- Working in teams

Pathways:
- VCE Studio Art

Cost:
$50

Exploring Photography

Description:
Students will be introduced to the basic fundamentals of photography, its processes, applications and the foundations of the photographic process. This will include the historical elements beginning with Camera Obscura progressing through to digital enhancement. Students will begin by exploring black and white photographic processes before being exposed to the digital world of image manipulation.

AusVELS Dimensions:
- Creating and making
- Exploring and Responding
- Managing Personal Learning
- Working in teams

Pathways:
- Direct links to VCE Studio Arts Units 1 – 4
- Links to Vet external courses
- Links to tertiary studies
- Strong association to hobby and extracurricular interests

Cost:
$50
Music

Description:
A Year 10 music elective is proposed for 2014 which may run depending on student interest. If student interest is high, a detailed course will be developed during the second half of 2013.

AusVELS Dimensions:
- The Arts
- Exploring and Responding

Pathways:
- VCE Music
- VCE Music Performance

Cost:
No Cost
English Language

Description:
In Introduction to English Language, students will develop their knowledge of the English language and how it works. They learn that changes in English are related to historical developments and the geographical differences of its users over the centuries, and that there are many differences in dialect and accent. They learn how language enables people to interact effectively, to build and maintain relationships and to express and exchange knowledge, skills, attitudes, feelings and opinions. They discover the patterns and purposes of English usage, and they study these connections. By developing a body of knowledge about these patterns and their connections, students learn to communicate effectively through coherent, well-structured sentences and texts. They gain a consistent way of understanding and talking about language, language-in-use and language-as-system, so they can reflect on their own speaking and writing and discuss these productively with others.

AusVELS Dimensions:
- Reading and viewing
- Speaking and Listening
- Writing
- Managing Personal Learning

Pathways:
- VCE English Language

Cost: No Cost

Literature

Description:
Students develop their understanding and appreciation of a range of literary texts. They will study literary texts of personal, cultural, social and aesthetic value. These will encompass short stories, novels, poetry, prose, plays, film and multimodal texts. Students will learn how to interpret, appreciate, evaluate and create literary texts. They will explore and analyse how writers construct texts to convey meaning. Students will apply this knowledge to create their own literary constructions, demonstrating a sense of personal style and voice and the use of a range of literary features and devices.

AusVELS Dimensions:
- Reading and Viewing
- Writing
- Speaking and Listening

Pathways:
- VCE English Literature

Cost:
No Cost
Health and Physical Education

Outdoor Adventure Challenge

**Description:**
Students will participate in a 3 day outdoor adventure race in stages against a Year 10 class from another school, which will consist of a journey involving canoeing, hiking and mountain biking, with other challenges including off track navigation and thinking/problem solving challenges along the way.

In preparation for this event, students will undertake projects and learning activities to improve at all of the skills required to successfully complete the challenge, including navigation skills, mountain bike/maintenance, canoeing technique/knowledge/safety, camping knowledge/skills, teamwork ability, understanding of risk and safety, minimal impact practices, resilience and problem solving ability. This will involve with a combination of in class activities/projects and day trips outside of school.

**AusVELS Dimensions:**
- Movement & Physical Activity
- Managing Personal Learning
- Health Knowledge & Promotion
- Working in teams

**Pathways:**
- VCE Outdoor & Environmental Studies
- VET Sport & Recreation

**Cost:**
$280

Boot Camp

**Description:**
Student as a class will select a challenge to participate in (eg. ‘Tough Mudder’, Stampede, Marathon etc) and will create and implement a training program to prepare for and participate in the challenge. A big focus of this class will be pushing yourself to your limits and working well with others. There will be a ‘theory’ element to this class will be based entirely around learning what you need to prepare for the physically demanding challenge at the end of the semester. This will involve setting personal fitness goals and targets, designing and implementing a training program, learning about fitness components and training principles, monitoring personal progress, reflecting on performance and learning how to work effectively in a team.

**AusVELS Dimensions:**
- Movement & Physical Activity
- Managing Personal Learning
- Working in teams

**Pathways:**
- VCE Physical Education
- VET Sport & Recreation

**Cost:**
Depending on the trip that is chosen.
World Geography

Description:
Students look at the interrelationship of the natural environment that causes things such as deserts and rainforests to be where they are and the impact of human intervention on the environment. They develop knowledge about the operation of one of natural systems that are part of the water cycle and the effects of the weather on regions around the world.

AusVELS Dimensions:
- Geographic knowledge and understanding
- Geographical skills
- Managing personal learning
- ICT for creating

Pathways:
- VCE Geography
- VCE Biology
- Environmental Science
- Outdoor and Environmental Studies

Cost:
No Cost

My Country, My Say

Description:
Students will explore the origins of Australian democracy and the contribution of Australians who brought about important changes to our system of government. This will include a look at our civic, political and legal institutions with an emphasis on practical activities such as role plays and visits to Parliament and the courts. Students also explore the contribution of different cultures to our society and investigate the struggles of indigenous people for recognition and greater inclusion. This will enable students to research and develop an informed view on an important current issue of their choice and develop a greater understanding of their role in our society, how they can better have their say and why they need to become active citizens. Using this increased understanding and awareness of social issues and citizenship, students plan and actively participate in a community event of their choice designed to contribute to the school, local or wider community.

AusVELS Dimensions:
- Civic knowledge and understanding
- Community engagement
- ICT for Creating
- Working in Teams

Pathways:
- VCE Legal Studies

Cost:
No Cost
Enterprise in Action

Description:
Students will develop their entrepreneurial skills by looking at what is required to start their own successful business. This will include a look at how the economy works and may impact on business. Other areas related to markets, investment and finance is also explored.

AusVELS Dimensions:
- Economic Knowledge and understanding
- Economic reasoning and interpretation
- Managing Personal Learning
- ICT for creating

Pathways:
- VCE Business Management
- VCE Economics

Cost:
No Cost
Mandarin

Description:
Students will develop strong cross-cultural communication skills in Chinese Language and foster a broader engagement with Chinese culture. This involves an emphasis on practical language skills and cross-cultural communication skills. Students will use language in a real social and workplace context through diverse learning activities. This course provides practical introductory Chinese (Mandarin) language, gives students an opportunity to learn about another culture and would also help in overseas travel or for work or recreation purposes.

AusVELS Dimensions:
- Communicating in a language other than English
- Intercultural knowledge and language awareness

Pathways:
- VCE LOTE - Chinese (Mandarin)

Cost:
No Cost
**Introduction to Psychology**

**Description:**
Students will use an inquiry process to complete a case study explaining the reasons that humans behave the way they do. This will involve investigating a range of human behavior’s, including stress, bullying, aggression, what makes people attractive, mental health, criminal behavior and studying hereditary and environmental factors that influence these behaviors. They will work in groups and plan their time and their learning to combine these knowledge’s and to ultimately address the central question why humans behave the way they do.

**AusVELS Dimensions:**
- Science as a human endevour
- Science inquiry skills
- Biological Science
- Managing Personal Learning
- Working in teams

**Pathways:**
- VCE Psychology
- VCE Biology

**Cost:**
No Cost

**Environmental Science**

**Description:**
Students will get to ‘do’ science in a practical investigation of the world around them. Using field trips and excursions, students will look at ecosystems and the importance of biodiversity, how energy flows through the environment and how chemical and biological indicators can be used to assess river and ecosystem health. Practical investigations will allow students to understand the implications of human population growth and the impact this has on resources and the environment. Getting a grip on sustainability and what that means, as well answering the question “what can I do?” will give students the chance to start making a difference.

**AusVELS Dimensions:**
- Science as a human endevour
- Science inquiry skills
- Working in teams
- Creativity
- Sustainability

**Pathways:**
- VCE Outdoor & Environmental Studies
- VCE Environmental Science
- VCE Biology

**Cost:**
No Cost
Systems and Solutions

Description:
Students will, either in small groups or as a class select from a number of design challenges. Each design challenge requires students to investigate and research a specific physical science concept and develop their understanding in this area to develop and create a solution to the challenge. Through this process students learn about science inquiry and the design process and develop their self-management skills to keep their project on time and to produce a product of high standard. Design challenges may include electronics, robotics, gears and pulleys, hydraulics, bridge building, solar power. All students will be required to complete a minimum of two design challenges. Each challenge will involve written assessment on the concepts studied (eg test), a design folio including sketches, timelines, decision making processes and a refined quality product (eg. model bridge, robot, electronic circuit board…). This unit allows students to develop skills vital to further engineering studies and most design, construction and manufacturing industries.

AusVELS Dimensions:
- Design, Creativity and Technology
- Science
- Thinking Processes
- Mathematics
- Personal Learning

Pathways:
- VET/TAFE Engineering Certificate Courses
- VCE – Product Design and Technology, Systems Engineering, Physics

Cost:
$20
**Working with Metal**

**Description:**
Students will design and create a metal work project that solves a real life problem that they have identified. This will involve identifying a real life problem in need of a solution, researching and refining ideas, drawing up options and developing a plan, using Computer Aided Design (CAD) and complete a formal design process. They will learn a range of necessary skills and use a range of tools, machinery and equipment to produce the product. Students will need to keep a folio of their work and refer to this to evaluate the product and processes they used.

**AusVELS Dimensions:**
- Investigating and designing
- Producing
- Analysing and evaluating
- Managing Personal Learning
- Building Social Relationships

**Pathways:**
- VCE Design and Technology

**Cost:**
$120

**Metal Fabrication**

**Description:**
Students will produce individual set class production models from plans. Students will develop a range of skills in the use of machines, tools and equipment to safely produce products in the metals workshop. Students will also learn how to read and interpret plans, apply limited individual design development formulating construction costs and time lines, applying conversion skills and producing and evaluating final products in a safe manner.

**AusVELS Dimensions:**
- Investigating & Designing
- Producing
- Analysing & Evaluating

**Pathways:**
- VET Engineering

**Cost:**
$120
Practical Woodwork

Description:
Students will work collaboratively to produce individual set class production models from plans. Students will develop skills in the reading and interpreting of plans, applying limited individual design development, formulating construction costs and time lines, applying conversion skills, investigating timber characteristics and properties and producing and evaluating final products in a safe manner.

AusVELS Dimensions:
- Investigating & Designing
- Producing
- Analysing & Evaluating

Pathways:
- VET Furniture Making

Cost:
$120

Timber Design and Fabrication

Description:
Students will design and produce a piece of furniture for an identified client need. They will work in teams to identify the clients requirements, research appropriate information and designs, investigate, develop and implement a design to address this client’s need, make a presentation to the client and evaluate the quality of their production and process against specification list and evaluation criteria. A collaborative approach to design and construction techniques will be explored as part of a design folio process. Students will gain knowledge in design brief development, design development, plan drawing, furniture making hand and power tools and furniture construction techniques.

AusVELS Dimensions:
- Investigating and designing
- Producing
- Analysing and evaluating
- Working in teams
- Listening, viewing and responding
- Presenting

Pathways:
- VCE Design and Technology

Cost:
$120
Food Technology

Description:
Students will design, produce and evaluate a variety of meals through the semester. This will involve learning about the design process, new innovations in food and packaging, advances in technology in the food industry, convenience foods, nutrition, food preservation, food additives and the effects of wasting food on our environment. Students will apply this knowledge by designing their own meals and evaluating them to improve each time.

AusVELS Dimensions:
- Investigating and designing
- Producing
- Analysing and evaluating
- Working in teams
- Creativity, reasoning and reflection

Pathways:
- VCE Food Technology

Cost:
$80

International Restaurant

Description:
Students will design meals to run a restaurant for students and staff. This will require researching types of food production and different global cuisines, producing examples of a range of cuisines, evaluating these meals and designing specific meals to serve in their restaurant. Students will focus on being creative, curious and imaginative in the meals they produce and will need to work in teams to design, produce and evaluate them.

AusVELS Dimensions:
- Investigating and designing
- Producing
- Analysing and evaluating
- Working in teams
- Creativity

Pathways:
- VCE Food Technology
- VCAL Hospitality

Cost:
$80
Automotive Technology - Light Stream (Power Equipment)

**Description:**
Students will learn to use and evaluate current light automotive systems, including power equipment. They will learn about gearboxes, clutches, motors and brakes, as well as fuel and ignition systems, and will dismantle, diagnose and explain the operations and condition of light automotive systems. They compare different systems which achieve similar outcomes to evaluate their effectiveness, as well as their impact in the environment. This course is designed to provide students with basic skills and knowledge to operate and maintain common light automotive systems, and to prepare them for further study in the automotive industry.

**AusVELS Dimensions:**
- Producing
- Managing Personal Learning
- Working in teams

**Pathways:**
- VET Automotive

**Cost:**
$20

Automotive Technology - General Stream

**Description:**
Students will learn to use and evaluate current automotive systems. They will learn about gearboxes, clutches, motors and brakes, as well as fuel and ignition systems, and will dismantle, diagnose and explain the operations and condition of these systems. They compare different systems which achieve similar outcomes to evaluate their effectiveness, as well as their impact in the environment. This course is designed to prepare students for further study or employment in the automotive industry by providing basic knowledge of how these systems operate, what their roles are, and how they develop over time.

**AusVELS Dimensions:**
- Producing
- Managing Personal Learning
- Working in teams

**Pathways:**
- VET Automotive

**Cost:**
$20
**Computer Game Design**

**Description:**
Students will be presented with a number client design briefs/challenges to create and develop computer games. In order to produce quality solutions (games) to meet these challenges students learn how to implement a design process used in a range of Technology, IT, Automotive and Trade Industries. This will include investigating, designing, producing, analysing and then evaluating their products and solutions. This includes learning to work along a production pipeline with people like programmers and follow game development from concept to publishing. Through this process students will use industry standard software and design games in adobe flash. Students will have an opportunity to participate in an online course and challenge offered by the University of Sydney. This unit allows students to develop skills in the Design Process and Computer Programming, and also in problem solving methodology and in creative and critical thinking.

**AusVELS Dimensions:**
- Investigating and Designing
- Producing
- Analysing and Evaluating
- Communication - Listening, Viewing and Responding
- ICT for Visualising thinking
- ICT for Creating
- ICT for Communicating

**Pathways:**
- VCE Information Technology

**Cost:**
No Cost

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**Web Programming**

**Description:**
Students will undertake a project to use web-based technology to design and produce an appropriate product which addresses a current business need. This will involve learning the basic principles of e-commerce systems and web-programming, exploring web-programming language, computer systems in a business environment, troubleshooting computer system hardware and working in teams to design, produce and evaluate their product.

**AusVELS Dimensions:**
- Investigating and designing
- Producing
- Analysing and evaluating
- ICT for visualising thinking
- ICT for creating
- ICT for communicating
- Interpersonal Development

**Pathways:**
- VCE Information Technology

**Cost:**
No Cost
Core Mathematics

Description:
The Australian Curriculum for Mathematics is organized around three content strands:
1. Number & Algebra
2. Measurement & Geometry
3. Statistics & Probability

The content is developed to improve students’ understanding and fluency of the mathematical skills. Students will then explore the application of the content through tasks that develop their problem solving and reasoning ability.

AusVELS Dimensions:
- Number and Algebra
- Measurement & Geometry
- Statistics and Probability

Pathways:
- VCE Further Mathematics
- VCE Mathematics Methods
- VCE Specialist Mathematics

Cost:
No Costs
VCE Course Guide

Choosing your VCE English Course
Choosing your Year 11 Mathematics Course
Choosing you Year 12 Mathematics Course
Early Start Subjects
Criteria for Early Start Subjects
Summary of VCE Units
Accounting
Art
Biology
Business Management
Chemistry
Product Design and Technology
Drama
Economics
English
English as an Additional Language
Environmental Science
Food Technology
Geography
Health and Human Development
History
Information Technology  71
Australian & Global Politics  72
Legal Studies  73
Literature  74
Languages Other Than English (L.O.T.E.)  75
Mathematics  76
Media  78
Outdoor and Environmental Studies  79
Philosophy  80
Physical Education  81
Physics  82
Psychology  83
Sociology  84
Studio Art  85
Theatre Studies  86
Visual Communication and Design  87
There is a group of English studies consisting of English/EAL and Literature.

