



Echuca
College

2025

Year 11 Course Selection Handbook

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VICTORIAN CERTIFICATE OF EDUCATION (VCE) CURRICULUM OVERVIEW

VCE stands for the Victorian Certificate of Education. The Victorian Curriculum and Assessment Authority (VCAA) administers this certificate. Details of the rules and procedures are available in a range of documents and can be obtained from the school or from the VCAA's website www.vcaa.vic.edu.au. The VCE is intended as a two year course of study although it can be completed over a longer period of time. Students at Echuca College study 12 units in year 11 (6 units per semester) and 10 units in year 12 (5 units per semester).

VCE Graduation Requirements

The following rules for satisfactory completion of the VCE will apply from 2018:

- To satisfactorily complete the VCE a student must have a satisfactory result (S) for a minimum of 16 units. This must include:
 - at least three units from the English Group, two of which must be a Unit 3–4 sequence
 - an additional three Unit 3–4 sequences of studies other than English, which may include any number of English sequences once the English requirement has been met.

Tertiary Entrance Requirements

To satisfy VTAC requirements the following must be completed:

- A minimum of 16 units must be satisfactorily completed, including a sequence of Unit 3 & 4 from the English group.
- A sequence of VCE/VET Units 3 & 4 in three studies apart from the English requirement.
- Prerequisite requirements set by each Tertiary Institute.

Learning Outcomes

Each VCE unit has a set of two to four outcomes, these outcomes must be achieved for the satisfactory completion of the unit. Achievement of the outcomes is based on the teacher's assessment of the student's performance on assessment tasks designed for the unit.

A student may be granted satisfactory completion of a unit if:

- The work meets the required standard.
- College deadlines have been met (extensions may be applied for in certain circumstances).
- The work can be authenticated.
- Rules have not been breached, including attendance rules.

Sample VCE Program

Year 11

Option 1						
Semester 1	English Study	Elective Unit 1	Elective Unit 1	Elective Unit 1	Elective Unit 1	Elective Unit 1/ VET/ASBA
Semester 2	English Study	Elective Unit 2	Elective Unit 2	Elective Unit 2	Elective Unit 2	Elective Unit 2/ VET/ASBA

Option 2						
Semester 1	English Study	Elective Unit 1	Elective Unit 1	Elective Unit 1	Elective Unit 1	VET
Semester 2	English Study	Elective Unit 2	Elective Unit 2	Elective Unit 2	Elective Unit 2	VET

Option 3						
Semester 1	English Study	Elective Unit 1	Elective Unit 1	Elective Unit 1	Elective Unit 1	ASBA
Semester 2	English Study	Elective Unit 2	Elective Unit 2	Elective Unit 2	Elective Unit 2	ASBA

Year 12

Option 1						
Semester 1	English Study	Elective Unit 3	Elective Unit 3	Elective Unit 3	Elective Unit 3	Private Study
Semester 2	English Study	Elective Unit 4	Elective Unit 4	Elective Unit 4	Elective Unit 4	Private Study

Assessment

Failure to meet deadlines set by the school may result in an 'N' (not satisfactory) for the unit regardless of whether the outcomes have been satisfactorily met. Satisfactory completion of each unit is based on a decision that the student has demonstrated achievement of a set of outcomes specified for the unit.

Unit 1 & 2 School-Assessed Coursework (SACs)

A SAC is a specific piece of work, which is to be graded and is used for reporting purposes. This may be a test, model, writing folio, research project etc. Assessment tasks are set to determine achievement of outcomes and levels of performance at Unit 1 & 2 level.

Unit 3 & 4 School-Assessed Coursework (SACs)

School-assessed coursework consists up of a number of assessment tasks that are specified in the study design. These assessment tasks are used to assess the learning outcomes.

To ensure that school's assessments of coursework in each study are comparable throughout the State, schools' coursework assessments are statistically moderated by VCAA, using the examination results in that study. VCAA issue final grades for all coursework assessments in December each year.

Unit 3 & 4 School-Assessed Tasks (SATs)

A small number of studies will have school-assessed tasks. These will be used in studies where products and models are assessed. Art, Design and Technology, Food and Technology, Media Studies, Studio Art, Systems Engineering and Visual Communication and Design have SATs. These generally take a number of weeks to complete.

Examinations

Examinations are held in November. Oral and Performance examinations are during October.

All students studying a Unit 3 & 4 sequence are also required to sit the General Achievement Test (GAT). The GAT scores are used by the VCAA to check that grades given by teachers for school assessed coursework and tasks are in the expected range.

Study Scores

A student's overall achievement for each study will be calculated and reported as a Study Score (Relative Position) on a scale of 1-50. In order to achieve a study score a student must achieve an S for both Units 3 & 4.

Australian Tertiary Admission (ATAR)

An ATAR is used by most tertiary institutions to determine who will be made an offer to study with them. The ATAR is composed of the marks gained in level 3 and 4 units. An ATAR generally includes the score in English, English Language or Literature, plus the **next best 3 studies**, plus 10% of the 5th and 10% of the 6th study. This calculation includes both VCE and VET courses.

Victorian Curriculum and Assessment Authority (VCAA) Reporting

At the completion of the VCE, which usually takes two years, the VCAA issues each student the following reports:

- A VCE Certificate, indicating that VCE requirements have been met
- A statement of results showing S or N and appropriate Coursework Assessment grades for all sequences of 3 / 4 units attempted
- A study score (relative position) for each subject
- A statement of results from the GAT

At completion of the VCAL each student receives:

- A VCAL Certificate indicating the level of attainment
- A statement of results from the GAT
- A statement of results showing S or N and appropriate Coursework Assessment grades for all sequences of 3 / 4 units attempted

APPRENTICESHIPS – SCHOOL BASED & HEADSTART

ASBA (AUSTRALIAN SCHOOL BASED APPRENTICESHIP)

Some students know what they would like to do in the way of a career after leaving school. A student can apply for an Australian School Based Apprenticeship program as part of their subject selection in Years 10, 11 & 12.

A School Based Apprenticeship or Traineeship offers students the opportunity to combine part-time employment, school and training. The program is undertaken under a training contract with an employer, has a training plan signed by the school and RTO which is formally registered with Skills Victoria and leads to a nationally recognised qualification at Certificate II, III or IV level.

HEAD START School-based apprenticeships

Head Start is a new model of apprenticeships and traineeships that was first implemented in Victorian state schools in 2019. Head Start aims to allow students to spend increased amounts of time in the workplace whilst still gaining their Year 12 completion through either a VCE or VCAL program.

Depending on the requirements of the employer it is suggested that Head Start students undertake:

- 1 day per week paid employment in Year 10
- 2 days per week paid employment in Year 11
- Up to 3 days per week paid employment in Year 12

All students who are signed up to a Head Start pathway will be enrolled in a Certificate III level qualification. There are currently 32 qualifications available through the program.

As well as helping students to develop a diverse range of skills and experience that employers value, Head Start also provides:

- Strong supports for both students and employers throughout the apprenticeship or traineeship
- Quality assured training through TAFEs and Skills First contracted providers
- A tailored pathway for students into careers in priority industries
- An opportunity for employers to train and mentor students who are ready for work and have literacy, numeracy and employability skills
- Payment of a fair training wage
- VCE or VCAL completion
- Significant progress towards, or completion of, a trade qualification.
- The opportunity for students to move into a full-time apprenticeship with their employer upon their completion of year 1

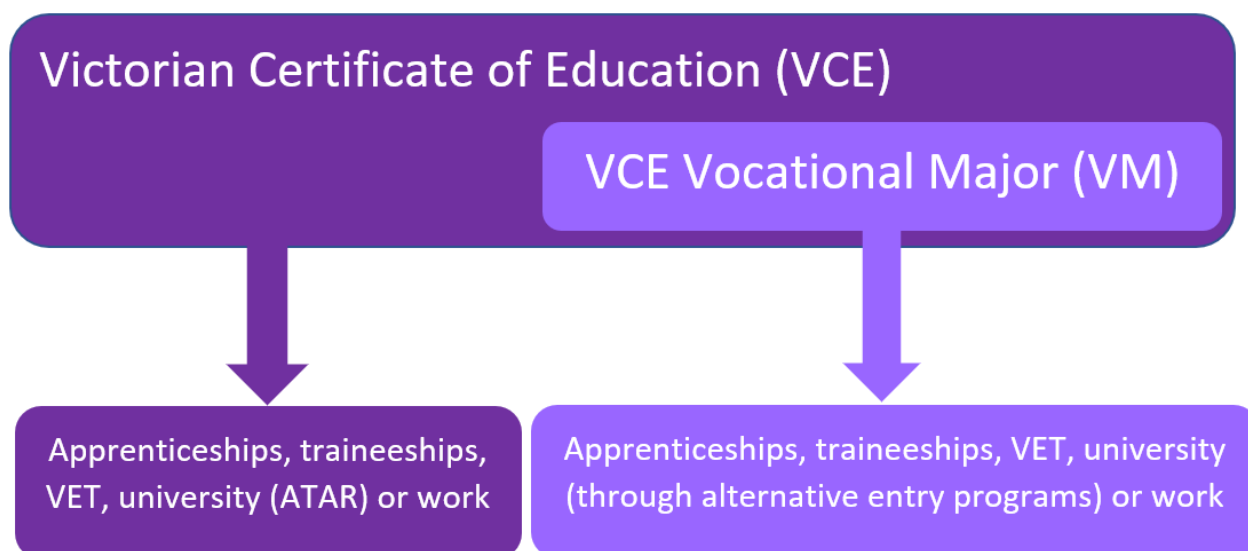
VCE VOCATIONAL MAJOR CURRICULUM OVERVIEW

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

- equipping them with the skills, knowledge, values and capabilities to become active and informed citizens, lifelong learners and confident and creative individuals; and
- empowering them to make informed decisions about the next stages of their lives through real life workplace experiences.



Applied Learning – the heart of VCE Vocational Major

Applied learning teaches skills and knowledge in the context of ‘real life’ experiences. Students apply what they have learnt by doing, experiencing and relating acquired skills to the real-world. It enables flexible, personalised learning where teachers work with students to recognise their personal strengths, interest, goals, and experiences.

This is a shift from the traditional focus on discrete curriculum to a more integrated and contextualised approach to learning. Students learn and apply the skills and knowledge required to solve problems, implement projects or participate in structured workplace learning.

Unit Requirements

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

Most students will undertake between 16-20 units over the two years.

Assessment of VCE Vocational Major studies

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3-4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

Certification

Completing the VCE VM requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

Students who meet the requirements for satisfactory completion of the VCE, but not the requirements for the award of the Vocational Major appellation, will be awarded the VCE.

VCE Vocational Major (VM) Q & A

Q. What subjects do I complete in the VCE (VM)?

A. Students will study; Literacy, Numeracy, Personal Development Skills (PDS) and Work Related Skills (WRS). Students enrolled in the VCE (VM) must also be enrolled and attending a VET subject of interest.

Q. Is VET a requirement for students entering the VCE (VM)?

A. Yes, students who are enrolled in the VCE (VM) must include a VET subject.

Q. What strengths are displayed by a VCE (VM) student?

A. Leadership, teamwork, being able to work in a team, problem solving, being able to organise and run a fundraiser, public speaking, promotion and advertisement of fundraisers/projects.

Q. If I repeat a subject, will I be penalised?

A. No, however, the same unit cannot count twice towards the VCE (VM) requirements.

Q. Is there special provision due to physical ability or serious illness?

A. Students can apply for special consideration.

Q. What pathway options are available for students post Year 12?

A. TAFE, full time employment, traineeship, apprenticeship or University courses (with no ATAR).

VET SUBJECT OFFERINGS IN 2024

VCE Scored VET Subjects (receive a study score to contribute to ATAR)

Cookery Certificate II

Course Code: SIT20421

Units: 1, 2, 3 and 4

Information Technology Certificate III

Course Code: ICT30120

Units: 1, 2, 3 and 4

Community Services Certificate II (Yr 1)

Course Code: CHC22015

Units: 1 and 2

Music (Performance) Certificate III

Course Code: CUA30920

Units: 1, 2, 3 and 4

Cert III Community Services (Yr 2) partial completion

Course Code: CHC22015

Units: 3 and 4

Sport and Recreation Certificate III

Course Code: SIS30115

Units: 1, 2, 3 and 4

Engineering Certificate II

Course Code: 22470VIC

Units: 1, 2, 3 and 4

VET Subjects (receive 10% to contribute to your ATAR)

Automotive Vocational Preparation Certificate II

Course Code: AUR20720

Units: 1, 2, 3 and 4

Retail Cosmetics Certificate II

Course Code: SHB20121

Units: 1 and 2

Building and Construction Pre-apprenticeship Certificate II

Course Code: 22338VIC

Units: 1, 2, 3 and 4

Salon Assistance Certificate II

Course Code: SHB20216

Units 1 and 2

Early Childhood Education and Care Certificate III

Course Code: CHC30121

Units: 1, 2, 3 and 4

Visual Arts Certificate III

Course Code: CUA31120

Units: 1, 2, 3 and 4

What is VET?