**THE ENGLISH GROUP**
The English group consists of:
- English
- English as a Second Language (EAL)
- Literature

**ADVICE ON CHOOSING YOUR ENGLISH SUBJECTS**

1. English/EAL Units 1, 2, 3, 4.
The most common choice for all students. Includes a study of texts, persuasive language, contexts and an oral presentation.

2. Literature Units 1, 2, 3, 4.
For those who are strong readers as it focuses on the study of classic and contemporary texts.

**The English Requirement**

For completion of the VCE, 3 units of English must be satisfactorily completed.

The 3 units that are required for satisfactory completion must be selected from the English Group.

No more than 2 units at unit 1 and unit 2 level may count towards the English requirement.

For calculation of an ATAR, students must also satisfactorily complete Units 3 & 4 of an approved sequence in the English Group.

Any of the approved Units 3/4 sequences within the English Group will be counted in the ATAR but no more than two will be permitted in the primary four.

**Help with choosing your (Units 1-4) sequence of English subjects**

- **You don’t feel confident about doing VCE English.**
  - Discuss your options with English and VCAL Coordinators

- **You succeeded in Year 10 core English.**
  - Consider English 1-4

- **You have completed the Literature or English Language unit at Year 10.**
  - Consider Literature or English Language as an addition to English or an alternative to English

- **You love reading and the study of texts.**
  - Consider English plus Literature 1-4
Choosing your Year 11 VCE Mathematics Course

At the end of Year 10 you will probably be in one of four situations. The boxes below outline the general consequences of each of these choices. For advice in regard to specific University and TAFE courses students should consult the latest VICTER.

1. You don’t feel confident about doing VCE Mathematics, perhaps you completed Year 10 Foundation Mathematics or experienced difficulty with Year 10 Further Mathematics (achieving below the expected standard) but you still want to do some Mathematics.

You could do Year 11 Foundation Mathematics (you should be aware that Foundation Mathematics does not lead directly to a Year 12 Mathematics study).

You could still complete Year 12 Mathematics if you are willing to do an extra VCE year.

2. You have performed well in Year 10 Further Mathematics eg. have an AusVELS level 9.5 or above and have met the outcomes in each semester.

This will lead you into Year 11 General Mathematics Further, which in turn leads into Year 12 Further Mathematics.

Year 12 Further Mathematics is a pre-requisite for a range of University and TAFE courses that require a competence in General Mathematics.
3. You have completed Year 10 Mathematical Methods
   This will lead you to Year 11 General Mathematics Further,
   which in turn leads to Year 12 Further Mathematics.
   Year 10 Mathematical Methods has covered most concepts in
   more detail than Year 10 Further Mathematics.
   Year 12 Further Mathematics is a prerequisite for a range of
   University and TAFE courses that require a competence in
   General Mathematics.

4. You have performed well in Year 10 Mathematical Methods eg. have a AusVELS level of 10 or 10A and achieved
   very good and excellent for the assessment task.
   This leads you to Mathematical Methods Unit 1 & 2 in conjunction with General Mathematics Maximum at Year 11.
   These two Mathematic subjects need to be studied together to provide a sound preparation for Year 12 Mathematical
   Methods.
   Year 12 Mathematical Methods is a prerequisite for a range of University and TAFE courses including Science,
   Engineering and some Business courses. Some also require Specialist Mathematics. You can only do Specialist
   Mathematics if you are also doing Year 12 Mathematical Methods.
Choosing your Year 12 VCE Mathematics Course

At the end of Year 11 you will probably be in one of four situations. The boxes below outline the general consequences of each of these choices. For advice in regard to specific University and TAFE courses students should consult the latest VICTER.

1. You have successfully completed Year 11 Foundation Mathematics and would like to extend your mathematical knowledge and skills. You can choose Year 11 General Further Mathematics. Please note that Foundation Mathematics does not lead directly into Year 12 Mathematics study. You could still complete Year 12 Mathematics if you are willing to do an extra VCE year.

2. You have completed Year 11 General Mathematics Further with a test average of C+ or better, you could choose Year 12 Further Mathematics. Year 12 Further Mathematics is a pre-requisite for a range of University and TAFE courses that require competence in General Mathematics. Further Mathematics is also recognised by a range of employers as an indication of competence in Mathematics.
3. You have completed Year 11 Mathematical Methods & General Mathematics Maximum.
   You could choose Year 12 Further Mathematics.
   Year 12 Further Mathematic is a pre-requisite for a range of University and TAFE courses that require competence in General Mathematics. eg. Business courses.
   Further Mathematics is also recognised by a range of employers as an indication of competence in Mathematics.

4. You have performed well in Year 11 Mathematical Methods eg. with a test average of C+ or better you could choose Yr 12 Mathematical Methods.
   You could also choose to study Specialist Mathematics.
   Year 12 Mathematical Methods is a pre-requisite for a range of University and TAFE courses including Science, Engineering and some Business courses. Some also require Specialist Mathematics.
   You can only do Specialist Mathematics if you are also doing Year 12 Mathematical Methods.
What is an early start subject?
Year 10 students have the opportunity to enroll in a VCE subject. Typically, an early start student will complete Units 1&2 of a subject in Year 10 and Units 3&4 during Year 11. This allows them to enter Year 12 having already achieved a study score, which can help them increase their overall ATAR score. Also, as only units 3&4 lead to a study score, doing an year 12 subject in year 11 means the student only has one scored subject to focus on, rather than 5 in Year 12.

Who should do an early start subject?
Students who have a high focus on obtaining an ATAR score, are intending to study at university and have a strong work ethic are suited to studying an early start subject. These students need to be highly motivated, independent learners. Typically, an early start subject is only beneficial if a student performs well in the subject.

How do I apply to do an early start subject?
It is important to understand that early start subjects are not a regular part of Year 10 studies and are suitable for a select group of students. While the decision to enroll in an early start subject is ultimately up to the individual student, there are a number of processes prospective early start students must go through to ensure they are choosing this pathway for appropriate reasons.

Application Process
1. Course selection form
   - Indicate on your course selection form the subject you would to enroll in.
   - Make sure all of the check box’s apply to you and tick them.
   - Get your current teacher of the subject most similar to the subject your are applying for to approve and sign your application.
   - Briefly explain why you would like to enroll in an early start subject.
   (You can use the criteria on the next page to help decide whether this program is appropriate for you)

2. Course counselling
   IF YOU ARE ENROLLING IN EARLY START YOU MUST ATTEND A COURSE COUNSELLING INTERVIEW WITH YOUR PARENT/S.
   In your interview, you will discuss the criteria on the next page to assess how suitable this course is for you. Your course counsellor will sign off that you have attended the interview.
Criteria for Early Start Subjects

Read through the following questions, and their descriptions, and work out how well they apply to you. If you have clear, positive answers for each of the 4 questions, then it is likely that an early start subject is a good idea for you. Please keep in mind that these are not selection criteria. They simply describe the set of circumstances which is usually the most appropriate, to make sure you are selecting the subject for the right reasons. If you answer no to some of these questions, make sure you explain to your course counselor why you want to do early start, and they can advise whether it will be helpful to your or not.

1. Are you HIGHLY motivated to put in a high level of effort?
This is the most important question. There is no benefit in just doing an early start subject. You will be in a class for 2 years with students in the year level above you, and will expected to be working at, or even above the standard that they are. You will only have one VCE subject to focus on, instead of 6, and show you need to be putting a lot of work into this class.

2. Do you have a clear goal/pathway for after you leave school.
The more you know about what you want to do, the better an idea early start is for you. If you know what your intended career is, and the university course required for this - great! If not, you should at least intend to study at university.

3. Are you aiming for an ATAR score?
By completing the regular VCE course you will complete more than enough units to satisfy your VCE requirements, so doing an early start subject will only help you improve your ATAR score, not to pass VCE. If you have thought, or been told that doing an early start subject is easier because you will have less to do in Year 12, this is not the case. Early start students work harder than other students, not less.

4. Are you seeking to enroll in your favorite or most important subject?
Some students choose, or advised to choose a subject that they are really interested in to do as an early start. In Year 10, you are able to choose a wide range of subjects which interest you, but in Year 11 and 12, you will have less of a range as you choose a mix of subjects you are interested in, and ones that are prerequisites or appropriate for your University studies. Having at least one subject that you really enjoy in Year 12 will be highly beneficial.
### VCE Units offered*

<table>
<thead>
<tr>
<th>Accounting</th>
<th>Australian and Global Politics</th>
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<tbody>
<tr>
<td>Art</td>
<td>Legal Studies</td>
</tr>
<tr>
<td>Biology</td>
<td>Literature</td>
</tr>
<tr>
<td>Business Management</td>
<td>Languages Other Than English</td>
</tr>
<tr>
<td>Chemistry</td>
<td>Mathematics</td>
</tr>
<tr>
<td>Product Design and Technology</td>
<td>Media</td>
</tr>
<tr>
<td>Drama</td>
<td>Outdoor and Environmental Studies</td>
</tr>
<tr>
<td>Economics</td>
<td>Philosophy</td>
</tr>
<tr>
<td>English</td>
<td>Physical Education</td>
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<td>English as an Additional Language</td>
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<tr>
<td>Environmental Science</td>
<td>Physics</td>
</tr>
<tr>
<td>Food and Technology</td>
<td>Psychology</td>
</tr>
<tr>
<td>Geography</td>
<td>Sociology</td>
</tr>
<tr>
<td>Health and Human Development</td>
<td>Studio Arts</td>
</tr>
<tr>
<td>History</td>
<td>Theatre Studies</td>
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<tr>
<td>Information Technology</td>
<td>Visual Communication and Design</td>
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*Whilst all of the above units are offered, parents and students should be aware that the final decision as to which subjects run is dependant on a number of factors, including the number of students that choose that subject.*
Accounting

Rationale
Accounting is the process of recording, reporting, analysing and interpreting financial data and accounting information which is then communicated to internal and external users of this information. It plays an integral role in the successful operation and management of businesses.

VCE Accounting focuses on small business. Unit 1 begins with a small service business, allowing students to develop knowledge and skills in accounting without the complexities of accounting for trading businesses or large organisations. Units 2, 3 and 4 then focus on a single activity trading business where students build on and extend their accounting skills.

AC011 Unit 1 Establishing and operating a service business
This unit 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.

AC012 Unit 2 Accounting for a trading business
This unit 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.

AC033 Unit 3 Recording and reporting for a trading business
This unit focuses on financial accounting for a single activity trading business as operated by a sole trader and emphasises the role of accounting as an information system. Students use the double entry system of recording financial data and prepare reports using the accrual basis of accounting. The perpetual method of stock recording with the First In, First Out (FIFO) method is used.

AC034 Unit 4 Control and analysis of business performance
This unit provides an extension of the recording and reporting processes from Unit 3 and the use of financial and non-financial information in assisting management in the decision-making process. The unit is based on the double entry accounting system and the accrual method of reporting for a single activity trading business using the perpetual inventory recording system. Students investigate the role and importance of budgeting for the business and undertake the practical completion of budgets for cash, profit and financial position.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4. Units 1 to 4 are designed to a standard equivalent to the final two years of secondary education.

Satisfactory completion
The award of satisfactory completion for a unit is based on a decision that the student has demonstrated achievement of the set of outcomes specified for the unit. This decision will be based on the teacher’s assessment of the student’s performance on assessment tasks designated for the unit.

Levels of achievement
Unit 1 and 2: Graded school based assessment tasks
Unit 3 and 4:
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
End of year examination: 50 per cent
Rationale
This study encourages students to explore ideas and to demonstrate effective working methods and a range of technical skills through investigation and experimentation. Inter media and cross media investigations are an integral part of this exploratory process. It also equips students to respond to art in an informed and articulate manner.

AR011 Unit 1

This unit encourages the imaginative exploration of materials, techniques and working methods, demonstrating visual solutions to set tasks and studying the ways in which the art of the past and present relates to the society for which it was created.

AR022 Unit 2
This unit focuses on the development of art works demonstrating effective working methods and studying the roles of artists and their innovative and personal involvement in art.

AR033 Unit 3
In this unit students present a broad and innovative body of work as they communicate ideas through experiments in one or more media. A range of approaches to interpreting art are studied and applied.

AR034 Unit 4
In this unit students further present a broad and innovative body of work as they communicate ideas through experiments in one or more media. A range of approaches to interpreting art are studied and applied.

Entry
There are no prerequisites for Units 1, 2 and 3. Units 3 and 4 are taken as a sequence.

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit. Students must undertake Unit 3 prior to Unit 4.

Levels of Achievement
Unit 1 and 2:
Graded school based assessment tasks
Unit 3 and 4:
Unit 3 school-assessed coursework: 10 per cent
Unit 4 school-assessed coursework: 10 per cent
Units 3 and 4 school-assessed task: 50 per cent
End of year examination: 30 per cent

Cost per Semester:
$20
Rationale

Biology is the study of living organisms, of life processes, and of the different levels of organisation from the cell to the biosphere. It includes the study of interactions between organisms and between organisms and their environments. It considers the unity and continuity of life as well as diversity and change.

BI011 Unit 1 Organisms in their Environments
This unit examines communities of living organisms and their non-living surroundings. The complex interactions that sustain life on Earth, and the nature and effects of environmental change are also considered.

BI022 Unit 2 Functioning Organisms
This unit examines the characteristics, which assist plants and animals to function effectively in their particular environments. The applications of technology to explore, maintain and modify reproduction and development, and the issues associated with the use of this technology are investigated.

BI033 Unit 3 Signatures of life
In this unit students consider the molecules and biochemical processes that are indicators of life. They investigate the synthesis of biomolecules and biochemical processes that are common to autotrophic and heterotrophic life forms. Students consider the universality of DNA and investigate its structure; the genes of an organism as functional units of DNA and coding for the production of a diverse range of proteins in an organisms. Students consider advances in proteomics applied for example, to medical diagnosis. Students investigate how cells communicate with each other at molecular level in regulating cellular activity. Students also consider the technological advances that have contributed to our knowledge and understanding of molecular biology.

BI034 Unit 4 Continuity and Change.
In this unit students examine evidence for evolution of life forms over time. Students explore hypotheses that explain how changes to species have come about. In addition students explore the universality of DNA, and conservation of genes. Students study how genes are transmitted to generation and consider the relationship between heritable variation and the environment. Students examine the interrelationships between biological, cultural and technological evolution. Students also investigate emerging technological applications and the implications of advances in molecular genetics. The ability to apply technologies that can change the genetic composition of individual organisms and species, including humans, raises controversial issues for individuals and society. Students examine these issues and consider their implications from a variety of perspectives.

Entry

There are no prerequisites for entry to Units 1, 2 and 3. However, completion of Unit 1 or 2 is highly recommended before beginning a 3-4 sequence. Students who first enter the study at Unit 3 may need to do preparatory work based on Unit 1 and Unit 2, as specified by the teacher. Units 3 and 4 are taken as a sequence.

Satisfactory Completion

Demonstrated achievement of the learning outcomes set for the unit.

Levels of Achievement

Unit 1 and 2:
Graded school based assessment tasks
Mid-year examination
End of year examination

Unit 3 and 4:
Unit 3 school-assessed coursework: 20 per cent
Unit 4 school-assessed coursework: 20 per cent
End-of-year examination: 60 per cent
Rationale
Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. It examines the challenges, complexity and rewards that come from business management, and provides insight into the ways resources can be managed in small, medium and large scale organisations. A range of management theories is also introduced and tested against management in practice through exposure to real business scenarios.

BM011 Unit 1 Small Business Management
This unit studies generic business concepts, which apply to the management of organisations of varying size, complexity or industry setting. It also involves a consideration of the range of activities related to planning and operation of a small business.

BM022 Unit 2 Communication and Management
This unit studies the importance of effective communication in achieving business objectives. Methods and forms of communication in different situations are examined, with a particular focus on marketing and public relations.

BM033 Unit 3 Corporate Management
This unit examines the role and importance of large-scale organisations to the Australian economy. It considers aspects of the internal environment, including management styles and skills, and the importance of the operations management function in producing quality goods and services in a competitive, global environment.