Vocational Education and Training (VET) refers to enhanced senior school studies, which enables Year 10-12 students to combine their VCE or VM studies with vocational training.

Combining VET with your chosen senior pathway increases your future opportunities.

Features of VET

- It is an accredited vocational education and training program (most programs run over two years).
- Can contribute to the students ATAR or provide credit points.
- It allows students to go directly into employment or receive credit towards further study.
- It focuses on students developing industry specific and workplace skills.
- It is a vocationally oriented school program designed to meet the needs of

VET qualifications and skills

- Upon successful completion of the program, students may be awarded with a nationally recognised VET certificate, or contribution toward this certificate.
- VET qualifications may articulate directly into further higher education and training at TAFE through documented pathway agreements.
- VET provides access to a range of different technologies related to the type and place of work.

VET increases students' pathways and broadens options

- Develops students' capacities to make decisions and solve problems.
- Helps students to gain confidence and improve communication and interpersonal skills through learning in an adult setting.
- Fosters positive feedback by enabling students to demonstrate specific skills and competencies.
- Matches students' interests and career directions through the provision of strong pathways.

VET prepares students for the workforce

- Provides the opportunity to trial a career and helps students explore possible areas of interest which promote further study and work choices.
- Allows students to develop strong links with industry and local community employers.
- Improves employment prospects.
- Helps students gain knowledge of employers' expectations and real working conditions.
- Assists in transition from school to

English Pathways

Which English is right for me in Year 11?

VM Literacy - Listening, Speaking, viewing, writing and reading	English - Critical reading, writing and speaking	English Language - The study of English and its development	Literature - Reading and responding to a broad range of texts
<p>VM Literacy aims to develop students' abilities to read, write, speak and listen in everyday and familiar contexts. Students develop an understanding of the different ways in which knowledge and opinion are represented and developed in texts drawn from daily life. This Literacy study is based upon applied learning principles, making strong connections between students' lives and their learning. By engaging with a wide range of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations. Along with the literacy practices necessary for reading and</p>	<p>VCE English prepares students to think and act critically and creatively. Students work to collaborate and communicate widely and to connect with others in our society. Students develop insight into various ideas through engagement with texts drawn from multiple times, cultures, forms, and genres, including Aboriginal and Torres Strait Islander knowledge and voices. They extend their skills in responding to the texts they read and view, and their abilities in creating original texts, further expanding their language to reflect accurately the purpose, audience, and context of their responses. By developing broad skills in communication and reflection, the study of English enables students to participate in their diverse, dynamic and multicultural world productively and positively.</p>	<p>VCE English Language enables students to consider their understanding and application of English using a set of metalinguistic tools informed by the discipline of linguistics. Students explore language choices, the values and assumptions constructed when considering the language use of others, and the power of language to control, shape and disrupt our lives. Students engage with how language is structured, the history of English and the theories of language acquisition, variations of language created by social and cultural difference, the nexus between language and power, and how language can be used to construct and deconstruct identity. Students consider their language use and the language use immediately surrounding them, as well as examples of language use locally, nationally and internationally. They explore how language use is adapted in</p>	<p>VCE Literature fosters students' enjoyment and appreciation of stories, poetry and storytelling. Students read and explore a broad range of established and emerging literary work. As readers and writers, students extend their creativity and high-order thinking to express and develop their critical and creative voices. Throughout this study, students deepen their awareness of the historical, social and cultural influences that shape texts and their understanding of themselves as readers. Students explore literature by considering literary forms and features, engaging with language, and refining their insight into authorial choices. Students immerse themselves in fiction and non-fiction texts, discovering and experimenting with a variety of interpretations to develop their responses</p>

<p>interpreting texts, students develop their capacity to respond to texts. Listening, viewing, reading, speaking and writing are developed systematically and concurrently. As students engage with texts in class, they develop their understanding of how texts are designed to meet the demands of different audiences, purposes and contexts. They will apply this understanding in their writing, learning to adapt language to respond to more familiar or specific audiences, purposes and contexts.</p>		<p>consideration of formality, situational and cultural contexts, purpose and function.</p> <p>Students read widely to further develop their analytical skills and to build their understanding of linguistics. Students are expected to read and study a range of historical and contemporary text.</p> <p>Students analyse and assess language use and develop their abilities in effective communication. Through the exploration of language use, students gain insight into the experiences of others, develop empathy and compassion, and are better able to engage in active citizenship.</p>	
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Mathematics Pathways

Units 3 & 4 Mathematics Subjects:

	Foundation Mathematics	General Mathematics	Mathematical Methods	Specialist Mathematics
What is it?	This is a practical subject about understanding the mathematics that occurs around you and being able to use critical skills in everyday life.	This is a practical subject that uses mainly computer-based technology in the form of a CAS calculator to demonstrate and analyse data and financial relationships.	This is a more theoretical subject that uses scientific techniques to investigate applications of mathematics. Homework <u>requirement:</u> 1-2 hours per week.	Specialist Mathematics requires abstract application of mathematics to solve contextual problems. Homework <u>requirement:</u> 2-3 hours per week.
Prerequisites	Year 11 Foundation or General is recommended	Year 11 General or Methods is recommended	Year 11 Mathematical Methods Year 11 Specialist or year 10 LEAP is recommended	Year Mathematical Methods and Specialist Mathematics
Materials needed	Foundation maths requires a scientific calculator, a textbook and 2 exercise books. The end of year exam allows one bound reference and one scientific calculator.		General, Methods and Specialist VCE mathematics subjects require a CAS calculator, a textbook and 2 exercise books with a minimum of 128 pages. Methods and Specialist are assessed both with and without technology and a bound reference. General Mathematics always allows a CAS and a bound reference during assessment.	
Content	Space and Measurement, Data Analysis, Number and algebra, linear relationships	Data Analysis, Recursion and financial maths Matrices, Networks	Calculus, Graphs and Functions, Probability and Statistics, Number and Algebra	All methods elements as well as Complex numbers, Vector Calculus and Kinematics
Where can you go with this subject? <i>Note: these are recommendations please check course requirements carefully.</i>	Any university course that accepts "any maths".	Any university course that accepts "any maths" or specifies General.	There are some courses that require Methods or Specialist. University courses such as engineering, and some science highly recommend them.	

VCE Unit 1-2

Subjects

Units 1 & 2 Agriculture and Horticulture

Unit 1 : Change and Opportunity

Area of Study 1 : Major food and fibre production industries in Australia

- Explore the use of land as a source of food and fibre by Victoria's first peoples and European settlers
- Learn the history of Agriculture and Horticulture in Australia
- Learn the major climate zones in Australia and their key food and fibre
- Explore the location of particular food and fibre industries in Victoria according to climatic conditions; soil quality and socio-cultural factors
- Investigate career pathways and employment opportunities in agriculture and horticulture

Area of Study 2 : Food and Fibre Production in Australia

- Investigate key elements of agricultural and horticultural systems: inputs, processes and outputs
- Learn OH&S standards
- Explore the characteristics of productive soil, and techniques for testing soil quality
- Investigate advantages and disadvantages of using alternative plant-growing media such as hydroponics and aquaponics
- Carry out Scientific experiments and gather data/information

Unit 2: Growing Plants and Animals

Area of Study 1: Plant nutrition, growth and reproduction

- Learn the structure of plants and the functions of photosynthesis, respiration and transpiration
- Explore the advantages and disadvantages of asexual and sexual plant reproduction or propagation and selection of genes through plant breeding
- Investigate the use of technology and post-harvest processing to improve plant production

Area of Study 2: Animal nutrition, growth and reproduction

- Explore extensive and intensive animal production and the advantages and challenges of each method
- Learn the digestive systems: ruminant, monogastric and avian
- Explore the nutrient requirements of animals across various stages of growth and development
- Learn the structure and function of mammalian and avian reproductive systems
- Explore the principles of animal genetics and the purposes of breeding programs

Assessment

- Written exam each semester
- Written Unit tests
- Practical reports
- Research assignments
- Outcome Tasks
- Calf raising diary (if possible)

Resources/camps/excursions

- Excursions to local Ag/Hort industries
- Calf rearing on school property
- Laptop/device required

Pathways

- VCE Unit 3/4 Ag & Hort
- TAFE course in Primary Industry
- University courses – Melbourne University Dookie has many opportunities.
- Ag/Hort careers (Soil, water, management)
- Animal Nutritionist

Complimentary Subjects

- VCE Biology
- VCE Business management
- VCE Technology
- VCE Maths
- VCE Chemistry
- VCE English

Units 1 & 2 Applied Computing

VCE Applied Computing focuses on creating digital solutions to meet specific needs and to manage the threats to data, information and software security.

This study will provide you with the knowledge and skills required to adapt to a quickly changing technological landscape, including the ability to identify emerging technologies, develop new uses for digital technologies and consider the benefits that these technologies bring to society.

Unit 1: Applied computing

Area of Study 1: Data analysis

- data and information
- approaches to problem solving
- interactions and impacts on privacy
- ethical issues from the acquisition, storage and use of data and information

Area of Study 2: Programming.

- Emerging trends in programming languages and AI (artificial intelligence) code generators
- functions and capabilities of key hardware and software components of digital systems
- characteristics of data types
- types of data structures
- approaches to problem solving

Unit 2: Applied computing

Area of Study 1: Innovative solutions

- types of digital devices used for a range of current and emerging applications such as smart phones and virtual assistants, AI
- emerging trends in digital systems and the importance of innovation to organisations
- functions and capabilities of digital systems, such as assistive technologies, GPS devices, robotics and traffic management
- techniques for collecting data to determine user needs and requirements
- approaches to problem solving
- Innovative uses of emerging technologies

Area of Study 2: Cyber security.

- Emerging trends in cyber security
- key hardware and software components of networks
- strengths and limitations of wired, wireless and mobile communications technology
- design tools for representing the appearance of networks
- security threats to data and information
- preventative practices to reduce risks to networks
- the role of ethical hacking
- Emergence of AI

Assessment

- presentations (oral, multimedia, visual)
- written reports
- annotated visual reports
- case studies
- a folio of exercises or software solutions
- Outcome Tasks

Resources/camps/excursions

- textbook
- laptop device

Pathways

- VCE Unit 3/4 Data analytics
- VCE Unit 3/4 Software development
- Bachelor of Computer Science
- Careers in Engineering, Science, Finance
- Software programmer
- Data Analyst

Complimentary Subjects

- General Maths
- Math Methods
- Specialist Maths
- Physics
- English Language
- Visual Communication Design

Units 1 & 2 Art Creative Practice

Unit 1: Interpreting artworks and exploring the Creative Practice

Area of Study 1: Artists, artworks and audiences

In this area of study, students will:

- Analyse and discuss the practices of artists from different periods and cultures.

Area of Study 2: Creative Practice

In this area of study, students will:

- Experiment with materials and techniques to produce a range of effects
- Develop personal artworks by investigating the art from artists they like.

Area of Study 3: Documenting and Reflecting on the Creative Practice

In this area of study, students will:

- Evaluate artworks and experiments completed in Area of Study 2.

Unit 2: Interpreting artworks and developing the Creative Practice.

Area of Study 1: The artist, society and culture

In this area of study, students will:

- Explore the role and purpose of art in different cultures at different times.
- Compare artworks from different times and cultures.
- Analyse how artworks can reflect the beliefs, values and traditions of different cultures.

Area of Study 2: The collaborative Creative Practice.

In this area of study, students will:

- Use the Creative Practice to make at least one finished artwork.
- Collaborate with someone (in school or in the community) to create a collaborative artwork.
- Explore and experiment with traditional and contemporary art materials.

Assessment

- Written reports
- Folio of developmental work
- Final artworks

Resources/camps/excursions

- Art Folio
- Art Excursion

Pathways

- Bachelor in Visual Arts
- Bachelor in Fine Art
- Diploma of Visual Art
- Diploma of Photography

Complimentary Subjects

- Visual Communication and Design
- Media Studies
- Product Design and Technology

Units 1 & 2 Biology

Unit 1: How do organisms regulate their functions?

Area of Study 1: How do organisms function?

In this area of study, students will learn about:

- The structure and functions of cells and their organelles as well as to why cell size matters
- The structure and function of the plasma membrane
- The cell cycle, cell growth, death and differentiation
- How the body prevents cancer

Area of Study 2: How do plant and animal systems function?

In this area of study, students will learn about:

- Specialised plant and animal cells and tissues
- The digestive system, endocrine system and excretory system
- The regulation of body temperature, blood glucose and water balance in humans

Area of Study 3: Practical Investigation

- Students will conduct a practical and complete a practical write up in the form of a scientific poster

Unit 2: How does inheritance impact on diversity?

Area of Study 1: How is inheritance explained?

In this area of study, students will learn about how:

- DNA is identified into smaller sections called genes
- DNA and chromosomes are linked in cells and sex cells
- Genetic information is passed from parents to offspring
- To identify trends in genetic appearance and how it can be tracked using charts and tables

Area of Study 2: How do inherited adaptations impact diversity?

In this area of study, students will learn about:

- The importance of genetic diversity in a population
- The contribution of Aboriginal and Torres Strait Islander peoples' perspectives in understanding adaptations and ecosystems
- Structural, physiological and behavioural adaptations that allow an organism to survive and reproduce
- The relationships between species and the impacts of changes to ecosystems

Area of study 3: Exploring a contemporary bioethical issue

- Students will complete a second-hand investigation relating to genetics, reproductive science, adaptations or ecosystems

Assessment

- Outcome tasks
- School-Assessed coursework (SACs)
- Experimental investigations – scientific poster
- Exams (mid-year and end of year)

Resources/camps/excursions

- Yr11 Biology Textbook
- Exercise Books
- GTAC incursion

Pathways

- Bachelor Science
- Bachelor Biology
- Bachelor Biochemistry
- Bachelor Biosciences
- Diploma Lab Technician
- Diploma Allied Health
- Diploma Nursing
- Park Ranger

Complimentary Subjects

- Chemistry
- Physical Education
- Health and Human Development
- Food Technology
- Psychology

Units 1 & 2 Business Management

Unit 1: Planning a Business

Area of Study 1: The Business Idea

- Investigate how business ideas are created
- Learn how businesses are created to fill a gap in the market
- Identify the items that need to be addressed before starting a business

Area of Study 2: The External Environment

- Study the elements external to a business, that impact on business
- Investigate factors including legal, political, economic and corporate social responsibility and how they impact on decision making within a business

Area of Study 3: The Internal Environment

- Explore the elements required within a business for it to operate effectively and the need for careful planning

Unit 2: Establishing a Business

Area of study 1: Legal Requirements and Financial Considerations

- Learn about the legal requirements and financial responsibilities of a business owner.

Area of study 2: Marketing a Business

- Learn the importance of marketing in a business and the different marketing techniques used by businesses.

Area of study 3: Staffing a Business

- Learn about the importance of having the right number of trained staff in a business including the importance of employee development and the link to productivity.

Assessment

- Structured Questions
- Case Studies
- Business Research Report
- Business Plan
- Written Reports
- Business Survey
- Media Analysis
- Essay
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Excursion (Echuca)
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Unit 3 & 4 Business Management
- Bachelor of Business
- Business Ownership
- Bachelor of Marketing

Complimentary Subjects

- Legal Studies
- Accounting
- VET Business

Units 1 & 2 Chemistry

Assessment

- Topic Tests
- Structured Questions
- Experiments
- Reports on Experiments
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Lab Coat
- University of Melbourne Outreach Program (June)
- Exercise Books

Pathways

- Unit 3 & 4 Chemistry
- Bachelor of Science
- Bachelor of Forensic Science
- Bachelor of Pharmacology
- Bachelor of Biomedicine
- Bachelor of Engineering

Complimentary Subjects

- Biology
- Health and Human Development
- Psychology
- Physics
- Maths Methods
- Physical Education
- Foods

Unit 1: How can the diversity of materials be explained

Area of Study 1: How can knowledge of elements explain the properties of matter?

- Learn to understand the information on The Periodic Table
- Learn, through participation in practical activities the different properties of different substances
- Explore factors that allow us to predict the behaviour of a substance when we know what it is made of
- Explore atomic structure and its relationship to trends in behaviour
- Use the quantity of the mole to describe substances

Area of Study 2: How are materials quantified and classified?

Quantify the mass of molecules

- Discover organic chemistry and hydrocarbon compounds
- Learn about bio-mass and ways of producing bio-fuels
- Participate in practical activities to discover the reactivity of organic molecules
- Discover polymers and advances in bioplastics

Area of Study 3: How can chemical principles be applied to create a more sustainable future?

- Students will investigate a recent discovery, innovation or issue linked to green chemistry principles, sustainable development and the transition towards a circular economy

Unit 2: What makes water such a unique chemical

Area of Study 1: How do substances interact with water?

- Explore the properties of water through experiment and theory
- Investigate how acid and bases and redox reactions occur in water.
- Learn how water is a solvent to different materials.

Area of Study 2: How are substances in water measured and analysed?

- Investigate various ways of measuring concentration
- Explore how the concentration of salts, acids, bases and organic compounds can be determined in water

Area of Study 3: Practical Investigation

- Design an experiment related to water quality
- Perform the experiment
- Write a scientific report of the experiment

Units 1 & 2 Drama

Assessment

- Performances
- Practical participation
- Written reports
- Journal
- Oral presentation
- Outcome Tasks

Resources/camps/excursions

- Excursion to view live show
- Costumes

Pathways

- Unit 3&4 Drama
- Performing Arts
- Film & Stage Production
- Screen Writer
- Theatre Studies
- Fine Arts

Complimentary Subjects

- Music
- Media Studies

Unit 1: Introducing Performance Styles

Area of Study 1: Creating a Devised Performance

- Create a character that is suitable for a dramatic performance

Area of Study 2: Presenting a Devised Performance

- Present a solo and/or ensemble performances
- Sustain role and character in performance

Area of Study 3: Analysing a devised performance

- Describe the use and manipulation of expressive and performance skills to develop and present characters, stories and ideas
- Analyse stages in the development of characters and roles

Area of Study 4: Analysing a professional drama performance

- View a professional performance
- Write a report that analyses and evaluates a performance

Unit 2: Australian Identity

Area of Study 1: Using Australia as Inspiration

- Construct and develop a performance inspired by an Australian theme

Area of Study 2: Presenting a devised performance

- Present a devised performance that reflects aspects of Australian identity and contemporary drama practice.

Area of Study 3: Analysing a devised performance

- Analyse their performance

Area of Study 4: Analysing an Australian drama performance.

- View an Australian drama production and analyse it

Units 1 & 2 English Language

Unit 1: Language and communication

Area of Study 1: The nature and functions of language

- Explore the nature of language and how the function of language can vary
- Develop understanding of how meaning can be conveyed through speech, writing and sign
- Learn the subsystems of language and the metalanguage associated with them.
- Learn that language choices are always influenced by situational, social and cultural contexts.

Area of Study 2: Language acquisition

- Learn how language choices are impacted by social and cultural contexts
- Investigate children's ability to acquire language and the stages of language acquisition.
- Understand the theories used to describe the language acquisition in children.
- Explain the stages of language development in children.

Unit 2: Language Change

Area of Study 1: English across time

- Describe the changes that have occurred in English over time
- Examine the origins of English and trace its development.
- Examine the concept of "correct English"
- Explore how languages may continue to change and consider the possibilities of future English.

Area of Study 2: Englishes in contact

- Consider the effects of the global spread of English
- Explore the factors that contributed to the spread of English in the past such as trade and colonisation
- Become familiar with the distinctive features of a range of varieties of English and how this shows the effects of contact with other languages
- Explore the role of language as an expression of cultures and worldviews, including representations of worldviews in texts

Assessment

- Folio
- Structured Questions
- Written Report
- Article analysis
- Analytical commentaries
- Expository essays
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Media articles
- Film texts
- Recorded conversations

Pathways

- Used as an English alternative for VCE
- Unit 3&4 English Language
- Bachelor in Linguistics
- Graduate Diploma in Arts - Linguistics and Applied Linguistics
- LOTE Teacher
- Translator
- Artificial Intelligence
- Law
- Journalism

Complimentary Subjects

- Indonesian
- English
- Biology

Units 1 & 2 English

Unit 1

Area of Study 1: Reading and exploring texts

- Plan and develop personal and analytical writing about a text
- Consider and explore ideas, concerns and tensions presented in a text, characters, settings and plot, and point of view and voice
- Consider how vocabulary, text structures and language features create meaning
- Engage productively in small group and class discussion
- Develop strategies for inferential reading and viewing
- Use textual evidence, where appropriate, to support writing
- Use appropriate strategies to review and edit writing

Area of Study 2: Crafting texts

- Write with clear purpose and awareness of context and audience
- Generate ideas, and discuss, develop and elaborate on these
- Explore voices appropriate to audience, purpose and context
- Experiment with vocabulary for effective writing
- Plan, create, draft, refine and complete individual writing
- Collaborate on the processes of writing
- Reflect on implications of authorial choices made in their own writing and in the writings of others

Unit 2

Area of Study 1: Reading and exploring texts

- Build inferential reading and viewing strategies
- Read and engage with a text for meaning
- Discuss and analyse ideas, concerns and tensions in a text
- Discuss and analyse the specific vocabulary, text structures and language features in text
- Use appropriate evidence from the text
- listen attentively and respond to others' views during discussion

Area of Study 2: Exploring argument

- Summarise the key points in arguments
- Identify, explore and apply the intent and logical development of contention and supporting arguments, spoken language and the evidence, strategies, language and visuals used by authors to position an intended audience
- apply the conventions of discussion and debate
- use appropriate evidence to support analytical writing
- draft, review, edit and refine analytical writing

Assessment

- Personal Text Response
- Two student created texts
- Analytical text response
- Argument Analysis
- Oral presentation
- Outcome Tasks

Resources/camps/excursions

- Face to Face by David Williamson

Pathways

- To study Unit 3 and 4 in Year 12, students must have achieved an 'S' in at least one unit for Year 11.

English is a pathway to:

- Bachelor Degree - Journalism/Creative Writing
- Bachelor of Education
- TAFE – Certificate IV Real Estate
- Blogger
- Travel Writer
- Careers that require written and oral communication skills.

Complimentary Subjects

- All

Units 1 & 2 Food Studies

Unit 1: Food Origins

Area of Study 1: Food around the World

- Explore the emergence of different food systems, food products and food practices around the world
- Learn about the historical development of food systems, food cultures
- Explore the early development of agricultural food systems,
- Explore the hunter-gatherer food systems and the challenges in terms of feeding human populations
- Learn about patterns in the global spread of food production
- Explore industrialisation, technology and globalisation on food availability, production and consumption.

Area of Study 2: Food in Australia

- Learn about food production and consumption among indigenous Australians prior to European settlement
- Explore the challenges encountered by the first non-indigenous settlers
- Learn about the development of food production, processing and manufacturing industries across Australia
- Explore migration to Australia and the influence of immigrants
- Understand cuisines of influence in Australia
- Look at trends in food practices and food subcultures in contemporary Australia
- Debate whether Australia has its own distinctive cuisine.