BM034 Unit 4 Managing People and Change
This unit examines the human resource management practices and processes with a key focus on the employment cycle and employee relations. The management of change is a key focus as large organisations seek to build or maintain a competitive position in a rapidly changing global business environment.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Units 3 and 4 are taken as a sequence

Satisfactory Completion
Demonstrated achievement of the learning outcomes set for the unit.

Levels of Achievement
Units 1 and 2
Graded school based assessment tasks

Unit 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
End of year examination: 50 per cent
Chemistry

Rationale
Chemistry is a key science in explaining the workings of our world through an understanding of the properties and interactions of substances. It is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers. Students will investigate, explore and discuss chemical concepts and issues.

CH011 Unit 1 The Big Ideas of Chemistry
This unit explores the big ideas of chemistry – the Periodic Table and atomic theory. It also focuses on the structure, properties and applications of materials. All areas of study in this unit involve conducting investigations/ experiments and making connections between concepts and their practical applications.

CH022 Unit 2 Environmental Chemistry
In this unit students will investigate how chemistry is used to respond to the effects of human activities on our environment. The two areas of focus are Water and the Atmosphere. Students will investigate the properties of water and chemical reactions by conducting practical activities. Students will study the interaction between living things and gases of the atmosphere.

CH033 Unit 3 Chemical Pathways
Students will investigate the scope of techniques used by analytical chemists. Organic reactions pathways and the chemistry of particular organic molecules will also be studied. Students will complete an extended experimental investigation. They will become conversant with the language and symbols of chemistry, chemical formulae and equations to explain observations and data collected from experiments.

CH034 Unit 4 Chemistry at Work
In this unit students investigate the industrial production of chemicals and the energy changes associated with chemical reactions. Students will research how to obtain optimum conditions for the production of a selected chemical. They will also explore how energy is produced from available resources and consider the efficiencies, advantages and disadvantages of each energy source. A summary report of three practical activities is a requirement and the annotations must show the links between the practical activities.

Entry
Successful completion of year 10 Further Maths or above is a highly recommended minimum for Chemistry Units 1 and 2. Successful completion of Chemical Reactions or another science class is also advised. A final examination grade of C+ or higher in Chemistry Unit 2 is recommended if the student wishes to continue with Chemistry units 3 and 4. Exceptions to the above criteria may be made, but only after consultation with the careers and subject teachers. Units 3 and 4 are taken as a two-unit sequence.

Satisfactory Completion
Demonstrated achievement of the learning outcomes set for the unit.

Levels of Achievement
Units 1 and 2
Graded school based assessment tasks

Units 3 and 4.
Unit 3 school-assessed coursework: 20 per cent
Unit 4 school-assessed coursework: 20 per cent
End of year examination: 60 per cent
Product Design and Technology

Select one of the following focuses

Metal (M) OR Wood (W)

Rationale
This study engages students in technological tasks that call on their knowledge and understanding of materials and production processes to design and make products suitable for their intended purpose. Students also have opportunities to undertake production activities often related to industrial and commercial practices.

DT011 Unit 1
This unit focuses on the distinctive properties of materials, the selection of materials for specific purposes and the tools, equipment and machines used to process materials.

DT022 Unit 2
This unit focuses on the origins of products, the considerations and constraints that may be imposed as products are developed and the impact of these constraints on product solutions.

DT033/ DT034 Units 3 and 4
In these units, students explore the complex forces involved in the design and development of a product for the mass market. They also focus on how judgments of products can be informed by a comparison of products in terms of their quality, usefulness and appeal. The role and influence of product promotion and marketing are also considered.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Graded School based Tasks

Units 3 and 4
Unit 3 school-assessed coursework: 10 per cent
Unit 4 school-assessed coursework: 10 per cent
Units 3 and 4 school-assessed task: 50 per cent
Units 3 and 4 examination: 30 per cent

Costs:
$30 plus Materials per Semester
Rationale
This study provides students with the opportunity to examine and explore the ways in which drama gives form to, and makes meaning of, a range of social, political, cultural and historical contexts. It focuses on the development of expressive skills within dramatic structures and the development and performance of imagined characters, achieved through the refinement of skills, techniques and processes in the creation and presentation of dramatic works.

DR011 Unit 1
This unit focuses on the art of transforming into imagined characters, examining the place of role and status in characterisation, and using performance structures such as solo or ensemble performance.

DR022 Unit 2
This unit focuses on the differing perspectives and interpretations that drama can give to play scripts and stimulus material from a range of cultures. It explores the application of dramatic elements and stagecraft and the development of expressive skills in the student’s own work.

DR033/ DR034 Units 3 and 4
In these units non-naturalistic drama from a diverse range of traditions is explored in the development of ensemble performance. The use of performance style, theatrical conventions and stimulus materials from a variety of cultural sources is explored in the development of a solo performance.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision.

Units 3 and 4
School-assessed coursework and two end-of-year examinations.

Unit 3 school-assessed coursework: 35 per cent
Unit 4 school-assessed coursework: 5 per cent
Units 3 and 4 Written examination: 25 per cent
Unit 4 Performance examination: 35 per cent
Economics

Rationale
Economics focuses on decisions about how production occurs, how resources are allocated and how proceeds of production are distributed. These economic decisions not only affect the wellbeing of particular nations and their people but also increasingly influence living standards regionally and globally.

EC011 Unit 1 The Australian Economy
The focus of this unit is the study of economic decision-making and economic issues of importance to the Australian economy in the twenty-first century.

EC022 Unit 2 Australia and the Global Economy
The focus of this unit is the study of Australia’s external relationships and economic issues of importance in the global economy in the twenty-first century.

EC033 Unit 3 Economic Activity and Objectives
The focus of this unit is the study of economic activity in Australia and the factors that affect achievement of the objectives of the Australian economy.

EC034 Unit 4 Economic Management
The study of this unit is the study of the management of the Australian economy, which concentrates on budgetary, monetary and micro-economic policy used by the Australian Government.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. However it is recommended students complete unit 1 or 2 before commencing a 3-4 sequence.

Satisfactory Completion
Demonstrated achievement of set learning outcomes.

Levels of Achievement
Unit 1 and 2
Graded school based assessment tasks

Unit 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
Units 3 and 4 examination: 50 per cent.
Rationale
The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of the key knowledge and skills underpins effective functioning in the contexts of study and work as well as productive participation in a democratic society in the twenty-first century.

EN011 Unit 1
The focus of this unit is on the reading of a range of texts, particularly narrative and persuasive texts, in order to comprehend, appreciate and analyse the ways in which texts are constructed and interpreted. Students will develop competence and confidence in creating written, oral and multimodal texts.

EN012 Unit 2
The focus of this unit is on reading and responding to an expanded range of text types and genres in order to analyse ways in which they are constructed and interpreted, and on the development of competence and confidence in creating written, oral or multimodal texts.

EN013 Unit 3
The focus of this unit is on reading and responding both orally and in writing to a range of texts. Students analyse how the authors of texts create meaning and the different ways in which texts can be interpreted. They develop competence in creating written texts by exploring ideas suggested by their reading within the chosen Context, and the ability to explain choices they have made as authors.

EN014 Unit 4
The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Levels of Achievement

Unit 1 and 2
Graded school based assessment tasks.

Unit 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
End-of-year examination: 50 per cent
Rationale
The study of English encourages the development of literate individuals capable of critical and imaginative thinking, aesthetic appreciation and creativity. The mastery of the key knowledge and skills underpins effective functioning in the contexts of study and work as well as productive participation in a democratic society in the twenty-first century.

EN011 Unit 1
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EN014 Unit 4
The focus of this unit is on reading and responding in writing to a range of texts in order to analyse their construction and provide an interpretation. Students create written or multimodal texts suggested by their reading within the chosen Context and explain creative choices they have made as authors in relation to form, purpose, language, audience and context.

Entry
Students must have been in Australia (as a citizen or as an exchange student) for less than seven years and must have a language other than English as their first language. While there are no prerequisites for entry into Units 1, 2 and 3, school-aged students normally enrol in all the English units and must pass 3 of them to be awarded the VCE. (Mature Aged students are only required to pass the 3-4 sequence)

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Graded school based assessment tasks

Units 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
End of year examination: 50 per cent
Environmental Science

Rationale
This study examines the application of environmental science to ecologically sustainable development and environmental management. It provides the opportunity for students to understand the structure, function and diversity of natural ecosystems on this planet and evaluate the impacts of human activities on them.

EV011 Unit 1 The Environment
This unit focuses on the environment and its components. The ecosystem’s function and the interaction in and between the ecological components will be investigated, as well as considering the effects of natural and human-induced changes in ecosystems.

EV012 Unit 2 Monitoring the Environment
In Unit 2 students will investigate the characteristics of environmental indicators and their use in monitoring programs. Environmental indicator data will be defined, collected and interpreted. Field trips, practicals and excursions will be used to gather data for use in analysis and discussion of ecological issues.

EV033 Unit 3 Energy and Biodiversity
Unit 3 focuses on two major ecological issues which provide challenges for the present and the future. The consequences on the atmosphere of natural and enhanced greenhouse effects, and issues of biodiversity and its significance in sustaining ecological integrity, will be examined.

EV034 Unit 4 Ecological Sustainability
Finally unit 4 looks at pollution and its relationship to the health of humans and the environment. It advances further understanding of managing the environment to ensure development meets human needs while maintaining ecological integrity of the environment.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
Graded School based Task.

Units 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
End-of-year examination: 50 per cent
Rationale
VCE Food and Technology focuses on the importance of food in our daily lives from both a theoretical and practical point of view. The study enables students to apply their theoretical understanding of the relationship between food and technology as they develop skills in food preparation. They develop knowledge of the physical, chemical, sensory and functional properties of food and are able to apply this knowledge when using food in a practical situation.

FY011 Unit 1: Food safety and properties of food
In this unit students study safe and hygienic food handling and storage practices and apply these practices in the preparation of food. They consider food preparation practices suitable for use in a small-scale food operation, and consider the selection and use of a range of tools and equipment suitable for use in food preparation. Students examine the links between classification of foods and their properties, and examine changes in properties of food when different preparation and processing techniques are used.

FY022 Unit 2: Planning and preparation of food
In this unit students investigate the most appropriate tools and equipment to produce optimum results, including the latest developments in food technology. Students research, analyse and apply the most suitable food preparation, processing and cooking techniques to optimise the physical, sensory and chemical properties of food. Students work both independently and as members of a team to research and implement solutions to a design brief. They use the design process to respond to challenges of preparing food safely and hygienically for a range of contexts and consumers, taking into account nutritional considerations, social and cultural influences, and resource access and availability.

FY023 Unit 3: Food preparation, processing and food controls
In this unit students develop an understanding of food safety in Australia and the relevant national, state and local authorities and their regulations, including the Hazard Analysis and Critical Control Points (HACCP) system. They investigate the causes of food spoilage and food poisoning and apply safe work practices while preparing food. Students demonstrate understanding of key foods, analyse the functions of the natural components of key foods and apply this information in the preparation of foods. They investigate cooking techniques and justify the use of the techniques they select when preparing key foods. Students develop an understanding of the primary and secondary processes that are applied to key foods, including food-processing techniques to prevent spoilage. They also preserve food using these techniques.

FY034 Unit 4: Food product development and emerging trends
In this unit students develop individual production plans for the proposed four to six food items and implement the design plan they established in Unit 3. In completing this task, students apply safe and hygienic work practices using a range of preparation and production processes, including some which are complex. They use appropriate tools and equipment and evaluate their planning, processes and product. Students examine food product development, and research and analyse driving forces that have contributed to product development. They investigate issues underpinning the emerging trends in product development, including social pressures, consumer demand, technological developments, and environmental considerations. Students also investigate food packaging, packaging systems and marketing.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion
Demonstrated achievement of the set of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Individual school decision.

Units 3 and 4
Unit 3 School-assessed Coursework: 18 per cent
Unit 4 School-assessed Coursework: 12 per cent
Units 3 and 4 School-assessed Task: 40 per cent
End-of-year examination: 30 per cent

Costs per semester: $80
Rationale
This study focuses on the geography of natural and human environments. Geographers investigate the changing patterns of place using a range of geographical resources and skills. They observe, describe, explain and analyse patterns of phenomena that affect places at or near the surface of the Earth.

GEO11 Unit 1: Natural Environments
The unit focuses on the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth’s surface. It also examines how the interactions between natural processes and human activities can also change natural environments. Students must study two natural environments at two different scales.

GEO22 Unit 2: Human Environments
The unit focuses on the characteristics of human environments and changes in them. It considers the dynamic nature of rural and urban environments and the factors contributing to change that affect the management and the sustainability of the human environments. Students must study two human environments in each area of study, one of which must be a rural environment and one of which must be an urban environment. One environment must be located in Australia and one from another country. Each environment selected for study must focus on human geography at two different scales.

GE033 Unit 3: Regional Resources
The unit considers the characteristics of resources. The focus is on the concept of region and situates the resource within a regional perspective. One of the most important changes in this unit is the mandating of a study of the use and management of an Australian water resource -the Murray Darling Basin region in Area of Study 1. It enables students to gain a regional perspective in determining the availability, utilization and sustainability of water in this region. In Area of Study 2 students will study the use and management of a resource in their local area and within the region. They will justify a policy for the future use and management of the resource with an emphasis on its sustainability. Importantly in their study of this resource students will undertake fieldwork. Fieldwork is mandated in this area of study.

GE034 Unit 4: Global Perspectives
The unit focuses on the geographic characteristics of global phenomena and responses to them. It considers the factors primarily responsible for generating global phenomenon and focuses on the ways in which people and organizations respond to the impact of the global phenomenon. It analyses and evaluates policies and strategies including those that promote sustainability. Students study two global phenomena in each area of study, one of which must be the study of human population.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Units 3 and 4 are taken as a sequence.

Satisfactory Completion
Demonstrated achievement of the learning outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
Graded school based assessment tasks.

Units 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
End of year examination: 50 per cent
Rationale
The central focus of the Health and Human Development study is to examine the factors that promote wellbeing in individuals, families and communities. This study aims to develop an understanding of the relationship between health and human development.

HH011 Unit 1 The Health and Development of Australia’s Youth.
This unit examines the physical, social, intellectual and emotional development associated with adolescence and the challenges for and resources available to young people during this stage of their development.

HH022 Unit 2 Individual Human Development and Health Issues.
This unit explores the requirements for optimal health and development throughout childhood and adulthood, the results of social and environmental factors on health and development outcomes and the Australian health care system.

HH033 Unit 3 Australia’s Health.
This unit examines the health status of Australians and the promotion of health in Australia.

HH034 Unit 4 Global Health and Human Development.
This unit examines the development and health of people in industrialised and developing countries.

Entry
While there are no prerequisites for entry to Units 1, 2 and 3 it is suggested that students undertake unit 1 & 2 before commencing a 3-4 sequence. Students who enter the study for the first time at Unit 3 may need to undertake preparatory work based on Unit 2 as specified by the teacher.

Satisfactory Completion
Demonstrated achievement of the learning outcomes specified for the unit.

Levels of Achievement
Unit 1 and 2
Graded school based assessment tasks

Unit 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
End of year examination: 50 per cent
Rationale
History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created present societies. It builds a conceptual and historical framework within which students can develop an understanding of the issues of their own time and place. It develops the skills necessary to analyse visual, oral and written records.

History

HI031 History 1: Twentieth Century History (1900 - 1945)
This unit explores some of the momentous events and new ideas that occurred in the first half of the twentieth century. It investigates the challenges to the 'old world' and examines the new forms of economic and political organisation and cultural expression that emerged during this period. Possible topics include World War I, the jazz age, the Russian Revolution, the rise of fascism, the Spanish Civil War and World War II.

HI042 History 2: Twentieth Century History (1945-2000)
This unit examines some of the main events, competing ideologies and social movements since 1945. It explores the increasing interplay between domestic events and international developments that has been a feature of this period. Possible topics include the Cold War, the Korean War, the Vietnam War, the civil rights movement in the USA, and events such as the Chernobyl disaster and the Gulf Wars.

HI133 History 3: Revolutions
This unit examines revolutions that broke radically with the past by destroying governments and embarking on a program of profound social and political change. It focuses on a selected revolution and examines the old regime, the factors that contributed to its collapse and the role of revolutionary ideas, movements and leaders. Selected revolution - France.

HI134 History 4: Revolution
This unit examines revolutions that attempted to break radically with the past by destroying governments and embarking on a program of profound social and political change. It focuses on a selected revolution and examines the origins, scale and impact of crises that enveloped the revolution. It also includes an evaluation of the outcomes of revolution and the extent to which the ideals of revolutionary movements and leaders were realised. Selected revolution - Russia.

Offered are the following units:
Unit 1: Twentieth-Century History (1900 - 1945)
Unit 2: Twentieth-Century History (1945 - 2000)
Units 3 and 4: History of Revolutions – The Russian and French Revolutions

Each pair of Units 3 and 4 is designed to be taken as a sequence.

Each History unit is treated as a separate study with its own structure, key knowledge, skills and assessment.

Entry
There are no prerequisites for Units 1, 2 and 3 but it is recommended that students undertake a Humanities Unit 1 or Unit 2 (such as International Studies or History) before commencing a 3-4 sequence. Teacher recommendation for unit 3 / 4 is required.

Satisfactory Completion
Demonstrated achievement of the learning outcomes set for the unit

Levels of Achievement

Units 1 and 2
Graded school based assessment tasks

Units 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
End of year examination: 50 per cent.
Rationale
This study focuses on the processing of data and the management of information to meet a range of individual and societal purposes. Students learn to use information technology and also about its power, scope and limitations. Students are encouraged to perceive the potential of information technology and to understand the way in which social relations and cultural values also influence its use.

IT011 Unit 1 Information Technology
The focus of this unit is the study of how individuals use, and can be affected by, information technology in their daily lives. This involves solving problems, making decisions and applying techniques, procedures and technology to transform data into usable information.

IT012 Unit 2 Information Technology
The focus of this unit is the study of how information systems are used by individuals and organisations to produce and manage information. This involves creating solutions that assist in controlling systems or managing information, as well as producing publications for use on a network.

For units 3&4 students complete Information Technology: Applications

IT023 Unit 3: Information Technology: Applications
The focus of this unit is the study of why information is needed and the ways in which it is processed and managed in organisations. This involves solving information problems through the use of software that enhances the presentation of information, and exploring how organisations protect the integrity of their data and the security of information.

IT024 Unit 4: Information Technology: Applications
The focus of this unit is the study of the use, development, implementation and impact of changes in information systems on the production and management of information in organisations.

Entry
There are no prerequisites for Units 1, 2 and 3.

Satisfactory completion
Demonstrated achievement of the learning outcomes set for the unit.

Levels of Achievement

Unit 1 and 2
Graded school based assessment tasks

Unit 3 and 4 IT: Applications
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school assessed coursework: 25 per cent
End of year examinations: 50 per cent
Rationale
Australian and Global Politics offers students the opportunity to engage with the key political, social and economic issues, and to become informed citizens, voters and participants in their local, nation and international communities. Australian Politics increases awareness of the nature of power and influence. It allows students to become informed observers, and participants in, their political system. Global Politics provides students with insight into the political, social, cultural and economic forces that shape our rapidly changing world.

Unit 1: The National Citizen
In this unit students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states. Students consider key concepts related to power and influence, types of power, political involvement and active citizenship.

Unit 2: The Global Citizen
This unit focuses on the contemporary international community. Students examine their place within this community through considering the debate over the existence of the ‘global citizen’. The unit is concerned with contemporary issues and events.

For units 3&4 students can choose either or both of Global Politics or Australian Politics, below

Unit 3: Global Politics (Global Actors)
In this unit students investigate the key global actors in twenty-first century global politics. They use contemporary evidence to analyse the key global actors and their aims, roles and power. The Asia-Pacific Region unit specifically examines the concept of power and the way that states use power in their relations with each other as they pursue their national interest.

Unit 4: Global Politics (Global Challenges)
This unit focuses on the Asia-Pacific region and Australia’s interaction with the international community. The unit finishes with a study of Australian foreign policy that examines the nature of Australia’s position in the region and the world.

Unit 3: Australian Politics (Evaluating Australian Democracy)
This unit provides an overview of the operation of Australian democracy. Area of Study 1 compares the practice of Australian politics and government with democratic ideals and Area of Study 2 compares Australia with one other democratic nation. There is an emphasis on contemporary politics and events.

Unit 4: Australian Politics (Australian Public Policy)
This unit focuses on Australian federal policy formulation and implementation including policies relating to the environment, education and border protection. Students investigate the complexities of putting policies into place, particularly in times of minority government or when there is no majority in the Senate. Students consider the significance of election and the role of opinion polls and the media.
Rationale:
This study is about the way the law relates to and serves both individuals and the community. It focuses on developing an understanding of the way in which law is generated, structured and operates in Australia.

LS011 Unit 1: Criminal law in action
The law influences all aspects of society – home, work, school and the wider community. This unit offers students an opportunity to examine the need for laws. They investigate key features of criminal law and consider the outcomes and impacts of crime. Students also consider the implications of the Victorian Charter of Rights and Responsibilities for law enforcement in Victoria.

LS012 Unit 2: Issues in civil law
The Civil law regulates the rights and responsibilities that exist between individuals, groups and organizations. In this unit, students examine the rights that are protected by civil law and obligations that laws impose. They investigate particular cases and consider dispute resolution.

LS033 Unit 3: Law-making
In this Unit students learn about how laws are made and changed. Students study the role of parliaments and citizens in law making and learn about the importance of the Constitution and the role of the High Court in interpreting and enforcing the Constitution. Students also consider courts and law making bodies.

LS 034 Unit 4: Resolution and Justice
Resolution and Justice explores the function and jurisdiction of the courts, tribunals and alternative avenues of dispute resolution with a view to comparing and evaluating the operation of the various dispute resolution methods. Students investigate the processes and procedures followed in courtrooms and develop an understanding of trial by jury and the adversary system.

Entry
There are no prerequisites for entry to Unit 1, 2 and 3.

Satisfactory completion
Demonstrated achievement of the learning outcomes set for the unit.

Levels of Achievement
Unit 1 and 2
- Graded school based assessment tasks

Unit 3 and 4
- Unit 3 school-assessed coursework: 25 per cent
- Unit 4 school-assessed coursework: 25 per cent
- End of Year examination: 50 per cent
Rationale
The study of literature focuses on the enjoyment and appreciation of reading that arises from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations and those of others.

LI011 Unit 1
This unit focuses on the ways literary texts represent human experience and the reading practices students develop to deepen their understanding of a text. Students respond to a range of texts personally, critically and creatively. This variety of approaches to reading invites questions about the ideas and concerns of the text. While the emphasis is on students’ close engagement with language to explore texts, students also inform their understanding with knowledge of the conventions associated with different forms of text, for example poetry, prose, drama and/or non-print texts.

LI012 Unit 2
The focus of this unit is on students’ critical and creative responses to texts. Students deepen their understanding of their responses to aspects of texts such as the style of narrative, the characters, the language and structure of the text. Students extend their exploration of the ideas and concerns of the text. They understand the ways their own culture and the cultures represented in the text can influence their interpretations and shape different meanings. Students make comparisons between texts and identify some of the relationships that exist through features such as the language, characterisation and ideas.

LI013 Unit 3
This unit focuses on the ways writers construct their work and how meaning is created for and by the reader. Students consider how the form of text (such as poetry, prose, drama, non-print or combinations of these) affects meaning and generates different expectations in readers, the ways texts represent views and values and comment on human experience, and the social, historical and cultural contexts of literary works.

LI014 Unit 4
This unit focuses on students’ creative and critical responses to texts. Students consider the context of their responses to texts as well as the concerns, the style of the language and the point of view in their re-created or adapted work. In their responses, students develop an interpretation of a text and learn to synthesise the insights gained by their engagement with various aspects of a text into a cogent, substantiated response.

Satisfactory completion
Demonstrated achievement of the learning outcomes set for the unit.

Levels of Achievement

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<thead>
<tr>
<th>Units 1 and 2</th>
<th>Graded school based assessment tasks</th>
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<tr>
<td>Units 3 and 4</td>
<td>Unit 3 school-assessed coursework: 25 per cent</td>
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<td>Unit 4 school-assessed coursework: 25 per cent</td>
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<td>End of year examination: 50 percent</td>
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Languages Other Than English (L.O.T.E.)

CHINESE (FIRST LANGUAGE)

Rationale - Chinese (First Language)
This study develops students’ ability to understand and use the language that is spoken by one quarter of the world’s population. Chinese is especially important in Australia because it is widely spoken in the community. Studying a language other than English contributes to the overall education of students, particularly in the area of communication, but also in cross-cultural understanding, cognitive development, and literacy.

Unit 1
The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit should allow student to establish and maintain a spoken or written exchange related to a personal area of experience; listen to, read and obtain information from written and spoken texts and produce a personal response to a text focusing on real or imaginary experience.

Unit 2
The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. This unit will allow the student to participate in a spoken or written exchange related to making arrangements and completing transactions; listen to, read and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in written or spoken form.

Units 3 and 4
The areas of study comprise themes and topics, grammar text types, vocabulary and kinds of writing. In these units students undertake a detailed study of either Language or Culture through texts, or Language and Culture through VET. Students should be able to express ideas through the production of original texts, analyse and use information from spoken and written texts and exchange information, opinions and experiences. They should also be able to respond critically to spoken and written texts that reflect aspects of the language and culture of Chinese.

Entry - Chinese (First Language) (Codes: LO043/LO044)
Chinese First Language is designed for students who will, typically, have spent some time as a resident and/or had significant experience of studying Chinese in a country in which Chinese is a major language of communication. Students must also undertake Unit 3 prior to undertaking Unit 4.

Other LOTE studies can be arranged through Distance Education and Victorian School of Language Centres. These studies include -

Distance Education:
FRENCH ITALIAN
JAPANESE LATIN
MODERN GREEK

Victorian School of Language Centres:
ANCIENT GREEK ARABIC
AUSLAN CHINESE
CROATIAN CZECH
DUTCH ESTONIAN
HUNGARIAN KHMER
LATVIAN LITHUANIAN
MACEDONIAN RUSSIAN
MALTESE MODERN GREEK
SWEDISH HEBREW

SERBIAN SPANISH
SINHALA TURKISH
UKRAINIAN KOREAN
PERSIAN PORTUGUESE
BENGALI HINDI
CHINESE (SECOND LANG)
AUSTRALIAN INDIGENOUS
Rationale
Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and unambiguous and a means by which people can understand and manage their environment. Essential mathematical activities include abstracting, providing, applying, investigating, modelling and problem solving. This study is designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in an increasingly technological society, and confidence in making effective use of mathematical ideas, techniques and processes. All students in all the mathematical units offered will apply knowledge and skills, model, investigate and solve problems, and use technology to support learning mathematics and its application in different contexts.

Satisfactory completion
Demonstrated achievement of the learning outcomes set for the unit.

MA101/ MA102 Units 1 and 2: Foundation Mathematics
Foundation Mathematics provides for the continuing mathematical development of students entering VCE needing mathematical skills to support their other VCE subjects including VET studies 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 using mathematics in practical contexts relating to everyday life, personal work and study. Students are encouraged to use appropriate technology in all areas of their study. The areas of study for these units are:
- Space and shape
- Patterns in number
- Handling Data
- Measurement and design

Entry
There are no prerequisites for Foundation Mathematics.

MA071/ MA072 Units 1 and 2: General Mathematics
General Mathematics provides courses for diverse groups of students and may be implemented in a number of ways. There are two possible General Mathematics courses available:
- General Mathematics (Further) – for those students wishing to pursue the Further Mathematics pathway.
- General Mathematics (Maximum) - for those students wishing to pursue the Mathematical Methods pathway.

The areas of study are: Statistics, Arithmetic, Algebra, Networks, Geometry, and Trigonometry.

Entry
Clearly demonstrated knowledge and skills (AusVELS 9.5 or above) in Year 10 Further Mathematics is the recommended entry level for General Mathematics (Further).

General Mathematics (Maximum) - for those students wishing to pursue the Mathematical Methods pathway.
The areas of study are: Statistics, Algebra, Functions and graphs, Number patterns, Geometry, Trigonometry, Variation and Vectors.

Entry
Clearly demonstrated knowledge and skills (VELS level C) in the Year 10 Mathematical Methods is the recommended entry level.
MA011/ MA012 Unit 1 and 2: Mathematical Methods
These units are designed in particular as preparation for
Mathematical Methods Units 3 and 4. The areas of study
for Unit 1 and 2 are:
Functions, Graphs, Algebra, Probability and Calculus

Entry
Clearly demonstrated knowledge and skills (VELS level C) in the Year 10 Mathematical Methods is the recom-
nended entry level.

MA073/ MA074 Units 3 and 4: Further Mathematics
Further Mathematics involves a compulsory area of study
Data analysis and a selection of three from the following
five modules
Number patterns and applications, Geometry and trigono-
metry, Graphs and relations, Business related math-
ematics and Networks and decision mathematics.

Entry:
Completion of Mathematical Methods 1 and 2 or a good
pass (C+ or above) in Year 11 General Mathematics (Fur-
ther) 1 and 2.

MA083/ MA084 Mathematics: Mathematical Methods
Maths Methods involves the following Areas of Study:
Coordinate Geometry, Circular functions, Calculus, Alge-
bra and Statistics and Probability

Entry:
A good pass (achieving a C+ or better grade on the final
examination) in Mathematics Methods 1 and 2 is essential.

MA093/MA094 Specialist Maths
Specialist Maths involves the following Areas of Study:
Rationale
The media have a significant impact on people’s lives. The media entertain, educate, inform and provide channels of communication. The media not only comment on culture, they reflect the society that creates them. The study of media includes media forms such as the press, radio, film, TV, and photography, and media processes such as publishing, advertising, news production, and popular culture.

ME011 Unit 1 Representation and Technology
In this unit students develop an understanding of the relationship between the media, technology & the representations present in media forms. Students also develop practical & analytical skills in a study of the production of media products.

ME022 Unit 2 Media Production and the Media Industry
In this unit students develop their understanding of the specialist production stages and roles within the collaborative organisation of media production. Students participate in specific stages of a media production, developing practical skills in their designated role. Students also develop an understanding of media industry issues.

ME033 Unit 3 Narrative and Media Production Design
In unit 3 students develop an understanding of production and story elements and to recognise the role and significance of narrative organisation in fictional media texts. Students also develop practical skills through undertaking exercises related to aspects of the design and production process. They complete a media production design plan for a specific media form and audience.

ME034 Unit 4 Media: process, influence and society’s values.
In this unit students further develop practical skills in the production of media products and realise a production design plan completed during Unit 3. Students also analyse the role of social values in the construction of media texts & explore issues raised about the role and influence of the media.

Entry
There are no prerequisites for entry to Units 1, 2 and 3.

Satisfactory completion
Demonstrated achievement of the learning outcomes set for the unit.

Levels of Achievement
Units 1 and 2
Graded school based assessment tasks
Units 3 and 4
Unit 3 school-assessed coursework: 6 per cent
Unit 4 school-assessed coursework: 12 per cent
Unit 3 and Unit 4 school-assessed task: 37 per cent
End of year examination: 45 per cent

Costs: $30 per Semester
Outdoor and Environmental Studies

Rationale
This study explores the relationships humans have with the outdoor environment, which includes natural environments subject to both minimal and extensive human intervention. Outdoor recreation activities are undertaken to create learning experiences that enable students to understand how human-nature relationships have been constructed.

OS011 Unit 1: Exploring outdoor experiences
This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments.

OS022 Unit 2: Discovering outdoor environments.
This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments.

OS033 Unit 3: Relationships with outdoor environments.
The focus of this unit is the ecological, historical and social context of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of Australian relationships with outdoor environment in Australia.