Unit 2: Food Makers

Area of Study 1: Food Industries

- Learn about the components of the Australian food system
- Explore current economic trends, issues and influences in Australian food industry
- Explore primary production of food in Australia
- Learn about the characteristics of leading food processing and manufacturing industries, as well as, the food service sector and major food retailers in Australia
- Explore consumer demand on the food supply
- Learn the process of developing new food products using design briefs
- Explore governance and regulation of food standards

Area of Study 2: Food in the Home

- Explore sensory evaluation of food products
- Conduct comparison of particular meals and dishes prepared in commercial and domestic or small-scale settings
- Learn effective planning, management and decision making in the provision and preparation of food in the home
- Design and adapt recipes to suit individuals
- Explore opportunities and pathways for the transition of practical food skills from domestic to entrepreneurial or commercial settings

Assessment

- A range of practical activities
Anyone or a combination of the following;
- A short-written report
- An annotated visual display
- An oral or practical demonstration
- A video or podcast
- Outcome Tasks

Resources/camps/excursions

- Food Studies online textbook
- Laptop recommended
- A4 Display Folder

Pathways

- Hospitality/retail industry
- Commercial Cookery
Certificates
- Bachelor in Health Science
- Bachelor in Food Studies
- Bachelor Science (Food Technology and Nutrition)
- Dietitian
- Home economist

Complimentary Subjects

- VET Hospitality
- Health & Human Dev.
- Biology
- Chemistry
- Outdoor Ed
- Psychology
- Business Management

Units 1 & 2 Foundation Mathematics

Both Units 1 and 2 focus on the same four areas of study

Area of Study 1: Algebra Number and structure

Unit 1:

- Application of integers, fractions and decimals
- Use of ratios, percentages and rates

Unit 2:

- Using formulas to describe relationships
- Manipulating equations and approximating solutions

Area of Study 2: Data and Statistics

Unit 1:

- Collections and representation of data
- Drawing conclusions from data

Unit 2:

- Creation of charts and other visuals to compare data
- Interpretation of related of comparable data to draw conclusions

Area of Study 3: Financial Maths

Unit 1:

- personal finance such as borrowing, banking and payslips
- superannuation, tax, cost structures

Unit 2:

- comparing products and services to make informed spending choices
- managing money and comparing earning, spending and debt

Area of Study 4: Space and Measurement

Unit 1:

- Standard metrics and measures
- Schedules, timetables, scales

Unit 2:

- Two dimensional plans and diagrams of objects
- Locations, maps, itineraries including estimation of travel time etc

Assessment

- Portfolio
- Various assignments and outcome tasks
- Modelling task
- Mathematical Investigation

Resources/camps/excursions

- Textbook
- Scientific calculator
- Study Notes (by Teacher)

Pathways

- Unit 3 and 4 Foundation Maths
- VCE certificate
- TAFE
- Employment
- Business
- Trade apprenticeships

Complimentary Subjects

- Woodwork/Metal work
- Design
- Agriculture
- History
- Psychology
- Business Management

Be Respectful

Be Inclusive

Be Resilient

Units 1 & 2 General Mathematics

Area of Study 1: Algebra and structure;

- *Linear relations and equations*

This topic includes, but isn't limited to;

- Substitutions and transpositions of equations
- Developing formulas from word descriptions
- Solutions for simultaneous equations
- Using linear equations to solve practical problems

Area of Study 2: Arithmetic and number;

- *Computation and practical arithmetic*
- *Financial arithmetic*

This topic includes, but isn't limited to;

- Effective use of technology and mental strategies
- Simple and compound interest applications
- Comparison of purchase options available

Area of Study 3: Discrete mathematics;

- *Matrices*
- *Graphs and networks*
- *Number patterns and recursion*

This topic includes, but isn't limited to;

- Operations with Matrices, including scalar and matrix multiplication
- Introduction to the types of Graphs and Networks
- Study of the types of number sequences

Area of Study 4: Statistics;

- *Investigating and comparing data distributions*
- *Investigating relationships between two numerical variables*

This topic includes, but isn't limited to;

- Types of data and their best means of display
- Uses of the 5-number-summary
- Modelling and making predictions based on data

Assessment

- By hand approached tests
- CAS based assessment
- Outcome Tasks

Resources/camps/excursions

- Textbook
- CAS Calculator

Pathways

- Applied Mathematics and Statistics - RMIT University
- Accounting - Charles Sturt University
- Certificates III and IV in Accounting, Commerce and Business Management.
- Building and Construction Trades

Complimentary Subjects

- Biology
- Design and Technology
- Economics
- Psychology
- Mathematical Methods

Units 1 & 2 Geography

Assessment

- Field report
- Structured questions
- Case study
- Report
- Folio
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Environmental Sciences
- Town Planner
- Nature Conservation Officer
- International Aid Worker
- Tourism Officer

Complementary Subjects

- English
- Biology

Unit 1: Hazards and disasters

Area of Study 1: Characteristics of hazards

- Learn the different classification of hazards and their causes
- Analyse maps, data and other geographical information
- Describe and explain the nature of hazards
- Explore the impacts of hazards

Area of Study 2: Response to hazards and disasters

- Explore natural and human factors influencing responses to selected hazards and disasters
- Explore the types of responses to selected hazards and disasters
- Investigate specific responses by national and global organisations regarding prediction, planning, recovery and reconstruction to similar hazards and disasters in other parts of the world

Unit 2: Tourism

Area of Study 1: Characteristics of tourism

- Explore the characteristics of domestic and international tourism
- Investigate the changing characteristics of tourism over time
- Explore the different types of tourism and tourist destinations
- Investigate factors affecting the different types of tourism at selected locations from two different parts of the world, including:
 - natural and human characteristics of host destinations
 - development of transport and communication technology
 - international agreements and national policies
 - changing income and lifestyles
 - investment and marketing

Area of Study 2: Impact of tourism

- Investigate the environmental and economic impacts of tourism
- Investigate socio-cultural impacts of tourism at origin and destination
- the effectiveness of management strategies in response to the impacts of tourism
- Explore the environmental sustainability, economic viability and socio-cultural value of tourism at a range of scales
- Explore the role of planning for sustainable outcomes in tourism

Units 1 & 2 Health and Human Development

Unit 1: Understanding Health and Wellbeing

Area of Study 1: Concepts of Health

- Learn the multiple dimensions of health and wellbeing
- Understand the nine prerequisites for health
- Understand the health status indicators
- Various aspects on health & wellbeing, including Aboriginal and Torres Strait Islander Peoples
- Analyse data and explore sociocultural factors that contribute to variations in health status of youth

Area of Study 2: Youth Health & Wellbeing

- Identify key areas for action and improvement in youth health and wellbeing using research to interpret data
- Analyse factors that contribute to inequalities in the health status of Australia's youth
- Analyse factors that influence creation and implementation of programs that target youth health such as equity, social justice, community values and funding
- Research, collect and analyse data on one health focus relating to youth, examining its impact, management, advocacy and costs.

Area of Study 3: Health and Nutrition

- Learn the role of major nutrients in health outcomes
- Describe the consequences of nutritional imbalances on short- and long-term health outcomes for youth
- Explore the effectiveness of food selection models and other initiatives in the promotion of healthy eating among youth
- Explore sociocultural factors that contribute to healthy eating among youth and their potential impact on health behaviours and health outcomes.

Unit 2: Managing Health and Development

Area of Study 1: Developmental Transitions

- Explore the human lifespan and the characteristics of developmental transitions from youth to adulthood
- Explore the characteristics of healthy and respectful relationships
- Understand the role of parents, carers and/or the family environment and the considerations in becoming a parent
- Describe fertilisation and the stages of prenatal development
- Learn the risk and protective factors related to prenatal development
- Understand the physical, social, emotional and intellectual development in infancy and early childhood
- Understand the impact of early life experiences on future health and development and the intergenerational nature of health and wellbeing

Area of Study 2: Youth Health Literacy

- Understand the key aspects of Australia's health system; Medicare, Pharmaceutical Benefits Scheme, Private Health Insurance & National Disability Insurance Scheme (NDIS)
- Explore the range of services available in the local community to support the dimensions of health and wellbeing
- Identify the factors affecting access to health services and information and explore the rights and responsibilities of youth

Assessment

- Data analysis
- Research tasks
- Structured questions
- Poster tasks
- Case studies
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Edrolo
- Device
- Hospital incursion
- Possible childcare excursion

Pathways

- Units 3 & 4 Health and Human Development
- Bachelor of Nursing and Midwifery
- Bachelor of Education (Primary and Secondary)
- Bachelor of Nutrition and Dietetics
- Bachelor of Exercise Science
- Bachelor of Social Work
- Bachelor of Psychology

Complimentary Subjects

- Biology
- Physical Education
- Psychology
- VET Community Services
- Foods

Units 1 & 2 Indonesian

Topics change annually and may include school and social relationships, modern and traditional art, impact of tourism, living and studying in Indonesia, and neighbourhood and community.

Assessment

- Participate in a conversation
- Listen to a conversation and view a map to write directions
- Create a written presentation
- Write a personal answer to an email
- Describe in writing an experience seen from different perspectives
- Tell the class a personal or reflective story about a cultural event
- Outcome Tasks

Resources/camps/excursions

- Kamus Inggris Indonesia
- Kamus Indonesia Inggris

Pathways

- Unit 3 & 4 Indonesian
- Unit 3 & 4 English Language

Complimentary Subjects

- Unit 1 & 2 English Language

Unit 1

Area of Study 1: Interpersonal communication

- Use Indonesian to participate in informal spoken communication
- Understand how cultural background can influence how a person interprets a conversation

Area of Study 2: Interpretive communication

- Develop skills in reading, listening to and watching Indonesian texts
- Write summaries about information studied in class
- Learn about Indonesian culture

Area of Study 3: Presentational communication

- Produce a piece of writing that includes pictures or diagrams
- Develop a presentation that can narrate, retell or entertain the audience
- Use cultural products and practices in a presentation

Unit 2

Area of Study 1: Interpersonal communication

- Learn skills to understand Indonesian when reading, writing and viewing
- Write a written exchange in Indonesian

Area of Study 2: Interpretive communication

- Learn how to identify the correct language and cultural information
- Interpret information, taking into account language choices and cultural information

Area of Study 3: Presentational communication

- Research cultural practices
- Make cultural connections and comparisons

Units 1 & 2 Legal Studies

Assessment

- Folio of exercises
- Structured questions
- Classroom presentation
- Role-play
- Debate
- Report
- Question-and-answer session.
- Tasks can be presented orally, in writing or using presentation technology
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Court visit
- Prison Visit
- Students are required to bring a device for use in class (laptop or iPad)

Pathways

- Legal Studies Unit 3&4
- Bachelor of Laws
- Para Legal professions
- Police Officer
- Diploma of Legal Studies

Complimentary Subjects

- English
- Business
- History

Unit 1: Guilt and Liability

Area of Study 1: Legal Foundations

Area of Study 2: The presumption of innocence

Area of Study 3: Civil Liability

This is an area of study involving Criminal law and Civil law.

- Develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria.
- Investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.
- Develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.
- Will be exposed to justice in action through court and prison visits, guest speakers and the opportunity to take part in simulated/mock/moot courts.

Unit 2: Sanctions, remedies and rights

Area of Study 1: Sanctions

Area of Study 2: Remedies

Area of Study 3: Rights

This is an area of study that examines the methods and institutions in the justice system and considers their appropriateness in determining criminal cases and resolving civil disputes.

- Consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases such as VCAT and Consumer Affairs Victoria.
- Explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions (criminal) and remedies (civil) to achieve their purposes.
- Investigate the extent to which the principles of justice are upheld in the justice system.
- Discuss recent reforms from the past four years and recommended reforms to enhance the ability of the justice system to achieve the principles of justice.

Units 1 & 2 Literature

Unit 1

Area of Study 1: Reading Practices

- the significance of characters, settings and events featured in the texts in shaping reader response
- the ways the literary forms, features and language of texts can guide readers to meaning in print and non-print texts
- the ways others' views on texts may influence or enhance a reading of a text and reveal assumptions and ideas about aspects of culture and society
- the conventions of presentation, discussion and/or debate
- the features appropriate for written and oral responses, including structure, conventions and language

Area of Study 2: Exploration of literary movements and genres

- conventions of a movement or genre, including language, settings, narrative structures and characterisation
- the ways the conventions of a movement or genre contribute to meaning
- the ideas and concerns embedded in text typical of a movement or genre
- assumptions and representations in texts typical of a movement or genre
- the conventions of presentation, discussion and/or debate
- the features appropriate for written and oral responses, including structure, conventions and language

Unit 2

Area of Study 1: Voices of Country

- the significance and interconnectedness of place, culture and identity in Aboriginal and Torres Strait Islander texts; Aboriginal and Torres Strait Islander concepts of storytelling, text and language
- the impact of colonisation on and the place of reconciliation in literary representations of and by Aboriginal and Torres Strait Islander peoples
- Aboriginal and Torres Strait Islander experiences of colonisation and its ongoing consequences, and issues of reconciliation and reclamation as represented in a text(s)

Area of Study 2: The text in its context

- the features of society and the ideas and behaviour that the text appears to endorse and/or critique
- the ways the literary forms, features and language of texts reveal the specific time period and/or culture represented in a text
- the ways in which characters, setting, events and ideas convey the social and cultural concerns of a text
- the conventions of presentation, discussion and/or debate
- the features appropriate for creative and/or analytical written and/or oral responses, including structure, conventions and language

Assessment

- Journal entries
- Close Analysis of passages
- Creative Writing
- Essay
- Outcome Tasks

Resources/camps/excursions

- *Pride & Prejudice* - Austin
- *Othello* – Shakespeare
- Poetry Anthology (modern & classic)
- *The Divine Wind* – Disher
- *The Reader* - Schlink

Pathways

- Unit 3 & 4 Literature
- Bachelor of Arts
- Journalism
- Professional Writing
- Teaching

Complimentary Subjects

- English
- History
- Philosophy

Units 1 & 2 Mathematical Methods CAS

Both Units 1 and 2 focus on the same four areas of study

Area of Study 1: Functions and graphs

- Specify rules of a function and sketch related graphs by hand
- Interpret and describe the effect of transformations on graphs
- Simple applications of sine and cosine functions in various contexts
- Modelling exponential functions, interpreting rates of growth and decay

Area of Study 2: Algebra

- Substitute, rearrange and solve equations, including linear and quadratic equations
- use of symbolic notation to develop algebraic expressions and represent functions
- use of inverse functions and the application of index and logarithm laws
- numerical approximation of roots of cubic polynomial functions using Newton's method

Area of Study 3: Calculus

- Interpret graphs with respect to rate of change (eg. Analysing the pollution levels over time)
- Describe and measure instantaneous rates of change
- find by hand the derivative function and an anti-derivative function for a simple power function
- graphical and numerical approaches to approximating the value of the gradient function

Area of Study 4: Probability and Statistics

- Describe the outcomes of experiments, highlighting the probability of certain events
- Explore issues and form conclusions in relation to declining levels of physical activity and sport in society.
- Apply counting techniques to solve probability problems and calculate probabilities for compound events, by hand in simple cases

Assessment

- Written tests with and without access to summaries and CAS
- Modelling tasks
- Mathematical investigations
- Problem-solving tasks
- Outcome Tasks

Resources/camps/excursions

- TI-Inspire or CAS calculator
- Scientific calculator
- Textbook
- At least 2 128 page exercise books

Pathways

- Bachelor of Science/IT/Mathematics/Engineering
- Various fields of science
- Financial advisor/accountant
- Special Forces (army/navy)
- Bachelor of Commerce/Business
- Aeronautical or Aerospace engineering

Complimentary Subjects

- Physics
- Specialist Mathematics
- Chemistry
- General Mathematics

Unit 1 & 2 Media

Assessment

- Examination
- School-assessed coursework
- Developmental folio
- Final media project

Resources/camps/excursions

- USB
- SD Card
- Display folder/visual diary

Pathways

- Journalism
- Publishing
- Film & TV
- Animation
- Post-production
- Photography

Complimentary Subjects

- VCE Visual Communication and Design

Unit 1

AOS 1 – Media representations

- Describe different forms of media from different times, locations and contexts
- Discuss how audiences engage with, consume and read different media products and forms
- Discuss the social and institutional factors that influence the relationship between audiences and media representations

AOS 2 – Media forms in production

- Describe the characteristics of specific audiences and explain how products can be produced to engage with specific audiences
- Use media pre-production, production and post-productions techniques and processes
- Apply media codes and conventions to construct meaning in media products
- Operate media technologies to produce representations in a range of media forms

AOS 3 – Australian Stories:

- Analyse structures in Australian fictional and non-fictional media stories from cultural histories and institutions
- Analyse the impact of institutional, economic, social and political constraints on the production and distribution of fictional and non-fictional narratives

Unit 2

AOS 1 – Narrative, style & genre

- Analyse the influences of historical and cultural context on the construction of narratives in different media
- Analyse the influence of narratives on audience engagement, consumption and reception in different media forms

AOS 2 – Narratives in production

- Design and produce narrative using the stages of media production process
- Undertake roles and responsibilities with media production
- Apply technical skills in the operation of media technologies

AOS 3 – Media and change

- Explain the ways audiences interact and engage with the media as a result of the growth of digital technologies
- Analyse the influence of technological development on society and institutions

Units 1 & 2 Modern History

Assessment

- Source Analysis
- Research task
- Essay
- Historical Interpretations analysis
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Students are required to bring a device for use in class (laptop or ipad)

Pathways

- Bachelor Arts
- Anthropology
- Archaeology
- Journalism
- Teaching

Complimentary Subjects

- English
- Literature
- Any

Unit 1: Change and Conflict

Area of Study 1: Ideology and conflict

- How did significant events and ideas contribute to conflict and change?
- How did individuals and movements challenge existing political and economic conditions?
- What were the consequences of World War One?
- How did ideology influence the emergence of new nation states?
- To what extent did the events, ideologies, individuals, movements and new nations contribute to the causes of World War Two?

Area of Study 2: Social and cultural change

- How did society and culture change?
- How did cultural life both reflect and challenge the prevailing political, economic and social conditions?
- How did ideologies contribute to continuities and changes in society and culture?
- What role did individuals, groups and movements play in social and cultural continuity and/or change?

Unit 2: The Changing World Order

Area of Study 1: Causes, course and consequences of the Cold War

- What were the causes of the Cold War?
- How did Cold War ideology contribute to increased tensions and conflict?
- What were the consequences of the Cold War on nations and peoples?
- What caused the end of the Cold War?
- How did the social, political, economic and cultural conditions influence and change the post-Cold War world?

Area of Study 2: Challenge and change

- What caused the challenges to existing political and/or social structures and conditions?
- How did the actions and ideas of popular movements and individuals contribute to continuity and change?
- To what extent did change occur?
- What were the perspectives and experiences of those who demanded and/or resisted change?

Units 1 & 2 Outdoor & Environmental Studies

Unit 1: Connections with outdoor environments

Area of Study 1: Our place in outdoor environments

- Develop an understanding of different environments
- Explore a range of different biomes
- Analyse a range of motivations for seeking outdoor experiences

Area of Study 2: Influences on outdoor experiences

- Explore the influence of main stream media, social media and music on experiencing the outdoors
- Learn about factors affecting access to outdoor experiences
- Understand the influence of technology on outdoor experiences
- Analyse a range of personal responses to risk

Area of Study 3: Safe and sustainable participation in outdoor experiences

- Explore safe and sustainable minimal impact strategies, route planning, tent-site selection, fuel stove usage, navigation and packing a pack
- basic first aid skills, including blister management, small wounds, snake bites, severe bleed treatment, CPR and immobilisation
- risk management of outdoor experiences

Unit 2: Discovering outdoor environments

Area of Study 1: Understanding outdoor environments

- Develop a scientific understanding of outdoor environments
- Develop an understanding of the effects of natural changes on the environments to people such as floods and seasonal changes
- Learn about indigenous land managers and vocational understandings and perspectives of environments

Area of Study 2: Observing impacts on outdoor environments

- Analyse the impacts of conservation, economic and recreational activities on outdoor environments
- Understand the impacts of technologies on environments
- Explain the impact of urbanisation on environments
- Explore identification and management of threatened species

Area of Study 3: Independent participation in outdoor environments

- Develop skills in how to conduct safe and sustainable peer-led outdoor activities
- Investigate how to plan and adapt outdoor experiences due to weather,
- Analyse how to monitor own and other groups' impacts on the outdoor environment during an outdoor experience

Assessment

- Data Analysis
- Structured Questions
- Written Reports
- Logbooks
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Sports Uniform
- 3 day MTB ride and Hike at Mt Buller
- Local area excursions

Pathways

- Unit 3 & 4 OES
- Physical Education
- Outdoor Education
- Outdoor Recreation
- Sport and Recreation
- Environmental Science
- Zoology
- Agricultural Science
- Tourism
- Landscape Architect
- Environmental Engineering
- Surveying
- Park Ranger
- Tour Guide

Complimentary Subjects

- Legal Studies
- Australian History
- Physical Education
- Health and Human Development
- VET Sport and Recreation

Units 1 & 2 Physical Education

Assessment

- Data Analysis
- Structured Questions
- Written Reports
- Practical participation
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Sports Uniform

Pathways

- Unit 3 & 4 Physical Education
- Bachelor in Physical Education
- Bachelor in Human Movement
- Sport Sciences
- Certificate II, III, IV in Fitness
- Diploma of Fitness
- Diploma of Sport Development

Complimentary Subjects

- Biology
- Health and Human Development
- Psychology
- VET Sport and Recreation

Unit 1: The Human Body in Motion

Area of Study 1: How does the musculoskeletal system work to produce movement?

- Learn to label the bones and muscles of the human body
- Learn, through participation in practical activities, how bones and muscles work together to produce movement
- Explore factors that enable participation in physical activity and factors that act as barriers
- Explore legal and illegal performance enhancing practices/substances

Area of Study 2: How does the cardiorespiratory system function at rest and during physical activity?

- Learn about the function and structure of the heart, blood, blood vessels and lungs
- Participate in practical activities to learn how the heart and lungs work together to provide oxygen to working body parts
- Explore enablers and barriers to the capacity and functioning of the cardiovascular and respiratory systems
- Explore legal and illegal performance enhancing practices/substances that specifically impact on the cardiovascular and respiratory systems

Unit 2: Physical Activity, Sport and Society

Area of Study 1: What are the relationships between physical activity, sport, health and society?

- Explore the role of physical activity, sport and society in developing and promoting a healthy lifestyle
- Investigate sociocultural factors that influence participation in physical activity
- Develop an understanding of ways used to assess physical activity sedentary behaviour.
- Explore models to critique and create strategies to increase participation in physical activity

Area of Study 2: What are the contemporary issues associated with physical activity and sport?

- Investigate a range of contemporary issues associated with physical activity at a local, national and global level
- Explore issues and form conclusions in relation to declining levels of physical activity and sport in society

Units 1 & 2 Physics

Assessment

- Structured Questions
- Problem Solving
- Modelling real-life scenarios
- Practical Assessment
- Report Writing
- Outcome Tasks

Resources/camps/excursions

- Textbook
- Scientific Calculator
- Study Notes (by Teacher)

Pathways

- Bachelor in Physical Education
- Bachelor in Human Movement
- Sport Sciences
- Bachelor of Science
- Bachelor of Engineering

Complimentary Subjects

- Chemistry
- Specialist Maths
- Health & Human Development
- Physical Education
- English Language

Unit 1: How is energy useful to society?

Area of Study 1: How are light and heat explained?

- You will study light using the wave model, and thermal energy using a particle model to form an understanding of the fundamental physics ideas of reflection, refraction and dispersion. You will use these to understand observations made of the world such as mirages and rainbows. You will investigate energy transfers and explore how light and thermal energy relate to one another. You will apply light ideas to explain how light is used through optical fibres in communication, and how physics is used to inform global warming and climate change.

Area of Study 2: How is energy from the nucleus utilized?

- You will build on your understanding of energy to explore energy that derives from the nuclei of atoms. You will learn about the properties of the radiation from the nucleus and the effects of this radiation on human cells and tissues and apply this understanding to the use of radioisotopes in medical therapy. You will explore the transfer of energy from the nucleus through the processes of fission and fusion and apply these ideas to evaluate the viability of nuclear energy as an energy source for Australia.

Area of Study 3: How can electricity be used to transfer energy?