OS034 Unit 4: Sustainable outdoor relationships.
In this unit students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population.

Entry:
There are no prerequisites for entry to Units 1, 2 and 3.
Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion:
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement:
Units 1 and 2
School based graded tasks.
Units 3 and 4
School-assessed coursework and an end-of-year examination.
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
Units 3 and 4 examination: 50 per cent

Fees:
Each OES Unit (Semester) has a $280 course fee. A deposit of $100 is required when the student’s place in the subject is confirmed, with the balance payable at the end of the year.
Rationale
The word philosophy means love of wisdom. This study introduces the critical methods of argument and analysis that have been developed by philosophers in response to such central questions as what is wisdom? It will encourage use of these methods in the development of answers to the questions of philosophy, as they are relevant to life and participation in contemporary society.

PL011 Unit 1
This unit engages students in philosophical inquiry through active, guided investigation and discussion of three key areas of philosophy: ethics, epistemology and metaphysics. The emphasis in the exploration of these three fields is philosophical inquiry, (doing philosophy).

PL022 Unit 2
This unit explores a range of problems in applied philosophy and involves formulating and defending philosophical positions in relation to practical issues. The examination of examples of philosophical thought, both contemporary and historical, is also undertaken.

PL033 Unit 3
In this unit students explore ideas concerning the nature of the good life as developed by ancient and modern philosophers. Students compare these ideas with notions found in familiar traditions, such as Buddhism, Christianity and Confucianism.

PL034 Unit 4
In this unit students look at two areas of contemporary philosophical debate, mind and knowledge, and their historical development. It involves the study and evaluation of contemporary arguments in these debates and their relationship to historical argument.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 before undertaking Unit 4.

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement
Units 1 and 2
School based graded tasks

Units 3 and 4.
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
Units 3 and 4 examination: 50 per cent
Physical Education

Rationale
Physical Education examines the biological, social and cultural influences on performance and participation in physical activity. Theory and practice are integrated in the study that is approached through both the study of, and participation in, physical activity.

PE011 Unit 1 Bodies in Motion.
This Unit focuses on exploring how the body systems work together to produce movement and analyses this motion using biomechanical principals. They are introduced to the aerobic and anaerobic pathways utilised to provide the muscles with the energy required. Students use practical activities to demonstrate biomechanical principles and how the correct application of biomechanics can lead to improved performance in sport and physical activity.

PE022 Unit 2 Sports coaching and physically active lifestyles.
This Unit explores a range of coaching practices and their contribution to effective coaching and improved performance of an athlete. Students are introduced to physical activity and the role it plays in the health and wellbeing of the population.

PE033 Unit 3 Physical activity participation & physiological performance.
This unit introduces students to an understanding of physical activity from a participatory and physiological perspective. Patterns of participation and the promotion of physical activity will be investigated. Students also investigate the contribution of energy systems to performance in physical activity.

PE034 Unit 4 Enhancing performance
This unit examines enhancing fitness through training, as well as other strategies for enhancing sports performance; including injury prevention, equipment and rule modification and ergogenic aids.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion
Demonstrated achievement of learning outcomes set for the unit.

Levels of Achievement

Unit 1 and 2
Graded school based assessment tasks

Unit 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
End of Year examination: 50 per cent
Rationale
The study of Physics leads to a greater understanding of the physical universe from the minute atomic scale to the overwhelmingly vast scale of the Cosmos. This understanding has implications for our view of humankind’s place in the Universe. The reaccredited study aims to improve the scientific literacy of students in physics, which in turn, enhances the student’s ability to be a creative and innovative thinker able to make careful use of resources, tools, techniques and knowledge. The development of practical skills in investigating physical phenomena is an essential part of all units.

PH011 Unit 1
This unit consists of two prescribed areas of study: Wave-like properties of light and Nuclear and radioactivity physics.

PH022 Unit 2
This unit covers two prescribed areas of study: Movement; Electricity and a third area of study chosen from: Astrophysics; Investigations; Aerospace; Investigations; Alternative Energy Sources; Astronomy; Medical Physics or Energy from the Nucleus.

PH033 Unit 3
This unit consists of two prescribed areas of study: Motion in one and two dimensions and Electronics and Photonics.

PH034 Unit 4
This unit consists of two prescribed areas of study: Interactions of Light and Matter; Electric Power; and a study chosen from: The Synchrotron and Applications; Photonics; Recording and Producing Sound; Special Relativity; Investigating Structures and Materials or Further Electronics.

Entry
Prerequisite entry into Units 1 and 2 includes the successful completion of a Physics related science unit and Mathematics (core) at year 10. Students are strongly advised to take Physics Units 1 and 2 and Mathematical Methods Units 1 and 2 before Physics Unit 3. Students who wish to enter the study at Unit 3 must be willing to undertake additional preparation as specified by the teacher. Exceptions to the above prerequisites may be made, but only after consultation with the careers and subject teachers. Units 3 and 4 are taken as a two unit sequence.

Satisfactory Completion
Demonstrated achievement of learning outcomes set for the unit.

Levels of Achievement
Unit 1 and 2
Graded school based assessment tasks

Unit 3 and 4
Unit 3 school-assessed coursework: 16 per cent
Unit 4 school-assessed coursework: 24 per cent
End of Year examination: 60 per cent
Psychology

Rationale
Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition.
In the VCE study of psychology, students explore complex human behaviours and thought processes. They develop empathetic understandings and an understanding of mental health issues in society. Students are given the opportunity to apply psychological principles to everyday situations such as workplace and social relations.
The study of psychology leads to opportunities in a range of careers that involve working with children, adults, families and communities in a variety of settings.

Unit 1: Introduction to psychology
Students explore the scope of psychology, its specialist disciplines such as neuropsychology, cognitive, social and human developmental psychology, and its fields of application. Students consider influences on human behaviour from biological, behavioural, cognitive and socio-cultural perspectives. They examine different psychological theories used to predict and explain the human mind, and behaviours associated with particular stages of development over a lifespan.
Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings, and apply appropriate research methods when undertaking their own investigations.

Unit 2: Self and others
Students study what influences the formation of attitudes of individuals and behaviours of groups can inform and contribute to explanations of individual aggression or altruism, the positive and negative power of peer pressure, and responses to group behaviour. Students will also compare different theories of intelligence and personality, and compare different methodologies used in the measurement of these.

Unit 3: The Conscious Self
Students study the relationship between the brain and the mind through examining the basis of consciousness, cognition and memory. Outcome 1 includes a detailed study of states of consciousness (including sleep) and the methods used to study consciousness.
Outcome 2 involves a detailed study of memory formation, improvement and why memory fails.

Unit 4: Brain, Behaviour and Experience
Students study the relationship between learning, the brain and its response to experience, and behaviour.
Outcome 1 Includes a detailed study of the neural basis of learning and the different theories to explain learning including Pavlov, Watson, Skinner and Bandura.
Outcome 2 Investigates mental health; how to differentiate between mental health and mental illness; the management of stress and phobias and an in depth study of a mental disorder of choice.

Entry
There are no prerequisites for entry in Units 1, 2 and 3. However, students who enter the study at unit 3 may need to undertake preparatory work. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion
Demonstrated achievement of learning outcomes set for the unit.

Levels of Achievement
Unit 1 and 2
Graded school based assessment tasks
Units 3 and 4
Unit 3 school-assessed coursework: 20 per cent
Unit 4 school-assessed coursework: 20 per cent
Unit 4 end-of-year examination: 60 per cent
Rationale
Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. Students learn about cultural diversity, human behaviour and social structures. They learn about the interconnection between different aspects of society and the causes of change.

Unit 1: Youth & Family
This unit includes an exploration of youth and family as social categories. Students are asked to explain ‘the changes influencing the experience of being young’ and the ‘changes due to new cultural formations such as dress music, media’. Students question the democratic participation of youth and the strategies used to govern them. Students also consider the changing nature of family in the globalised world.

Unit 2: Social norms: Breaking the Code
In Unit 2 students explore the concept of deviance and crime from a sociological perspective. Why break the law?

Units 1 and 2
Graded school based assessment tasks

Units 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
Unit 3&4 end-of-year examination: 50 per cent

Unit 3: Culture and Identity
This unit explores the expressions of culture and ethnicity within Australian society in two different contexts – indigenous Australian culture and ethnicity in relation to migrant groups.

Unit 4: Community, social movements and social change
In this unit, students explore the way sociologists have thought about the idea of community and how various forms of community are experienced. They examine the relationship between social movements and social change.

Entry
There are no pre-requisites for units 1, 2 & 3 Sociology

Levels of Achievement
Unit 1 and 2
Graded school based assessment tasks
Units 3 and 4
Unit 3 school-assessed coursework: 25 per cent
Unit 4 school-assessed coursework: 25 per cent
Unit 3&4 end-of-year examination: 50 per cent
Studio Art

Studio Art is offered in two Areas:

Photography (P) and General (G)

Rationale

Studio Art provides a framework for the establishment of effective art practices through an understanding and application of the process of design. It enables students to specialise in a particular form of studio production. Students generate, explore, communicate ideas through specific studio forms, develop and use specialised skills in a range of media and techniques. The theoretical component of the study informs students' practice through an investigation of how selected studio forms have developed an examination of artists' working methods & a study of professional practices and art industry issues.

SA011 Unit 1 Artistic Inspiration and Techniques
The focus of this unit is the investigation of sources of inspiration, which generate creative activity and the exploration of a wide range of materials and techniques as tools for translating ideas, observations and experiences into visual form. The application of materials and techniques and interpretation of sources of inspiration by artists from different times and locations is also examined.

SA022 Unit 2 Design Exploration and Concepts
The focus of this unit is to establish an effective design methodology for the production of art works & develop skills in the analysis of art works.

SA033 Unit 3 Studio Production and Professional Art Practice
The focus of this unit is the implementation of the design process leading to the production of a range of solutions. Students also examine traditional and contemporary practices of artists together with the ways in which artists develop distinctive styles and approaches to subject matter.

SA034 Unit 4 Studio Production and Art Industry Contexts
The focus of this unit is to produce a cohesive folio of finished art works which resolve the aims and intentions set out in the work brief formulated in Unit 3. Students also examine different components of the arts industry and issues relating to the public display, promotion and critique of art works.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion
Demonstrated achievement of learning outcomes set for the unit.
Levels of Achievement
Unit 1 and 2
Graded school based assessment tasks
Unit 3 and 4
Unit 3 school-assessed task: 33 per cent
Unit 4 school-assessed task: 33 per cent
End of year examination: 34 per cent

Cost:
Photography Yr 11: $55 per Semester
Photography Yr 12: $60 per Semester
General: $20 per Semester
Rationale
This study involves students in the interpretation of play texts and the production of plays. Students study the nature and characteristics of theatre through the ages and acquire knowledge of its tradition and history. They develop skills in the use of stagecraft and performance. They also apply skills of analysis and evaluation to performances.

TS011 Unit 1
This unit focuses on studying theatrical form and working with plays in both their written form and in performance, with emphasis on the use of stagecraft. It involves students in analysis of production processes by studying, analysing and evaluating plays in performance.

TS022 Unit 2
This unit focuses on the study of works of the modern era, from the 1880s to the present, focusing on key theatrical developments in the modern era. Theatre history is explored through selected texts and students also learn about theatre as an industry.

TS033/TS034 Units 3 and 4
In these units students explore the interpretation and all aspects of the production process of a play(s). Specialised areas in stagecraft are developed. Students also develop a scene interpretation using stagecraft, accompanied by contextual analysis that informs their work.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion
Demonstrated achievement of outcomes specified for the unit.

Levels of Achievement

Units 1 and 2
School based graded tasks

Units 3 and 4
Units 3 and 4 school-assessed coursework: 45 per cent
Units 3 and 4 end-of-year written examination: 30 per cent
Unit 4 end-of-year performance examination: 25 per cent
Visual Communication and Design

Rationale
This study is intended to assist students in the understanding, use and interpretation of a range of visual communications. It involves a study of the vocabulary and grammar of visual communication, which includes an understanding of, and application of, drawing and drawing conventions, design elements, and principles and function of design in communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life.

VC011 Unit 1 Visual Communication
The main purpose of this unit is to enable students to prepare instrumental drawings of objects and explore freehand drawing from direct observation. Students will also be introduced to the visual communication production process.

VC022 Unit 2 Communication in context
The main purpose of this unit is to enable students to develop practical skills by generating images and developing them through freehand and instrumental drawing. The ways in which information and ideas are communicated visually will be explored through analysing the work of others. The visual communication production process will be applied by modifying existing final presentations for specified audiences.

VC033/ VC034 Unit 3: Visual communication practices
The main purpose of this unit is to enable students to apply the visual communication production process to satisfy specific communication needs. Students will investigate the production of visual communications in a professional setting, and evaluate examples of visual communication produced.

Unit 4
The main purpose of this unit is to enable students to prepare one brief, and design and produce developmental work and two final presentations based on the brief.

Entry
There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 prior to undertaking Unit 4.

Satisfactory Completion
Demonstrated achievement of learning outcomes set for the unit.

Levels of Achievement
Unit 1 and 2
Graded school based assessment tasks
Units 3 and 4
Unit 3 school-assessed coursework: 33 per cent
Unit 4 school-assessed task: 33 per cent
End of year exam: 34 per cent

Cost:
$20 per Semester
Vocational Education & Training in School (VETiS)
Vocational Education and Training in School (VETiS) subjects all have a particular vocational or job focus and are designed to lead to further training or direct entry into the workforce.

Contributing to both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL), all senior students have the opportunity to enrol in a VET Subject.

This handbook contains important information about the Vocational Education and Training opportunities at Traralgon College. Students as well as parents/guardians are encouraged to read all of the information presented to make informed choices for the future.
Contents

VET Subject Guide

Application Process and Acceptance 92
Compulsory Orientation Day 92
Continuing VET Students 92
Costs 93
Travel 93
Attendance 94
VET Subjects with a Study Score 94
Structured Workplace Learning 95
Important Information 95
Contacts and Further Information 95

Internal VET Courses and Information 96

Automotive Technology Studies 97
Engineering Studies 98
Furniture Making 99
Recognition of Prior Learning Policy 100
Complaints and Appeals Policy 101
<table>
<thead>
<tr>
<th>Course</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aged and Disability Care</td>
<td>104</td>
</tr>
<tr>
<td>Agriculture</td>
<td>105</td>
</tr>
<tr>
<td>Allied Health Assistance</td>
<td>106</td>
</tr>
<tr>
<td>Animal Studies</td>
<td>107</td>
</tr>
<tr>
<td>Beauty</td>
<td>108</td>
</tr>
<tr>
<td>Building &amp; Construction (Bricklaying)</td>
<td>109</td>
</tr>
<tr>
<td>Building &amp; Construction (Carpentry)</td>
<td>110</td>
</tr>
<tr>
<td>Business</td>
<td>111</td>
</tr>
<tr>
<td>Civil Construction</td>
<td>112</td>
</tr>
<tr>
<td>Children’s Services</td>
<td>113</td>
</tr>
<tr>
<td>Dental Assisting</td>
<td>114</td>
</tr>
<tr>
<td>Electrotechnology</td>
<td>115</td>
</tr>
<tr>
<td>Equine Industry</td>
<td>116</td>
</tr>
<tr>
<td>Hairdressing</td>
<td>117</td>
</tr>
<tr>
<td>Health</td>
<td>118</td>
</tr>
<tr>
<td>Horticulture</td>
<td>119</td>
</tr>
<tr>
<td>Hospitality – Cookery or Front of House</td>
<td>120</td>
</tr>
<tr>
<td>Information Technology</td>
<td>121</td>
</tr>
<tr>
<td>Music</td>
<td>122</td>
</tr>
<tr>
<td>Plumbing</td>
<td>123</td>
</tr>
<tr>
<td>Rural Studies</td>
<td>124</td>
</tr>
<tr>
<td>Sport &amp; Recreation</td>
<td>125</td>
</tr>
<tr>
<td>Telecommunications</td>
<td>126</td>
</tr>
<tr>
<td>Application Forms</td>
<td>127</td>
</tr>
</tbody>
</table>
Students who wish to enrol in a VET subject must complete a VETiS Application form. Forms can be collected from the Careers Office in the West Wing. Once the forms are submitted, preferences will be reviewed and enrolments will be processed accordingly. Students may be required to have an interview as part of the review process.