- You will develop conceptual models to analyse electrical phenomena and undertake practical investigations of circuit components. Concepts of electrical safety will be developed through the study of safety mechanisms and the effect of current on humans. You will apply and critically assess mathematical models during experimental investigations of DC circuits and explore electrical safety and the use of transducers to transfer energy in common devices.

Unit 2: How does physics help us to understand the world?

Area of Study 1: How is motion understood?

- You will describe and analyse graphically, numerically and algebraically the energy and motion of an object, using specific physics terminology and conventions. You will consider the effects of balanced and unbalanced forces on motion and investigate the translational and rotational forces on static structures. You will apply mathematical models during experimental investigations of motion, and apply your understanding of motion and force through a case study.

Area of Study 2: How does physics inform contemporary issues and applications in society?

- You will develop a deeper understanding of an area of interest within diverse areas of physics by choosing 1 of the 18 options available

Area of Study 3: Practical Investigation

- You will learn to design and undertake an investigation of a physics question related to the scientific inquiry processes of data collection and analysis, and draw conclusions based on evidence from collected data.

Units 1 & 2 Politics

VCE Politics is the study of contemporary power, conflict and cooperation in a world that is characterised by unpredictability and constant change. In this study students investigate contemporary issues of conflict, political stability and/or change within Australia, the Indo-Pacific region and globally. They consider how national and global political actors respond to issues and crises such as national political reform, climate change, violent conflicts, human rights, sustainability and development, inequality and global economic instability.

Unit 1: Politics, power and political actors

In this unit, students learn that politics is about how political actors use power to resolve issues and conflicts over how society should operate.

- *Area of Study 1: Power and national political actors*
- What is the source of political power and legitimacy within a state?
- How do political actors use power to achieve political stability and/or change within states?
- Who are the key political actors within states and within Australia?
- How is power legitimised, distributed and used in Australia?

- *Area of Study 2: Power and global political actors*
- Which actors can act globally?
- What makes a global political actor powerful?
- What are the interests and perspectives of various global actors?
- How does global interconnectedness impact on the power of global actors?
- What is the political significance of global actors?

Unit 2: Democracy: stability and change

In this unit, students investigate the key principles of democracy and assess the degree to which these principles are expressed, experienced and challenged, in Australia and internationally.

- *Area of Study 1: Issues for Australia's democracy*

Assessment

- Source Analysis
- Research tasks
- Essays
- Interpretations analysis
- Case studies

Resources/camps/excursions

- A device is required in this class
- A workbook and a plastic pocket folder for handouts
- Textbook noted on the booklist

Pathways

- Bachelor Arts
- Anthropology
- Politics
- Public Servant
- Journalism
- Teaching

<ul style="list-style-type: none"> ➤ To what extent does Australia have a democratic culture? ➤ What are the principles, values and features that nurture Australian democracy? ➤ How democratic are Australia's political institutions and processes? ➤ What are the political issues facing Australian democracy today? ➤ <i>Area of Study 2: Global challenges to democracy</i> ➤ What are the challenges to the legitimacy and spread of democracy globally? ➤ How politically significant are the global challenges to democracy? ➤ To what extent does democracy contribute to global stability and/or opportunities for change? 	<u>Complimentary Subjects</u> <ul style="list-style-type: none"> • Units 3&4 Australian History • Units 3&4 Philosophy • Units 3&4 Legal Studies • Units 3&4 Revolutions
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Be Respectful

Be Inclusive

Be Resilient

Units 1 & 2 Product Design & Technology

Unit 1: Sustainable Product Redevelopment <i>Area of Study 1: Sustainable redevelopment of a product</i> <ul style="list-style-type: none"> ➤ Learn about the environmental, economic and social impacts associated with sustainable and unsustainable products ➤ Learn approaches used by designers to incorporate sustainability practices in product design ➤ Learn how to incorporate relevant product design factors in a design brief, developing criteria for evaluating a finished product, and generating, analysing and evaluating ideas for the redeveloped product ➤ Learn to use creative and critical design thinking techniques ➤ Learn the role of annotations and appropriateness of different drawing techniques in the design and development stage of the product design process using digital and manual methods <i>Area of study 2: Producing and Evaluating a Redeveloped product</i> <ul style="list-style-type: none"> ➤ Learn to use processes, tools, equipment and machines for specific purposes and materials ➤ Learn risk management for safe, accurate and efficient application of production processes using materials, tools, equipment and machines ➤ learn to use digital and manual techniques to manage and record production processes and progress ➤ Learn how to evaluate a redeveloped product to determine quality and suggest improvements ➤ Learn the role of marking out, cutting, shaping, joining and finishing procedures used to determine appropriate, efficient and effective production processes to make a redeveloped product Unit 2: Collaborative Design <i>Area of study 1: Designing within a Team</i> <ul style="list-style-type: none"> ➤ Learn the role and application of the product design process to achieve a product within a group environment ➤ Learn about historical and contemporary design movements, cultures or styles and how they can inspire new product designs 	<u>Assessment</u> <ul style="list-style-type: none"> • Design Folio • Practical Product and Record of Production • Written Exam • Outcome Tasks <u>Resources/camps/excursions</u> <ul style="list-style-type: none"> • Nelson Product Design and Technology VCE Units 1 – 4, Fourth Edition. • Required to purchase own materials for practical product. • Laptop recommended. <u>Pathways</u> <ul style="list-style-type: none"> • Product Design • Engineering • Architecture • Manufacturing • Interior Design • Fashion Design • Building Industry
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<ul style="list-style-type: none">➤ Learn about economic, environmental and social issues of sustainability related to design➤ Learn how to use methods of construction used to determine appropriate, efficient and effective production processes to make a product➤ Learn the role of scheduled production plans for collaborative work <p><i>Area of study 2: Producing and Evaluating within a Team</i></p> <ul style="list-style-type: none">➤ Learn the production techniques for the use of materials, tools, equipment and machines, including risk management, to make a product safely➤ Learn digital and manual methods of recording progress through production, including any modifications to the production plans➤ Learn methods to evaluate the suitability of the product or components of a group product/s as a solution to the design brief	<p><u>Complimentary Subjects</u></p> <ul style="list-style-type: none">• Product Design Unit 3-4• Visual Communication• Studio Arts• Business Management• V.E.T. Building and Construction	
<i>Be Respectful</i>	<i>Be Inclusive</i>	<i>Be Resilient</i>
<h2>Units 1 & 2 Psychology</h2>		
<p>Unit 1: How are behaviour and mental processes shaped?</p> <p><i>Area of Study 1: What influences psychological development?</i> In this area of study, students will:</p> <ul style="list-style-type: none">➤ Explore how biological, psychological and social factors influence different aspects of a person’s psychological development.➤ Explore concepts of normality and neurotypicality in individuals and the role of mental health workers in the diagnosis and management of atypical behaviour. <p><i>Area of Study 2: How are mental processes and behaviour influenced by the brain?</i> In this area of study, students will:</p> <ul style="list-style-type: none">➤ Learn how the different areas of the brain coordinate different functions.➤ Investigate the impact of Acquired Brain Injuries (ABI’s) on a person’s biological, psychological and social functioning. <p><i>Area of Study 3: Student-directed research investigation</i> In this area of study, students will:</p> <ul style="list-style-type: none">➤ Students investigate a question related to an Area of Study➤ They examine the scientific evidence that supports the research in response to a question.	<p><u>Assessment</u></p> <ul style="list-style-type: none">• Analysis and evaluation of an experiment or case study• Research investigation• A logbook of practical activities• Media analysis• Problem-solving involving psychological concepts, skills and/or issues• Scientific poster <p><u>Resources/camps/excursions</u></p> <ul style="list-style-type: none">• Textbook	

<p>Unit 2: How do external factors influence behaviour and mental processes?</p> <p><i>Area of Study 1: How are people influenced to behave in particular ways?</i> In this area of study, students will:</p> <ul style="list-style-type: none"> ➤ Explore attitude formation and the influence of prejudice, discrimination and stereotypes on a person or group's mental wellbeing. ➤ Analyse research into social influences on individual behaviour, including conformity and obedience. <p><i>Area of Study 2: What influences a person's perception of the world?</i> In this area of study, students will:</p> <ul style="list-style-type: none"> ➤ Explore two aspects of human perception vision and taste ➤ They will consider how biological, psychological and social factors can influence vision and taste ➤ Explore vision distortions <p><i>Area of Study 3: Student-directed research investigation</i> In this area of study, students will:</p> <ul style="list-style-type: none"> ➤ Students develop a research question related to Area of Study 1 or 2. <p>They design, run and report on an experiment that answers their research question.</p>	<p><u>Pathways</u></p> <ul style="list-style-type: none"> • Unit 3 & 4 Psychology • Bachelor of Psychology • Master of Psychology • Educational psychologist • Forensic Psychologist • Sports Psychologist • Clinical Psychologist • Psychiatry <p><u>Complimentary Subjects</u></p> <ul style="list-style-type: none"> • Health and Human Development • Biology • Chemistry
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Units 1 & 2 Specialists Mathematics

<p>Do you enjoy maths and like a challenge? Are you prepared to commit to 3 or 4 hours a week of homework?</p> <p>Students must be studying (or have studied) Units 1 and 2 Maths Methods in order to study Specialist Maths Units 1 and 2 and have obtained good results in Year 10 Maths Methods.</p> <p>This course provides opportunities to build on the knowledge, skills and understandings gained in Year 10 Maths Methods. It is designed to give you essential skills for further studies in Year 11 and Year 12 Methods and Specialist Maths.</p> <p>Students undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem solving and reasoning.</p> <p><u>Unit 1 & 2 Topics Include:</u></p> <ul style="list-style-type: none"> ➤ Number Systems ➤ Complex Numbers ➤ Geometrical Proofs ➤ Distributions 	<p><u>Assessment</u></p> <ul style="list-style-type: none"> • SACs (TESTS) with and without a calculator • Problem Analysis • Semester Exams • Outcome Tasks <p><u>Resources/camps/excursions</u></p> <ul style="list-style-type: none"> • Textbook • CAS Calculator (Ti-nspire) • Study Notes (by Teacher)
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<ul style="list-style-type: none">➤ Probability➤ Trigonometry➤ Graph Theory➤ Non-Linear Relations➤ Vectors➤ Transformations➤ Matrices➤ Differential Calculus➤ Integral Calculus➤ Kinematics➤ Mechanics.	<p><u>Pathways</u></p> <ul style="list-style-type: none">• Engineering,• Medicine,• Computer Science,• Accounting,• Physiotherapy,• Pharmacy,• Games programming,• Veterinary science• Behavioural Sciences
	<p><u>Complimentary Subjects</u></p> <ul style="list-style-type: none">• Chemistry• Physics• Mathematics Methods
<div>Be Respectful</div> <div>Be Inclusive</div> <div>Be Resilient</div>	
<h2>Units 1 & 2 Visual Communication</h2>	
<p>Unit 1: Introduction to Visual Communication Design</p> <p><i>Area of Study 1: Drawing as a means of communication</i></p> <ul style="list-style-type: none">➤ Use observational, visualisation and presentation drawing to communicate ideas and concepts.➤ Investigate ways of representing form and surface textures with a range of methods and media.➤ Use three-dimensional drawing methods such as paraline and perspective to create 3D freehand drawings that maintain proportion. <p><i>Area of Study 2: Design elements and design principles</i></p> <ul style="list-style-type: none">➤ Experiment with design elements and principles, using manual and digital drawing and methods such as photography, digital photography, printmaking and collage.➤ Investigate the purposes behind creating particular visual communications. <p><i>Area of Study 3: Visual communications in context</i></p>	<p><u>Assessment</u></p> <ul style="list-style-type: none">• Written reports• Folio of drawings• Digital presentation• Outcome Tasks <p><u>Resources/camps/excursions</u></p> <ul style="list-style-type: none">• A3 Sketch book• A3 folio• Set square• Sight visit