VET subjects have very limited enrolment numbers and acceptance will be based on a number of factors including the student’s attitude, teacher recommendations, demonstrated interest in the vocational area and if necessary participation in interview/s. Please note that not all students who apply will be accepted.

Year 10 students are only able to undertake VET subjects that are delivered and assessed by Traralgon College: Automotive, Engineering and Furniture Making.

A compulsory Orientation Day for all students starting an external VET subject in 2014 has been scheduled for Wednesday 13th November 2013. Each subject will have an Orientation held at the appropriate Training Provider. This has been arranged for students to gain important information and details regarding their VET subject and training provider. More details will be provided closer to the date to accepted students.

Students who have already completed their first year of training must ensure the VET subject is clearly stated on their application form as being second year. Be aware that enrolment into second year is not automatic and student enrolments will be reviewed to consider first year’s attendance, attitude and progress/completion of units.
With current uncertainty about future school funding and a state-wide review of VET funding to schools underway, we are uncertain what the cost structures for VET in secondary schools will be in 2014. Over the past 2 -3 years VET in schools has been a significant cost to Traralgon College and we may have to charge a fee / student for all students undertaking VET studies as part of their school studies from 2014. The College Council is committed to keeping these costs to a minimum however families should be prepared to contribute to the cost of VET through a VET fee. This fee will be capped at a maximum of $400 / student and every effort will be made to keep the fee lower than this. Families should be aware that some VET courses cost the college as much as $2500 / student and this is the reason we need to consider a fee. Final details of any VET fee will be advised before courses and VET enrolments are finalised.

Students are responsible for organising their own travel to and from VET subjects as well as all associated costs. Public transport timetables and general helpful information will be displayed on the VET Notice Board in the West Wing prior to subjects commencing. Students and parents/guardians are encouraged to organise a car pool system for subjects that have an early start time or an inconvenient location.

Students attending a VET subject at a training provider located outside of Traralgon may be eligible to apply for a VET Conveyance Allowance. Forms and additional information will be distributed on enrolment.

Students are not permitted under any circumstances to transport other students in private cars in connection with any school program or function whether held during normal school hours or at other times. This Department of Education prohibition includes the travel to and from VET subjects.
**Attendance**

Attendance at all scheduled VET classes is compulsory. Absence due to illness should be reported to both Traralgon College and the training provider as soon as possible before or on the day of absence and should be verified with a medical certificate. Attendance reports are sent to Traralgon College weekly and are monitored accordingly.

Due to timetabling constraints, some students will miss Year 10, VCE or VCAL classes because they are attending a VET subject. It is the student’s responsibility to contact their teacher(s) to collect work that should be completed in the compulsory scheduled Catch Up classes.

**VET Subjects with a Study Score**

The following VCE VET subjects have a Study Score available to students undertaking the relevant 3/4 sequence in 2012:

- Business
- Community Services
- Dance
- Engineering Studies
- Equine Industry
- Furniture Making
- Hospitality
- Information Technology
- Integrated Technologies
- Interactive Digital Media
- Laboratory Skills
- Music
- Sport and Recreation

For further information on Scored Assessment, students should speak to the VET Coordinator.
Structured Workplace Learning

Students may be required to undertake structured workplace learning (work placement) in order to complete the requirements of their VET subject. This work placement is undertaken with an employer and is organised by the student or training provider depending on the subject. Students are expected to integrate their work placement and VCE / VCAL studies. Due to some timetabling constraints and industry pressures, there may be a need for students to undertake some of their work placement during the school holidays. Work placement will be discussed at the Orientation Day.

Important Information

VET subjects will only be delivered to Traralgon College students in 2014 if student numbers are viable and appropriate agreements are in place between Traralgon College, the Latrobe VET Cluster and relevant Registered Training Organisations.

If students are interested in any other industry that is not listed in this handbook, they are encouraged to contact the VET Coordinator throughout the course conversation period to register their interest. Other VET subjects may be offered if available and approved by Traralgon College.

Contacts and Further Information

If you require more information, check out the VCAA published Overview of VET in the VCE and VCAL that can be downloaded at http://www.vcaa.vic.edu.au/vet/index.html.

If you have specific questions regarding the VET subjects offered through Traralgon College contact Rebecca Lowe at the Senior Campus on (03) 5176 2240.
Courses are run at the Senior Campus.

Please see this section regarding Policies and Procedures for Enrolment in VETiS at Traralgon College
VET Automotive is a “work ready” pre-employment course designed to meet the need of students wishing to pursue a career in the automotive industry.

The aims of this subject are to:
- Provide participants with the knowledge and skills to achieve units of competence that will enhance their employment prospects in the automotive or automotive related industries
- Enable participants to gain a recognised credential and make a more informed choice of vocation and career paths.

Provider: Traralgon College  
Delivery: One full day per week over two years

On successful completion of this subject students are eligible for:
- The award of Certificate II in Automotive Technology Studies – 21560VIC
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- 10% increment towards their ATAR (10% of the average of the primary four scaled studies)
- Industry Specific credit/s (VCAL Students)

Please note:  
VET Automotive provides a pathway into an automotive traineeship or apprenticeship however does not directly contribute credit towards further training, it is not a pre-apprenticeship.

Safety clothing and equipment will also be required for this course.
VET Engineering Studies provides the skills to undertake a work-based engineering apprenticeship leading into a range of careers as an engineering tradesperson within the engineering and manufacturing industry (boilermaker, fitter & turner etc).

The aims of this subject are to:

- Provide the skills, knowledge and attitudes required to perform entry level roles across the four main areas of engineering technology – Fabrication, Electrical/Electronics, Production and Mechanical.
- Enhance prospects for employment and enable informed choices related to future careers.

Provider: Traralgon College

Delivery: Course is incorporated into the student’s normal school timetable or students are required to attend one full day per week over two years.

On successful completion of this subject students are eligible for:

- Certificate II in Engineering Studies – 22209VIC
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- Students wishing to receive an ATAR contribution for Units 3/4 sequence of VCE VET Engineering Studies must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study
- Industry Specific credit/s (VCAL Students)

Pre-Apprenticeship

- A pre-apprenticeship is a nationally recognised qualification that has an automatic training and duration credit into the apprenticeship in the same industry area. A pre-apprenticeship training program prepares the student for entry into a trade based apprenticeship by equipping the student with foundation knowledge and skills.
- Formal pre-apprenticeship arrangements have been approved by Skills Victoria for 22209VIC Certificate II in Engineering Studies

Safety clothing and equipment will also be required for this course.
Furniture Making (Certificate II in Furniture Making)

VET Furniture Making covers a wide range of work areas within the furnishing industry. Students completing this program will have the skills and knowledge required to work in a production environment in both the manufacture of free-standing furniture or built-in cabinets and provide onsite assistance in the installation of these items.

The overall aim of this VET subject is to provide participants with the knowledge and skills that will enhance their employment prospects in the furniture or furniture-related industries and enable participants to gain a recognised credential and to make a more informed choice of vocation or career paths.

Provider: Traralgon College

Delivery: Students are required to attend one full day per week over two years.

On successful completion of this subject students are eligible for:

- The award of LMF20309 Certificate II in Furniture Making
- A Statement of Attainment documenting achievement of units of competence that can contribute to the completion of Certificate III in Furniture Making
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- Students wishing to receive an ATAR contribution for Units 3/4 sequence of VCE VET Furniture Making must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study
- Industry Specific credit/s (VCAL Students)

Pre-apprenticeships
- A pre-apprenticeship is a nationally recognised qualification that has an automatic training and duration credit into the apprenticeship in the same industry area. A pre-apprenticeship training program prepares the student for entry into a trade based apprenticeship by equipping the student with foundation knowledge and skills.
- Formal pre-apprenticeship arrangements have been approved by Skills Victoria for: LMF20309 Certificate II in Furniture Making with selected units of competence from LMF30302 Certificate III in Furniture Making

It is highly recommended that students who wish to undertake VET Furniture Making also enrol in a Graphics class as well as the appropriate Year 10 Technology or VCE Design and Technology class.

Additional Costs will be required for this course. Costs of these will be provided when available.

- First Aid Certificate
- Construction Induction Training

Safety clothing and equipment will also be required for this course.
Recognition of Qualifications issued by other RTOs

Traralgon College recognises the Australian Qualifications Framework (AQF) qualifications and statements of attainment issued by any other RTO. Traralgon College will accept qualifications and statements of attainment issued by any other RTO when the documents have been verified.

Recognition of Prior Learning Policy*

Policy Statement
To ensure that RPL processes are justly implemented at Traralgon College so that prior learning is recognised, irrespective of how or where the learning has taken place.

Guidelines
Recognition of Prior Learning (RPL) is understood by the College to be the process of equating an individual’s prior learning to the learning outcomes/units of competence offered by a registered training organisation.

Two types of applications will be recognised:
A: Standard exemptions / credit for previous formally recognised training
B: Recognition of work and life experiences, including non-formally recognised training

Implementation
- RPL is discussed with students at the VET Enrolment meetings. Students are offered RPL on enrolment as indicated on Course Selection Sheets.
- The VET Recognition of Prior Learning Policy is located on the College Intranet site that is accessible by all students and staff.
- Applications for RPL will be managed and assessed by a person or persons with relevant qualifications.
- Individuals who are granted RPL will be issued with the relevant qualification as appropriate.
- Charges levied for a type B RPL application are an administration fee and an assessment fee. These fees are fully refundable if the student enrols in the remaining course.
- RPL will be granted for:
  - Units of Competencies where it can be substantiated that the applicant has achieved the key learning outcomes
  - Whole units unless flexible delivery of individual learning outcomes within the Unit of Competence / Unit is available
  - Procedures
  - Applications for RPL should be lodged with any relevant documents attached to the VET Coordinator or delegate.
Implementation (Cont.)
• The applicant will be invited to attend an interview process to discuss the application.
• An assessment and verification of the application will be undertaken. (Further information/documentation may be requested to be supplied and assessed.)
• Where applicable, credit will be given and recorded for identical units of competence completed elsewhere. Exemptions will be granted and recorded for achievement of the equivalence of a unit of competence. A Statement of Attainment will also be issued.
• Applicants may appeal a decision. Appeals should be lodged with the VET Coordinator or delegate.

Complaints and Appeals Policy*

Policy Statement
To establish fair and just complaints and appeals procedures for VET students at Traralgon College.

Guidelines
• Students may raise any matters of concern relating to assessment, the quality of teaching, student amenities, discrimination, sexual harassment and other issues.
• All substantiated complaints must be acted upon by Traralgon College. Where a complaint cannot be resolved through discussion an appropriate external and independent agent may be required to mediate.

Implementation
The VET Complaints and Appeals Policy is located on the College Intranet site that is accessible by all students. It is also provided in the VET Handbook that is given to students prior to enrolment to ensure:
• All disputes or complaints are handled professionally and confidentially in order to achieve a speedy resolution
• All parties have a clear understanding of the steps involved in the policy
• All complaints are managed fairly and equitably and as efficiently as possible

Procedures
• The student is advised to nominate an advocate who is prepared to support the student in confidence. eg. a parent, fellow student or welfare officer.
• The complaint should initially be taken to the VET Coordinator or delegate.
• The complaint is required to be registered on the Complaints and Appeals register.
• If the complaint is not resolved directly through the VET Coordinator or delegate, then assessment and subject complaints should be taken to a Year Level Student Manager.
Procedures (Cont.)

• If still unresolved, the complaint should be taken to the Principal who will within 5 working days appoint an independent panel to resolve the complaint. The panel may consist of the student, the student advocate, the Principal or nominee, VET Coordinator or delegate, Year Level Student Manager and any others the panel agree to co-opt.
• The student will have the opportunity to present his/her appeal/complaint to this independent panel.
• If still unresolved, it may be referred to the School Council.
• If the complaint cannot be resolved internally then the VET Coordinator or delegate will advise the student of the appropriate body where they can seek further assistance e.g. VCAA, Department of Education and Training.
• The Complaints and Appeals register is required to be updated with any action taken.
• The student should be given a written statement of the outcome and reasons for the decision.

* These policies only apply to students who enrol in a VET subject that is delivered by Traralgon College (Automotive, Engineering or Furniture Making). All VET Policies will be reviewed and may be updated by the end of 2013. Students are encouraged to look on the College Intranet or contact the VET Coordinator for other important policies, procedures and statements. Students who are accepted in a subject that is not delivered by Traralgon College will receive information from their training provider regarding the company / organisation and VET subject.
EXTERNAL VETiS COURSES

The following courses are all held at External Providers

GippsTAFE
Apprenticeships Group Australia
Community College Gippsland
Lowanna College
Kurnai College

Traralgon College has an agreement with these providers regarding the delivery of VETiS.
Aged & Disability Care (Certificate II in Community Services)

**Provider:** Community College Gippsland (CCG), Morwell

**Delivery:** One day a week over one or two years

**Course Description**
Dream of making a difference in life? Interested in helping people, old and young, in aged care or to stay living in their own home? Your Certificate II provides you with the core skills needed to support older people or people with disabilities. It is a significant step towards becoming a qualified Personal Care Assistant (PCA) or a Home Care Worker.

**Course Delivery**
This course is offered with both practical and classroom based training with work experience required. Each unit is made up of a combination of classroom activities, discussions, practical activities and final assessments.

**Pathways**
- Provide access to a range of potential career paths within the Community Services industry covering Aged Care, Home and Community Care and Disability

**Additional Information**
Police Checks are required for working in Community Services. All students must obtain a current check prior to commencing work placement. Work Placement must be for a minimum of 10 days.

**Materials Required**
Students will need to bring a pen and paper to each class. Students will be issued with learning resources and an embroidered CCG t-shirt as part of their uniform.

**On successful completion of this VET subject, students are eligible for:**
- Certificate II in Community Services
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- Students wishing to receive an ATAR contribution for Units 3/4 sequence of VCE VET Community Services must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study
- Industry Specific credit/s (VCAL Students)
Provider: National Centre for Dairy Education/GO TAFE – Warragul

Delivery: One day a week over two years

The Certificates II in Agriculture is an entry level qualification that has direct articulation into higher level qualifications across all sectors.

Course Delivery
This course is offered with both practical and classroom based training with work experience required. Each unit is made up of a combination of classroom activities, discussions, practical activities and final assessments.

On successful completion of this subject, students are eligible for:

- The award of Certificate II in Agriculture
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- 10% increment towards their ATAR (10% of the average of the primary four scaled studies)
- Industry Specific credit/s (VCAL Students)

Provider: TBA
Delivery: Students attend training provider one day a week over two years
Provider: GippsTAFE, Warragul or Morwell

Delivery: One day a week for two years

Course Description
This course provides participants with the knowledge and skills that will enhance employment prospects in the Allied Health Industry.

Pathways
- Cert IV in Allied Health
- Cert IV in Nursing
- Bachelor of Health Science
- Bachelor of Nursing
- Bachelor of Physiotherapy

On successful completion of this subject students are eligible for:
- The award of Certificate II in Hairdressing
- May be eligible for Block Credit. 90 Hours of AQF level II modules equals once VCE or VCAL credit. 180-200 hours completed at AQF level III or about equals a 3-4 Sequence and 10% bonus on ATAR.
- Industry Specific credit/s (VCAL Students)
Animal Studies (Certificate II in Animal Studies)

Provider: GippsTAFE, Warragul Campus

Delivery: One day a week for two years

This course’s aim is to provide participants with entry level skills for the Animal Industry. Participants will learn how to provide daily care for a variety of animals and how to provide information to clients on companion animals, services and products available.

Students will need to undertake a practical placement to gain a successful completion.