<ul style="list-style-type: none">➤ Explore how visual communications have been influenced by social and cultural factors and past and contemporary visual communication practices in the design fields of communication, industrial and environmental design.➤ Consider the works of designers in terms of their visual language and the use of materials, methods and media. <p>Unit 2: Applications of visual communication within design fields</p> <p><i>Area of Study 1: Technical drawing in context</i></p> <ul style="list-style-type: none">➤ Students investigate ways in which information and ideas can be communicated to a client and draw on these understandings when creating presentation drawings.➤ Develop an understanding of the context of presentation drawings in a selected design field. <p><i>Area of Study 2: Type and imagery in context</i></p> <ul style="list-style-type: none">➤ Develop knowledge and skills in manipulating type and images when communicating ideas and concepts.➤ Consider the suitability of file formats of images for print and on-screen presentations and the relationship between images and type when communicating ideas and concepts. <p><i>Area of Study 3: Applying the design process</i></p> <ul style="list-style-type: none">➤ Apply the design process to a given brief and consider approaches to solving design problems and presenting ideas.➤ Use a range of manual and digital methods, media and materials to generate ideas for further development. <p>Consider trademark, copyright and legal obligations of designers.</p>	<p><u>Pathways</u></p> <ul style="list-style-type: none">• Unit 3 & 4 Visual Communications• Bachelor in Visual Communication Design• Bachelor of Graphic Design• Bachelor of Fine Arts <hr/> <p><u>Complimentary Subjects</u></p> <ul style="list-style-type: none">• Studio Arts• Design Technology	
<i>Be Respectful</i>	<i>Be Inclusive</i>	<i>Be Resilient</i>

VCE VM Unit 1-2

Subjects

Unit 1 - 2 VCE Vocational Major Literacy

Assessment

- Outcome Tasks
- Booklets
- Teacher Observations
- Feedback from Employers

Resources/camps/excursions

- Work Experience
- Excursions to Industries
- Running of Café
- Onsite Mock Job Interviews
- Careers Day Out in Shepparton

Pathways

- Apprenticeships
- Traineeships
- VET
- TAFE

Complimentary Subjects

- VCE VM WRS
- VCE VM PDS
- VCE VM Numeracy

Unit 1: Literacy for personal use

Area of Study 1: Literacy for personal use

- Investigate the structures and features of a range of different text types such as narrative, informative, persuasive and instructional
- Investigate plagiarism and its ramifications
- Interpret the audience and purpose of different texts
- Listen and contribute to small group and whole class discussions

Area of Study 2: Understanding and creating digital texts

- Explain the purpose, audience and types of different digital texts
- Compare the features and importance of digital security
- Read, watch, listen to and understand digital texts
- Apply the conventions of literacy, including sentence structure, paragraphing, punctuation and spelling

Unit 2: Understanding issues and voices

Area of Study 1: Understanding issues and voices

- Explore language and visuals that are used to influence an audience
- Use the conventions of discussion and debate, including active listening and questioning
- Identify and explain how language and visuals are used to influence an audience
- Identify reliable and trustworthy sources for research

Area of Study 2: Responding to opinions

- Explore the different structures of written, spoken and multimedia persuasive and influential content
- Investigate the principles of copyright
- Draft, revise and edit persuasive responses to issues
- Provide evidence and argue a point of view persuasively

Unit 1 - 2 VCE Vocational Major Numeracy

Unit 1: Numeracy

Area of Study 1: Number

- Investigate whole numbers and decimals up to two places
- Demonstrate an understanding of reading numbers, place value and decimal place value

Area of Study 2: Shape

- Explain the properties and names of two-dimensional shapes
- Demonstrate an understanding of reflection, rotation and symmetry of simple familiar shapes

Area of Study 3: Quantity and measures

- Use common and familiar measures of distance, perimeter, area, volume and capacity
- Read and interpret units of analogue and digital time and temperature

Area of Study 4: Relationships

- Analyse common and familiar relationships such as rates of change, \$/m, km/hr
- Recognise and represent relationships with simple mathematical expressions or simple pictorial or graphical representations

Unit 2: Numeracy

Area of Study 5: Dimension and direction

- Use location and direction in relation to everyday objects and landmarks
- Find and locate places of interest on a map

Area of Study 6: Data

- In this area of study students will:
- Explore simple data collection tools and processes
- Identify key facts from tables and graphs

Area of Study 7: Uncertainty

- Examine the likelihood of certain events
- Recognise that the likelihood of events occurring can differ

Area of Study 8: Systematics

- Investigate common and unfamiliar information and data inputs and outputs
- Create tables to collate data

Assessment

- Outcome Tasks
- Booklets
- Teacher Observations
- Feedback from Employers

Resources/camps/excursions

- Work Experience
- Excursions to Industries
- Running of Café
- Onsite Mock Job Interviews
- Careers Day Out in Shepparton

Pathways

- Apprenticeships
- Traineeships
- VET
- TAFE

Complimentary Subjects

- VCE VM WRS
- VCE VM PDS
- VCE VM Literacy

Unit 1 - 2 VCE Vocational Major Personal Development Skills

Unit 1: Healthy Individuals

Area of Study 1: Personal identity and emotional intelligence

- Investigate the concept of personal identity
- Analyse personal identity and emotional intelligence within different contexts
- Identify and explain key concepts, factors and principles relating to personal identity and emotional intelligence

Area of Study 2: Community health and wellbeing

- Explain the concept of health and wellbeing for individuals and groups
- Identify characteristics of inclusive and cohesive communities
- Propose and justify a suitable individual or group activity

Area of Study 3: Promoting a healthy life

- Explore strategies to determine the effectiveness of health-promotion programs
- Investigate health promotion programs that use technology to reach a target audience
- Discuss and analyse the impact of technology on personal identity, health and wellbeing

Unit 2: Connecting with community

Area of Study 1: What is community?

- Explore the concept of community at a local, national and global level
- Apply strategies to promote community participation
- Describe and explain concepts relating to community and citizenship

Area of Study 2: Community cohesion

- Gain a knowledge of a range of different challenges affecting local, national and global communities
- Learn about strategies to foster diversity, inclusion and cohesion within communities
- Outline concepts relating to issues and challenges within the community

Area of Study 3: Engaging and supporting community

- Learn about the concept of community engagement
- Investigate the benefits and challenges of community engagement
- Describe and explain concepts relating to community engagement

Assessment

- Outcome Tasks
- Booklets
- Teacher Observations
- Feedback from Employers

Resources/camps/excursions

- Work Experience
- Excursions to Industries
- Running of Café
- Onsite Mock Job Interviews
- Careers Day Out in Shepparton

Pathways

- Apprenticeships
- Traineeships
- VET
- TAFE

Complimentary Subjects

- VCE VM WRS
- VCE VM Literacy
- VCE VM Numeracy

Unit 1 - 2 VCE Vocational Major Work Related Skills

Unit 1: Careers and learning for the future

Area of Study 1: Future careers

- Identify the advantages and disadvantages of pursuing employment in low-growth, medium-growth and high-growth industries
- Explore sources of reliable and credible employment information, such as government websites, careers specialists, industry publications, tertiary institutions and employment agencies
- identify and explain key ideas and concepts relating to sources of information about employment
- research, compare and evaluate concepts and strategies relating to sources of information about employment

Area of Study 2: Presentation of career and education goals

- Set goals for future employment, career possibilities and further education and training
- Identify personal strengths and challenges relating to future employment and education opportunities
- Identify, outline and explain key ideas and concepts relating to career and educational goals
- Seek and act on feedback from their teacher

Unit 2: Workplace skills and capabilities

Area of Study 1: Skills and capabilities for employment and further education

- Investigate the changing nature of work
- Discuss the difference between specific occupations and broad skill and interest
- Identify and explain key ideas and concepts relating to personal skills and capabilities
- Collect evidence and artefacts of personal skills and capabilities with relation to industry groupings

Area of Study 2: Transferable skills and capabilities

- Discuss the relationship between transferable skills and employability
- Analyse the ongoing training and development in the growth of essential and technical skills, such as industry exposure, formal education and informal education
- Identify, define and explain key ideas and concepts relating to the development of employability and technical skills
- Propose and justify strategies to improve future career prospects through the development, promotion and application of skills

Assessment

- Outcome Tasks
- Booklets
- Teacher Observations
- Feedback from Employers

Resources/camps/excursions

- Work Experience
- Excursions to Industries
- Running of Café
- Onsite Mock Job Interviews
- Careers Day Out in Shepparton

Pathways

- Apprenticeships
- Traineeships
- VET
- TAFE

Complimentary Subjects

- VCE VM PDS
- VCE VM Literacy
- VCE VM Numeracy

VET Subjects

Certificate II in Automotive Vocational Preparation (Mechanical Stream) VET

AUR20720 Certificate II in Automotive Vocational Preparation (Mechanical Stream)

Non scored VCE VET program

The VET Automotive program aims to provide participants with the knowledge, skills, and competency that will enhance their employment prospects and future training pathways in the automotive industries. Provides general knowledge and practical workshop skills in motor mechanics, auto electrical, parts interpreting, light engines and engine reconditioning. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2

Core Units that will be covered over the two-year course:

- Follow environmental and sustainability best practice in an automotive workplace
- Communicate effectively in an automotive workplace
- Resolve routine problems in an automotive workplace
- Follow safe working practices in an automotive workplace
- Identify automotive electrical systems and components
- Identify automotive mechanical systems and components
- Use and maintain tools and equipment in an automotive workplace

Elective Units (5 will be selected to study over the two years):

- Carry out basic vehicle servicing operations
- Inspect, test and service batteries
- Operate electrical test equipment
- Solder electrical wiring and circuits
- Set up and use welding equipment
- Remove and replace brake assemblies
- Dismantle and assemble single cylinder four-stroke petrol engines
- Dismantle and assemble multi-cylinder four-stroke petrol engines
- Remove and replace wheel and tyre assemblies
- Construct and test basic electronic circuits
- Remove, inspect and refit light vehicle wheel and tyre assemblies

Assessment

- Competence based
- Online theory modules

Resources/camps/excursions

- Overalls
- Work boots
- VET Shirt

Pathways

- Motor Mechanic
- Vehicle Serviceperson
- Spare Parts Manager
- Automotive Engineer

Complimentary Subjects

- Certificate II Engineering

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Certificate II Building & Construction (Carpentry) VET

22614VIC Certificate II in Building and Construction (Carpentry)

Non scored VCE VET program

Provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the building and construction industry. Is ideal for students wanting to enter the building and construction industry as apprentice carpenters. Students will gain knowledge and practical skills to work safely in the building and construction industry. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2.

Year 1 Units to complete:

- Conduct workplace communication
- Carry out measurements and calculations
- Apply OHS requirements, policies and procedures in the construction industry
- Prepare to work safely in the construction industry
- Provide basic emergency life support
- Identify and handle carpentry tools and equipment
- Prepare for work in the building and construction industry
- Apply basic levelling procedures
- Interpret and apply basic plans and drawings

Year 2 Units to complete:

- Construct basic wall frames
- Install basic external cladding
- Construct basic sub-floor
- Perform basic setting out
- Erect and safely use working platforms
- Construct basic roof frame
- Install basic window and door frames
- Install interior fixings
- Dismantle basic timber structures
- Construct basic formwork for concreting

Assessment

- Competence based
- Online theory modules
- Data Analysis
- Structured Questions
- Written sessions
- Practical participation

Resources/camps/excursions

- VET Shirt
- Overalls/work pants
- Leather boots
- Safety glasses
- Ear muffs
- Nail bag/tool belt
- Red carpenter's pencil
- 1 meter plastic folding ruler (mm only)
- 8m measuring tape (mm only)
- USB
- Laptop is recommended

Pathways

- Carpenter
- Joiner
- Construction Worker
- Building Site Administrator
- Project Manager
- Building Inspector

Complimentary Subjects

- Visual Communication
- Studio Arts
- Business Management
- Product Design and Development

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Certificate II Community Services VCE/VET Units 1 - 2

CHC22015 II in Community Services VCE Units 1 + 2

VCE Scored VET Subject

This certificate allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including childcare, the elderly and the disability sector. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2

Year 1 Units 1 + 2 Units to complete:

- Organise and complete daily work activities
- Interact effectively with others at work
- Work with diverse people
- Use strategies to respond to routine workplace problems
- Provide first aid
- Participate in workplace health and safety
- Communicate and work in health or community services
- Provide first point of contact
- Manage personal stress in the workplace

Assessment

- Data Analysis
- Structured Questions
- Written sessions
- Practical participation