On successful completion of this VET subject, students are eligible for:

- The award of Certificate II in Animal Studies
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- 10% increment towards their ATAR (10% of the average of the primary four scaled studies)
- Industry Specific credit/s (VCAL Students)

On successful completion student may continue on to further study or employment in a variety of Animal Care positions.
Beauty (Certificate II in Retail Make-Up and Skin Care)

Provider: Community College Gippsland (CCG), Traralgon

Delivery: One day a week over two years

There’s more to working in the beauty industry than knowing moisturiser from your mascara. This course is ideal for those looking to learn all the essentials. It covers key technical skills such as applying make-up, skin and nail care products. In addition, it will teach you valuable customer service and communication skills. If you find you enjoy transforming a face from plain to polished and you’re looking for a vocation that could lead to your own business, and then take the first step towards achieving your ambitions.

Course Delivery
This course offers classroom based training with a combination of theory and practical units. The practical units will be delivered in the Beauty Training Salons.

Each unit is made up of a combination of classroom activities, discussions, practical activities and final assessments.

Additional Information
• Compulsory – Make Up Kit $299 (one off payment on commencement of course)
• Students are required to supply their own training towels when required
• 2x Hand Towels, 2x Bath Towels 2x Bath Sheets

On successful completion of this subject students are eligible for:
• The award of Certificate II in Retail Cosmetic Services
• Students may be eligible for Block Credit. 90 hours equals one VCE or VCAL unit
• Industry Specific credit/s (VCAL Students)
Bricklaying (Certificate II in Building & Construction)

Provider: GippsTAFE, Yallourn Campus

Delivery: One day a week over two years

First year units of competence include building and construction industry induction, first aid and safe handling of plant and power tools. Specialist stream units are introduced in bricklaying.

Second year incorporates core units such as quality principles for the building industry, calculations and workplace documents and plans. Elective units from the selected specialist stream (Bricklaying).

On successful completion of this subject, students are eligible for:

- A Statement of Attainment documenting achievement of units of competence that contribute to completion of Certificate II in Building and Construction (Bricklaying pre-apprenticeship)
- Students may be eligible for
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- 10% increment towards their ATAR (10% of the average of the primary four scaled studies)
- Industry Specific credit/s (VCAL Students)

Safety clothing and equipment will be required for this course.

Study Pathways

Certificate II in Concreting
Certificate III in Building & Construction (Bricklaying) (Apprenticeship)
Certificate III in Concreting (Apprenticeship)
Certificate III in Paving (Apprenticeship)
Certificate III in Stonemasonry (Apprenticeship)
Carpentry (Certificate II in Building & Construction)

Provider: Apprenticeships Group Australia (AGA)

Delivery: One day a week over two years
The Certificate II in Building & Construction (Carpentry) pre-apprenticeship provided entry level training for people seeking a career in the building and construction industry. The aim of the course is to provide participants with the basic skills and knowledge and allow them to access apprenticeships in the building & Constructions trades.

The course offers partial credit towards a range of competency standards; if you subsequently go on to secure an apprenticeship in Building and Construction.

On successful completion of this subject, students are eligible for:

- A Statement of Attainment documenting achievement of units of competence that contribute to completion of Certificate II in Building and Construction (Carpentry pre-apprenticeship)
- Students may be eligible for
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- 10% increment towards their ATAR (10% of the average of the primary four scaled studies)
- Industry Specific credit/s (VCAL Students)

Safety clothing and equipment will be required for this course.
**Business (Certificate II in Business)**

**Provider:** Community College Gippsland (CCG), Morwell or Warragul

**Delivery:** One day a week over one year

Potential corporate high flyers, entrepreneurs and number crunchers, this introduction to business practice is the course for you! Information systems, customer service and personal development are among the key areas covered by our experience trainers. Basic business skills gained in this course can open doors in many industries with varied roles. Take your first step by completing this certificate.

**Course Delivery**
This course is both practical and classroom based training with 10 days of structured workplace learning required. Each unit is made up of a combination of classroom activities, discussions, practical activities and final assessments.

**Pathways**
Employment opportunities after completing this course may include; office administration assistant; data entry clerk, accounts clerk with possible opportunities to complete a traineeship or apprenticeship. Students interested in further study may go onto the Certificate III in Business.

**On successful completion of this subject, students are eligible for:**

- The award of Certificate II in Business
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- Students wishing to receive an ATAR contribution for Units 3/4 sequence of VCE VET Business must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study
- Industry Specific credit/s (VCAL Students)
Civil Construction (Certificate II in Civil Construction)

Provider: GippsTAFE, Yallourn

Delivery: One day a week over two years

This course provides participants with the knowledge and skills that will enhance employment prospects in the civil construction industry.

Pathways

- Cert II & IV in Drilling Operations
- Cert II in Civil Construction
- Diploma of Engineering – Civil
- Bachelor of Civil Engineering

On successful completion of this subject students are eligible for:

- The award of Certificate II in Civil Construction
- Students may be eligible for Block Credit. 90 hours equals one VCE or VCAL unit
- Industry Specific credit/s (VCAL Students)
Children’s Services – (Certificate II in Community Services)

Provider: Community College Gippsland (CCG), Morwell
Delivery: One day a week over two years

Course Description
This course focuses on skills needed in the children’s services industry. There is a wide variety of work place in the children’s services industry including:
Centre-based care  Occasional Care  Family Day Care  Out of Schools Hours Care

Course Deliver
This course is offered with both practical and classroom based training with work experience required. Each unit is made up of a combination of class-
room activities, discussions, practical activities and final assessments which are completed through Structured Workplace Learning.

Pathways
• Students interested in further study may go into the Certificate III in Children’s Services. Employment opportunities may include Child Care Assistant Level II, Parent Educator and Support Worker

Additional Information
Working with Children’s Checks and Police Checks are required for working in the children’s services industry. All students must obtain a current check prior to commencing work placement. It is also recommended that you contact your local doctor to be advised about immunisations appropriate for Working in Children’s Services. Work Placement must be for a minimum of 10 days.

Materials Required
Students will need to bring a pen and paper to each class. Students will be issued with learning resources and an embroidered CCG t-shirt as part of their uniform.

On successful completion of this VET subject, students are eligible for:
• Certificate II in Community Services Work
• Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
• Students wishing to receive an ATAR contribution for Units 3/4 sequence of VCE VET Community Services must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study
• Industry Specific credit/s (VCAL Students)
Dental Assisting (Certificate III in Dental Assisting)

Provider: GippsTAFE, Morwell

Delivery: One day a week over one year

Course Description

This course provides participants with the knowledge and skills that will enhance employment prospects in the Dental and Oral Health Industry

Pathways

- Cert III in Dental Laboratory Assisting
- Cert IV in Dental Assisting
- Diploma of Dental Technology
- Advanced Diploma of Dental Prosthetics
- Bachelor of Dentistry

Careers may include

- Dental Assisting
- Dental Mechanic
- Dental Hygienist
- Dental Nurse
- Dentist
- Dental Technician

On successful completion of this VET subject, students are eligible for:

- The award of Certificate III in Dental Assisting
- May be eligible for Block Credit. 90 Hours of AQF level II modules equals one VCE or VCAL unit.
- Industry Specific credit/s (VCAL Students)
Provider: Apprenticeships Group Australia

Delivery: One day a week over one or two years

Certificate II in Electrical (Careers Start) provides entry level training for people wanting careers in the Electrotechnology industry. The aim of the course is to provide participants with the required prerequisite knowledge and skills to gain access to a wide range of apprenticeships in the industry. In particular, this course provides training in basic electrical theory, electrical workshop practices, wiring and basic installation skills, the use of hand and power tools and an overview of the Electrotechnology industry and the range of occupations within it.

On successful completion of this subject students are eligible for:

- The award of Certificate II in Electrotechnology (Pre-Vocational)
- May be eligible for Block Credit. 90 Hours of AQF level II modules equals one VCE or VCAL unit.
- Industry Specific credit/s (VCAL Students)
**Equine Industry (Stablehand) (Certificate II in Racing)**

**Provider:** Community College Gippsland (CCG) Warragul

**Delivery:** One day a week over one year

The primary role of a stablehand in the harness and racing industry is to care for the animals. This can include feeding, grooming, exercising and transporting; as well as keeping the environment safe, clean and hygienic. The Gippsland Harness Racing Training Centre is a fully operational racing stable that has been designed as a modern training facility that is equipped with the latest technology used in the racing industry.

**Course Delivery**
This course offers both practical and classroom based training. Each unit is made up of a combination of classroom activities, discussions, practical activities and final assessments.

**Pathways**
Students may continue their studies with the Certificate III in Racing (Advanced Stablehand) or Certificate III in Racing Services (Administration). Students may gain work in Racing Stables, Agistment Centres or Horse Studs working under supervision.

**Materials Required**
Students will need to wear steel capped boots and also bring pen and paper to each class. Students will be provided with a uniform.

**On successful completion of this subject students are eligible for:**
- The award of Certificate II in Racing (Stablehand)
- Students may be eligible for Block Credit. 90 hours equals one VCE or VCAL unit
- Industry Specific credit/s (VCAL Students)
**Hairdressing (Certificate II in Hairdressing)**

**Provider:** Community College Gippsland (CCG), Traralgon

**Delivery:** One day a week over one year

We can motivate you to take the first step towards your Hairdressing career. Be supported by professionals with an introduction to blow waving, client services, colouring and braiding. With hands on, practical training you can start you careers as a salon assistant and reduce the length of your apprenticeship by 6 months.

**Course Delivery**
This course is classroom based training with a combination of theory and practical units. The practical units will be delivered in the operation training salons.

Each unit is made up of a combination of classroom activities, discussions, practical activities and final assessment

**Additional Information**
Compulsory – Hair Kit $277 (one off payment on commencement of the course) A t-shirt will be supplied as part of the uniform requirements.

**Pathways**
On successful completion students may continue on to further study in Certificate III in Hairdressing or may gain an apprenticeship or traineeship opportunity.

**On successful completion of this subject students are eligible for:**
- The award of Certificate II in Hairdressing
- May be eligible for Block Credit. 90 Hours of AQF level II modules equals once VCE or VCAL credit.
- Industry Specific credit/s (VCAL Students)
Health (Certificate III in Health Services Assistance)

Provider: GippsTAFE, Warragul or Morwell

Delivery: One day a week for two years

Course Description

This course provides participants with the knowledge and skills that will enhance employment prospects in the Health Services Industry.

On successful completion of this subject students are eligible for:

- The award of Certificate II in Hairdressing
- May be eligible for Block Credit. 90 Hours of AQF level II modules equals one VCE or VCAL credit. 180-200 hours completed at AQF level III or about equals a 3-4 Sequence and 10% bonus on ATAR.
- Industry Specific credit/s (VCAL Students)
Provider: Community College Gippsland (CCG) Warragul

Delivery: One day a week for two years

The Horticulture Sector is growing within Victoria and Australia. It has a wide range of employment opportunities including Turf Management, Landscaping and Public Parks and Gardens. The Certificate II in Horticulture covers a broad range of skills including propagation, use of chemicals and plant recognition. This is an excellent first step into a career in Horticulture.

Course Delivery
This course offers both practical and classroom based training with work experience required. Students are required to complete 40 hours of Structured Workplace Learning.

Pathways
By completing Cert II in Horticulture students may seek the opportunity to complete an apprenticeship or traineeship in Horticulture, or students may undertake further study in Certificate III in Horticulture.

Material Required
Students will need to bring pen and paper to each class. Students are required to wear steel capped boots, high visibility vet/shirt and clothing that is able to get dirty. Students who do not have individual personal protective equipment will not be able to attend class. Students will be provided with a uniform.

On successful completion of this VET subject, students are eligible for:
- The award of Certificate II in Horticulture
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- 10% increment towards their ATAR (10% of the average of the primary four scaled studies)
- Industry Specific credit/s (VCAL Students)
Hospitality –
Cookery (Certificate II in Kitchen Operations)
Front of House (Certificate II in Hospitality)

Provider: GippsTAFE, Waratah Restaurant, Morwell Campus

Delivery: One day a week over two years

Students will undertake training in either Front of House or Kitchen Operations. Your preference needs to be clearly stated on your application.

The aims of the Hospitality subject are to:

• Provide students with knowledge and skill development for the achievement of competence in the hospitality industry
• Provide access to a range of potential career paths ways within the hospitality industry

Materials Required/Additional Cost

• Chefs Uniform – approx. $90
• Waiters Uniform – approx. $140
• Knife Kit - $130 - $320
• Slip resistant leather shoes – Cookery
• Black slip resistant dress shoes – Front of House

PLEASE NOTE – Some classes may be held out of normal school hours to facilitate practical components.

On successful completion of this subject students are eligible for:

• The award of Certificate II in Hospitality
• Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
• Students wishing to receive an ATAR contribution for Units 3/4 sequence of VCE VET Hospitality must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study
• Industry Specific credit/s (VCAL Students)
The VCE VET Information Technology subject provides students with the foundation Information and Communications Technology (ICT) skills and knowledge for an individual to be an effective ICT user or employee. It provides foundation general computing and employment skills that enable participation in an information technology environment in any industry.

The aims of the Information Technology subject are to:

• Provide students with the foundation knowledge and skills to achieve competencies which will enhance their employment prospects within the Information Technology industry
• Provide knowledge and skills in the use of a range of technologies

On successful completion of this subject, students are eligible for:

Students who complete Certificate III in Information Technology
• eligible for up to 3 VCE Vet units at Unit 1-2 towards satisfactory completing of their VCE
• Industry Specific credits for VCAL students

Students who complete Certificate III in Information Technology
• Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
• Students wishing to receive an ATAR contribution for Units 3/4 sequence of VCE VET Music must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study
• Industry Specific credit/s (VCAL Students)
Provider: TBA

Delivery: One day a week for two years

One of the aims of the Music subject is to provide students with the knowledge and skills development for the achievement of units of competence that will enhance their employment prospects within the music industry. Student need to be able to play an instrument or sing.

On successful completion of this subject, students are eligible for:

- The award of Certificate III in Music
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- Students wishing to receive an ATAR contribution for Units 3/4 sequence of VCE VET Music must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study
- Industry Specific credit/s (VCAL Students)

The Certificate III in Music incorporates industry elements such as performance, critical listening, music management and music promotions.
**Provider:** Apprenticeships Group Training

**Delivery:** One day a week over two years

The Certificate II in Plumbing pre-apprenticeship prepares graduates with the skills and knowledge and entry level skills to gain into an apprenticeship within the plumbing industry. This course has a range of units that introduces the learner to the basic skills and knowledge that underpin the Certificate III in Plumbing.

This course offers partial credits towards a range of competency standards, if you subsequently go on to secure and apprenticeship in Plumbing.

**On successful completion of this subject, students are eligible for:**

- Certificate II in Plumbing (prevocational)
- May be eligible for Block Credit. 90 AQF level II or above hours equals one VCE or VCAL credit.
- Industry Specific credit/s (VCAL Students)
Rural Studies
(Certificate II in Conservation and Land Management)

Provider: Community College Gippsland (CCG) Warragul

Delivery: One day a week for two years

Course Description
The Certificate II in Conservation and Land Management course develops basic skills and knowledge in the field of general land management including collecting seeds, propagation and observing weather conditions. The course creates a stepping stone for students passionate about the outdoors and natural environment, who are aiming for a career in Conservation and Land Management.

Course Delivery
The course is offered as both classroom and project based, with the majority of time spent working on a project. Students are also required to complete 40 hours of Structured Workplace Learning.

Pathways
Students have the opportunity to progress to a Certificate III or higher in Conservation and Land Management

Materials required.
Students will need to bring a pen and paper to each class. Students are required to wear steel capped boots, high visibility vest/shirt and clothing that is able to get dirty. Students who do not have the individual personal protective equipment will not be able to attend class. A uniform will be provided.

On successful completion of this VET subject, students are eligible for:
- The award of Certificate II in Horticulture
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- 10% increment towards their ATAR (10% of the average of the primary four scaled studies)
- Industry Specific credit/s (VCAL Students)
**Quick Links**

- Provider: Kurnai College, Gippsland Education Precinct, Churchill

**Delivery:** One day a week for two years

This course provides participants with the knowledge and skills that will enhance employment prospects in the Sports & Recreation Industries.

**Sport & Recreation (Certificate III in Sport & Rec)**

**On successful completion of this subject, students are eligible for:**

- The award of Certificate II in Community Recreation
- Four units credit towards their VCE: two units at Units 1 and 2, and a Units 3/4 sequence
- Students wishing to receive an ATAR contribution for Units 3/4 sequence of VCE VET Community Recreation must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the primary four or as a fifth or sixth study
- Industry Specific credit/s (VCAL Students)
**Telecommunications (Certificate II in Telecommunications)**

**Provider:** GippsTAFE, Yallourn

**Delivery:** One day a week for two years

**Course Description**

This course provides participants with the knowledge and skills that will enhance employment prospects in the Telecommunications Industry.

**On successful completion of this subject, students are eligible for:**

- The award of Certificate II in Telecommunications
- May be eligible for Block Credit. 90 AQF level II or above hours equals one VCE or VCAL credit.
- Industry Specific credit/s (VCAL Students)
**Quick Links**

- Introduction
- Y10 Course Guide
- VCE Course Guide
- VETiS Course Guide
- Student Forms

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**Transalgon College**

**VET in Schools Application Form 2014**

Clearly state the course which you wish to study in 2014.

Please read the 2014 Course Handbook and VETiS Handbook for information on the VETiS Courses available.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date of Birth</th>
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</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Form Group: [ ]
Mobile Number: [ ]

Email Address: [ ]
Postal Address: [ ]

In 2014 I will be a student in:
[ ] Year 10
[ ] VCE
[ ] VCAL

---

**PARENT CONSENT FORM FOR PARTICIPATION IN A VET IN SCHOOLS PROGRAM WITH AN EXTERNAL PROVIDER**

This is not required for VET Courses held at Transalgon College. Automotive, Furniture Making & Engineering Studies.

Parent/Guardian(s) must sign and return this page to Transalgon College prior to students being accepted into a VET course.

<table>
<thead>
<tr>
<th>Student Name</th>
<th>Date of Birth</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Contact Details:
Parent/Guardian Name: [ ]
Parent/Guardian Phone Number: [ ]

Emergency Contact Name: [ ]
Emergency Contact Phone Number: [ ]

Course Details:
VET Course: [ ]
Provider: [ ]

Declaration:
The classes will be run one day per week (either Wednesday or Friday) for the school year with the exception of school holidays and public holidays.

1. I give permission for my son/daughter to attend their VET classes.
2. I am aware that my son/daughter will not be supervised by school staff when undertaking classes at the premises of the external provider, or traveling to from the provider.
3. I am aware that non-school environments differ from school environments and direct supervision from school staff will not be provided during study absences at the external provider.
4. I am aware that responsibility is accepted by the principal and staff of the school for the loss, theft or damage of personal property belonging to or in the possession of my son/daughter.
5. I understand that I will be notified as soon as possible in the event of illness or accident to my child, but where it is impracticable to communicate with me I authorize the person-in-charge (or my son/daughter) at the external provider to administer first aid to my son/daughter, and to consent to my son/daughter receiving such medical and surgical treatment (including the administration of an anesthetic) as may be deemed necessary by a legally qualified medical practitioner. I accept full responsibility for the payment of fees incurred should my son/daughter require such treatment.
6. I have attached details of any known medical condition which may affect my son/daughter and any current or recent medications or treatment relating to my son/daughter or that may be relevant.
7. I will alert the school and the external provider if there are any changes to the attached details or if I become aware of circumstances which raise concerns as to the safety of my son/daughter participating in this program.
8. I give permission for the information I have provided and/or this consent form to be given to the external provider.

Signed: [ ] Date: [ ]

Details of any known medical condition which may affect this student and any current or recent medication or treatment that may be relevant.
VETiS Student Contract

Traralgon College

VETiS Student Contract 2014

As a VETiS student at Traralgon College, I value the learning opportunity I am presented with. I will do my best to seize this opportunity to increase my skills and knowledge, and develop a personal pathway towards further education or employment.

I will:
1. Attend all VET sessions and provide a medical certificate to my VET provider and Traralgon College should I be unfit to attend a session.
2. Complete the VET qualification to the best of my ability.
3. Attend all classes I am timetabled in for my VET study lessons and complete the work I have missed due to attending the VET course.
4. Be responsible for keeping up with my school work and aim for 100% attendance at school.

I understand that it is important to attend all sessions and that the school can cancel my VET enrolment at any time if I do not fulfill my obligations to the course and the school.

I understand that payment for my VET course is non-refundable.

Student Declaration

Name: __________________ Signed: ____________

Parent/Guardian

Name: __________________ Signed: ____________

VET Coordinator

Name: __________________ Signed: ____________

Page 30
INSTRUCTIONS:

1. Complete SECTION A on your own. (Compulsory)

2. Complete SECTION B in class with the help of your teacher. (Compulsory)

3. SECTION C

See the VETiS section of the Handbook for details on the extensive range of VETiS subjects available as well as the enrolment and acceptance procedures.

Year 10 students can apply to enrol in the following subjects:

- Automotive
- Engineering
- Furniture Making

TO APPLY FOR VETiS PLEASE COLLECT AN APPLICATION PACK FROM THE SUB SCHOOL OFFICE. This pack needs to be submitted with this course selection form.

4. SECTION D (Optional)

If you wish to study Unit 1 and 2 of a VCE subject whilst in Year 10 you must be

- a. Committed to your own learning
- b. Organised
- c. Achieve a B or above in a similar subject

Any teacher will sign a recommendation for you. Teachers have been asked to consider carefully whether or not to recommend you to study a 1/2 subject in Year 10. If they do not give approval they are doing it because they consider it is better for you to complete that subject in Year 11.

All applications for an Early Start will be assessed by the teacher. Students will be notified if they have successfully gained a place in the subject they applied for.

5. SECTION E (Compulsory)

Please number your choice of electives from 1 – 5. Number 1 is the subject that you really want to do and number 5 is the last choice of the subjects you would most like to do.

PLEASE BE AWARE THAT MANY SUBJECTS WILL INCLINE A FEE. THIS FEE WILL NEED TO BE PAID ONCE ENROLMENT IN THE COURSE IS CONFIRMED.

Please note that these selections may not be the subjects in your timetable in 2014. Not all subjects will run. Whether or not a subject runs is determined by the number of students who select it and the staff available to teach it. If a subject you have chosen does not run we will use your preferences and/or you will be asked to select again.

6. Collect all signatures and submit your form to your form teacher. (Compulsory)

APPOINTMENTS FOR OPTIONAL COURSE COUNSELLING.

Please make an appointment if you need extra advice relating to your selections – www.schoolbookings.com.au Event Code: H130D

All Course Counselling appointments will be held at the Senior Campus

We will not accept course selection forms without parent signatures.
TRARALGON COLLEGE YEAR 10 2014
SELECTION FORM

NAME: __________________________ FORM GROUP: ______ FORM TEACHER: ____________

PARENT/GUARDIAN NAME: ___________________ CONTACT PHONE NO.: ______

STUDENT OR PARENT EMAIL: __________________

What would you like to do when you leave school? ____________________________

Do you want to go onto further study at TAFE or UNIVERSITY? ______

What ATAR score, if any, is required for your preferred course? ______

What prerequisites/qualifications are required for your chosen pathway? ______

VOCATIONAL EDUCATION & TRAINING IN SCHOOL (VETiS)

Only internal subjects – Automotive, Furniture Making & Engineering Studies

If you wish to apply for a VETiS Course for 2014, please collect an application pack from our school office.

EARLY START SUBJECT (UNIT 1/2 VCE SUBJECT IN YEAR 10)

Understand the requirements of VCE Unit 1/2 and have achieved a B or above in a similar subject.

I would like to study ______ as a Unit 1/2 VCE subject in Year 10.

Reason __________________________

SUBJECT TEACHER SIGNATURE FOR RECOMMENDATION: ____________________

ELECTIVE SELECTION

Please select your top 5 preferences in order from 1 (1st Choice) to 5 (final choice)

Please read the Year 10 Handbook for information on these subjects.

Please be aware of the costs involved with some of these subjects.

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cost</th>
</tr>
</thead>
<tbody>
<tr>
<td>Media Project</td>
<td>$30</td>
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<tr>
<td>Media Mashup</td>
<td>$30</td>
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<tr>
<td>Adventures in Art</td>
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<tr>
<td>Graphics</td>
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<tr>
<td>Painting &amp; Drawing</td>
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<tr>
<td>Art of Photography</td>
<td>$50</td>
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<td>Exploring Photography</td>
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<tr>
<td>Stage fright</td>
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<tr>
<td>Music</td>
<td>$50</td>
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<tr>
<td>English Language</td>
<td>$50</td>
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<tr>
<td>Literature</td>
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<tr>
<td>Working With Metal</td>
<td>$30</td>
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<tr>
<td>Metal Fabrication</td>
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<td>Practical Woodwork</td>
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<tr>
<td>Timber Design &amp; Fabrication</td>
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<tr>
<td>Food Technology</td>
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<td>International Restaurant</td>
<td>$60</td>
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<tr>
<td>Automotive Technology</td>
<td>$20</td>
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<tr>
<td>Light Stream (Power Equipment)</td>
<td>$20</td>
</tr>
<tr>
<td>Automotive Technology - General</td>
<td>$20</td>
</tr>
</tbody>
</table>

FORM TEACHER SIGNATURE: __________________________

STUDENT SIGNATURE: __________________________

PARENT/GUARDIAN SIGNATURE: ______________________

ALL COURSE SELECTION SHEETS ARE DUE IN BY FRIDAY 23Rd AUGUST
TRARALGON COLLEGE YEAR 11 2014 COURSE SELECTION INSTRUCTIONS

INSTRUCTIONS:
1. Complete SECTION A on your own. (Compulsory)
2. Complete SECTION B in TLC classes with the help of your teacher. (Compulsory)
3. SECTION C
   See the VETiS section of the Handbook for details on the extensive range of VETiS subjects available as well as the enrolment and acceptance procedures.
   Continuing in VETiS: Students who have already completed their first year of training must ensure the VETiS subject is applied for again. Please be aware that enrolment into second year is not automatic and student enrolments will be reviewed to consider first year’s attendance, attitude and progress/completion of units.
   TO APPLY FOR VETIIS PLEASE COLLECT AN APPLICATION PACK FROM THE CAREERS OFFICE. This pack needs to be submitted with this course selection form.
4. SECTION D
   If you wish to apply to be enrolled in the Victorian Certificate of Applied Learning (VCAL) please contact your school for more information. For more information please see the VCAL section in the Course Handbook.
   VCAL Applications close Friday 16th August and must be submitted with this course selection form.
5. SECTION E (Optional)
   If you wish to study Unit 3 and 4 of a VCE subject whilst in Year 11 you must be
   a. Committed to your own learning
   b. Well organised
   c. Achieve a 8 or above in Unit 1 Early Start
   d. Get your Early Start teacher to sign a recommendation for you. Teachers have been asked to consider carefully whether or not to recommend you to study a 3/4 subject in Year 11. If they do not give approval they are doing it because they consider it is better for you to complete that study in Year 12.
   If you gain approval from your teacher to be considered for an Early Start, write the name of the subject in SECTION F.
6. SECTION F (Optional)
   You must circle your preference and for English have your current Year 10 English teacher sign their recommendation. They must sign beside your selection.
   It is recommended that all students complete a Maths subject in year 11 as for many pathways Mathematics is a prerequisite.
   Complete the Subject Selection and other preferences.
   Please note that these selections may not be the subjects in your timetable in 2014. Not all subjects will run. Whether or not a subject runs is determined by the number of students who select it and the staff available to teach it. If a subject you have chosen does not run we will use your preferences and/or you will be asked to select again.
7. Collect all signatures and submit your form to your form teacher or directly to the Careers Office. (Compulsory)

APPOINTMENTS FOR OPTIONAL COURSE COUNSELLING
Please make an appointment if you need extra advice relating to your selections –
www.schoolboots.com.au E: HRVD
All Course Counselling appointments will be held at the Senior Campus.

Course Fees per Semester
The following course will incur additional costs
- Art - $20
- Studio Art (General) - $20
- Studio Art (Photography) - $55
- VISCOM - $20
- Outdoor Ed - $30
- Media - $30
- Product Design & Tech - $30 + materials
- Food Technology - $80

We will not accept course selection forms without parent signatures.
TRARALGON COLLEGE YEAR 12 2014
COURSE SELECTION INSTRUCTIONS

INSTRUCTIONS:
1. Complete SECTION A on your own. (Compulsory)
2. Complete SECTION B in TLC classes with the help of your teacher. (Compulsory)
3. SECTION C
   See the VETIS section of the Handbook for details on the extensive range of VETIS subjects available as well as the enrolment and acceptance procedures.
   Continuing in VETIS: Students who have already completed their first year of training must ensure the VETIS subject is applied for again. Please be aware that enrolment into second year is not automatic and student enrolments will be reviewed to consider first year’s attendance, attitude and progress/completion of units.
   TO APPLY FOR VETIS PLEASE COLLECT AN APPLICATION PACK FROM THE CAREERS OFFICE. This pack needs to be submitted with this course selection form.
4. SECTION D
   If you wish to apply to be enrolled in the Victorian Certificate of Applied Learning (VCAL) please collect an enrolment form from Mr Lehrner.
   For more information please see the VCAL section in the Course Handbook.
   VCAL Applications close Friday 16th August and must be submitted with this course selection form.
5. SECTION E (Compulsory)
   You must circle your preference and for English Complete the Subject Selection and other preference.
   Please note that these selections may not be the subjects in your timetable in 2014. Not all subjects will run. Whether or not a subject runs is determined by the number of students who select it and the staff available to teach it. If a subject you have chosen does not run we will use your preferences and/or you will be asked to select again.
6. Collect all signatures and submit your form to your form teacher or directly to the Careers Office. (Compulsory)

APPOINTMENTS FOR OPTIONAL COURSE COUNSELLING.
Please make an appointment if you need extra advice relating to your selections –
All Course Counselling appointments will be held at the Senior Campus

Course Fees per Semester
The following course will incur additional costs
- Art - $20
- Studio Art (General) - $20
- Studio Art (Photography) - $60
- VISCOM - $20
- Outdoor Ed: $280
- Media - $30
- Product Design & Tech - $30 + materials
- Food Technology - $80

We will not accept course selection forms without parent signatures.
## TRARALGON COLLEGE YEAR 12 2014 COURSE SELECTION FORM

### NAME: ___________________ TLC GROUP: _______ TLC TEACHER: ___________________

### PARENT/GUARDIAN NAME: ___________________ CONTACT PHONE NO.: ___________________

### STUDENT OR PARENT EMAIL: ___________________

#### SECTION B:
- What would you like to do when you leave school?
- Do you want to go onto further study at TAFE or UNIVERSITY?
- What ATAR score, if any, is required for your preferred course?
- What prerequisites/qualifications are required for your chosen pathway?

#### SECTION C: VOCATIONAL EDUCATION & TRAINING IN SCHOOL (VETiS)
- If you wish to apply for a VETiS Course for 2014, please collect an application pack from the Careers Office.
- STUDENTS WHO WISH TO CONTINUE THEIR VETiS COURSE FROM 2013 MUST STILL APPLY

#### SECTION D: VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)
- If you wish to apply to be enrolled in VCAL for 2014, please collect an application pack from Mr Leheu. For more information please see the VCAL section in the Course Handbook. APPLICATIONS FOR VCAL CLOSE FRIDAY 16th AUGUST

### SUBJECT SELECTION

#### ENGLISH

1. ___________________
2. ___________________
3. ___________________
4. ___________________

OTHER PREFERENCE: ___________________

### TLC TEACHER SIGNATURE: ___________________

### STUDENT SIGNATURE: ___________________ PARENT/GUARDIAN SIGNATURE: ___________________

ALL COURSE SELECTION SHEETS ARE DUE IN BY FRIDAY 23rd AUGUST

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**QUICK LINKS**

- Introduction
- Year 10 Course Guide
- VCE Course Guide
- VETiS Course Guide
- Student Forms