Resources/camps/excursions

- Textbook
- VET Shirt
- Community Settings; aged care, childcare, disability care and community hub

Pathways

- Assistant community service worker
- Assistant childcare worker
- Assistant disability worker
- Elderly assistance
- Case service employee
- Customer service staff
- Social work roles
- Youth services roles

Complimentary Subjects

- VCE/VET Unit 3 & 4 Community Services
- Health and Human Development
- Physical Education

Be Respectful

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Certificate II in Cookery VCE/VET Units 1-4

SIT202421 Certificate II in Cookery

VCE Scored VET Subject

This subject prepares students with a range of food preparation and cookery skills to prepare food and menu items ready for the hospitality and cooking industries. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2

Year 1 Units 1 + 2 Units to complete:

- Clean kitchen equipment and premises
- Prepare and present simple dishes
- Use food preparation equipment
- Use hygienic practices for food safety
- Receive, store and maintain stock
- Participate in safe work practices
- Prepare dishes using basic methods of cookery
- Show social and cultural sensitivity
- Prepare and present sandwiches

Year 2 Units 3 + 4 Units to complete:

- Work effectively in a commercial kitchen
- prepare stocks, soups and sauces
- preparing vegetable, fruit, eggs and homemade gnocchi and pasta dishes
- prepare appetisers and salads

Subject highlights:

- Exciting hands-on individual projects
- Local employment opportunities
- Essential life skills

Assessment

- A range of practical cooking activities
- Online assessment modules
- Observation during practical classes
- Work placement in Year 1 and 2 in local restaurants/cafes

Resources/camps/excursions

- Chef uniform/ VET shirt (student supplied)
- All food, text books and online modules are provided
- Small class sizes – capped 14 students

Pathways

- Employment in the hospitality industry throughout Australia
- Certificate III trainee or apprenticeship program in Commercial Cookery
- Certificate IV front of house
- University entrance ATAR score
- Nationally accredited/recognised in most European countries

Complimentary Subjects

- VCE Food Studies
- VCE VM Personal Development

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Certificate II Engineering Studies VCE/VET Units 1-4

22470VIC Certificate II in Engineering Studies

VCE Scored VET Subject

Provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the engineering industry.

Equips participants with comprehensive skills and knowledge to work in steel and metal industries by introducing computer use in relation to engineering work, use of hand and power tools, engineering science, fabrication techniques and quality concepts. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2.

Year 1 Units 1 + 2 Units to complete:

- Apply principles of occupational health and safety in the work environment
- Use hand tools
- Report on a range of sectors in the manufacturing, engineering and related industries
- Select and interpret drawings and prepare three dimensional (3D) sketches and drawings
- Perform basic machining processes
- Perform basic fabrication techniques
- Use power tools/hand held operations
- Perform metal fabrication operations

Year 2 Units 3 + 4 Units to complete:

- Undertake a basic engineering project
- Perform basic welding and thermal cutting processes to fabricate engineering structures
- Produce basic engineering components and products using fabrication and machining operations (for VM)
or
- Perform intermediate engineering computations (for VCE)

Assessment

- A range of practical activities
- Online assessment modules
- Observation during practical classes

Resources/camps/excursions

- VET Shirt
- Leather Boots
- Long sleeve overalls or work pants and long shirt
- USB Memory Stick

Pathways

- Fitting and Turning Tradesperson
- Heavy Fabrication (Boilermaker) Tradesperson
- Light Fabrication (Sheetmetal) Tradesperson
- Welder
- Tool Maker

Complimentary Subjects

- VET Certificate II in Construction Pathways
- VCE Product and Design Technology

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Certificate II in Retail Cosmetics

SHB20121 Certificate II in Retail Cosmetics

Non scored VCE VET program 1 year course

Certificate II in Retail Cosmetics is a great introduction for those who want to work in the beauty industry or become a makeup artist.

Year 1 Units to complete:

- Demonstrate retail skin care products
- Advise on beauty products and services
- Design and apply make-up
- Produce visual merchandise displays
- Research and apply beauty industry information
- Communicate as part of a salon team
- Apply safe hygiene, health and work practices

Assessment

- Practical Observation
- Written Assessment
- Workplace Observation
- Project Assessments

Resources/camps/excursions

- Equipped salon
- VET Shirt

Pathways

- Retail cosmetic assistant
- Makeup artist
- Salon assistant
- Beauty advisor
- Beauty consultant
- Retail product sales

Complimentary Subjects

- Cert III in Beauty Services
- Cert III in Make-Up
- Cert III in Nail Technology
- Diploma in Beauty Therapy

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Certificate II in Salon Assistant

SHB20216 Certificate II in Salon Assistant

Non scored VCE VET program 1 year course

Provides participants with the knowledge and skills to work in the hairdressing industry, providing students with genuine hands-on experience with clients in our salon on campus. Students will learn how to interact with customers professionally and follow workplace health and safety procedures.

Year 1 Units to complete:

- Contribute to health and safety of self and others
- Provide shampoo and basin services
- Dry hair to shape
- Maintain and organize tools, equipment and work areas
- Greet and prepare clients for salon services
- Recommend products and services
- Research and use hairdressing industry information
- Provide head, neck and shoulder massages for relaxation
- Braid hair

Assessment

- Practical Observation
- Written Assessment
- Workplace Observation
- Project Assessments

Resources/camps/excursions

- Equipped salon
- VET Shirt

Pathways

- Hair stylist assistant
- Reception/administrative assistant

Complimentary Subjects

- Cert III in Hairdressing
- Cert III in Barbering

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Certificate II Agriculture VET

AHC30122 Certificate II in Agriculture

Non scored VCE VET program

Provides students the skills and knowledge to perform a variety of tasks in relation to cropping, plant nutrition, intensive horticulture and mixed farming enterprise skill set. Individuals with this qualification perform tasks in a variety of contexts, which involve some judgement in selecting and maintaining equipment and services.

Year 1 and Year 2 Units to complete:

- Contribute to workplace health and safety processes
- Apply environmentally sustainable work practices
- Maintain and monitor animal health and wellbeing
- Apply biosecurity measures
- Transport and store chemicals
- Prepare and apply chemicals to control pest, weeds and diseases
- Plan and construct conventional fencing
- Comply with industry animal welfare requirements
- Operate and maintain chainsaws
- Operate tractors with attachments
- Implement a plant nutrition program
- Control weeds
- Control plant pests, diseases and disorders
- Sample soils and interpret results
- Monitor weather conditions

Assessment

- Competence based
- Online theory modules
- Data Analysis
- Structured Questions
- Written sessions
- Practical participation

Resources/camps/excursions

- VET Shirt
- Work pants
- Boots

Pathways

- Farm or station hand/worker
- fencing contractor

Complimentary Subjects

- Biology
- Outdoor Education
- Agriculture and Horticulture Studies

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Certificate III Early Childhood Education and Care

CHC30121 Certificate III in Early Childhood Education and Care

Non scored VCE VET program

Will teach participants a range of practical early childhood skills. Participants will learn to facilitate children's play and leisure to help them to achieve developmentally.

Work Placement

Students will be required to complete mandatory 80 hours of Structured Workplace Learning over 2 years (40 hours per year). Bendigo TAFE will endeavour to provide students/schools with contacts in industry to secure these hours. The school and student is responsible for arranging the SWL with the employer. The teaching portfolio will provide block dates for when SWL hours are to occur.

Year 1 Units to complete:

- Work effectively in children's education and care
- Work with diverse people
- Support children to connect with the natural environment
- Follow basic food safety practices

Year 2 Units to complete:

- Encourage understanding of Aboriginal and/or Torres Strait Islander peoples' cultures
- Participate in workplace health and safety
- Observe children to inform practice
- Use an approved learning framework to guide practice

Assessment

- A range of practical activities
- Online assessment modules
- Observation during practical classes

Resources/camps/excursions

- VET Shirt
- Leather Boots
- Long sleeve overalls or work pants and long shirt
- USB Memory Stick

Pathways

- Centre-based day care services
- Kindergartens and out-of-school hours service

Complimentary Subjects

- Certificate II in Community Services
- Certificate III in Early Childhood Education and Care

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Certificate II Electrotechnology (Electrical) VET

22499VIC Certificate II in Building and Construction (Electrical)

Non scored VCE VET program

Provides participants with the knowledge and skills to achieve competencies that will enhance their employment prospects in the electrical or electrical-related industries. Enables participants to identify and use a range of materials, tools, equipment and technologies in electrical work.

Year 1 Units to complete:

- Use of routine equipment/plant/technologies in an energy sector
- Prepare to work safely in the construction industry
- Apply occupational health and safety regulations, codes and practices in the workplace
- Attach cords and plugs to electrical equipment for connection to a single phase 230 volt supply
- Use test instruments in the electrotechnology industry
- Solve problems in ELV single path circuits
- Perform intermediate engineering computations

Year 2 Units to complete:

- Fabricate, assemble and dismantle utilities industry components
- Fix and secure electrotechnology equipment
- Carry out basic network cabling for extra low voltage
- Carry out basic electrotechnology project
- Install a sustainable extra low voltage energy power system

Assessment

- Competence based
- Online theory modules
- Data Analysis
- Structured Questions
- Written sessions
- Practical participation

Resources/camps/excursions

- VET Shirt
- Overalls/work pants
- Leather boots
- USB
- Laptop is recommended

Pathways

- Electrician
- Electrical Trade Worker

Complimentary Subjects

- Maths
- IT

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Certificate III in Visual Arts

CUA31120 Certificate III in Visual Arts

Non scored VCE VET program

Certificate III in Visual Arts is supports students to develop a range of visual art skills to prepare for work in a variety of visual arts, craft and design environments. Skills are underpinned by the application of introductory art theory and history. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2. Students learn about creative design processes, drawing to communicate ideas, and have the opportunity to develop skills in a range of areas such as photography, digital imaging, painting, sculpture and more. Students also develop skills to work safely and effectively.

Core Units that will be covered over the two-year course:

- Contribute to health and safety of self and others
- Produce drawings to communicate ideas
- Produce creative work
- Apply knowledge of history and theory to own arts practice

Elective Units (8 will be selected to study over the two years):

- Develop drawing skills to communicate ideas
- Follow a design process
- Produce and prepare photo images
- Produce digital images
- Produce drawings
- Plan a career in the creative arts industry
- Produce paintings
- Capture photographic images
- Make simple creative work
- Produce sculpture
- Participate in collaborative creative projects
- Investigate business opportunities
- Operate digital media technology package

Assessment

- Practical Observation
- Written Assessment
- Workplace Observation
- Project Assessments

Resources/camps/excursions

- Equipped studio
- VET Shirt

Pathways

- Art class instructor
- Art, craft or design practitioner
- Studio assistant
- Digital artist
- Art studio tutor
- Illustrator
- Photographer

Complimentary Subjects

- VCE Visual Communications
- VCE Art Creative Practice

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Certificate III Information Technology VCE/VET Units 1 - 4

ICT30120 Certificate III in Information Technology

VCE Scored VET Subject

The Certificate III in IT program develops a broad set of fundamental skills but offers further breadth through units such as introductory-level programming techniques, IP ethics and privacy of information, diagnostic testing and client service.

The program is suitable for serious IT enthusiasts and affords meaningful insights into some of the more common specialisations so that participants can either use this base knowledge and skills to pursue a career or further study in specialist fields software engineering, gaming, coding, programming, technical support, data management, network management, information security and more. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2

Year 1 Units 1 + 2 Units to complete:

- Work in a team
- Use computer operating systems and hardware
- Operate application software packages
- Run standard diagnostic tests
- Securely manage personally identifiable information and workplace information
- Develop and extend critical and creative thinking skills
- Apply introductory programming techniques

Year 2 Units 3 + 4 Units to complete:

- Install, configure and secure a small office or home office network
- Provide ICT advice to clients
- Maintain and repair equipment and software
- Provide basic system administration
- Identify IP, ethics and privacy policies in ICT environments

Assessment

- Multiple choice Questions
- Short answer questions
- Projects/assignments
- Practical demonstrations

Resources/camps/excursions

- iVET Online Portal
- Work experience

Pathways

- Certificate IV in Information, Digital Media and Technology
- Diploma in Information, Digital Media and Technology
- IT support positions
- Help Desk support
- Retail, business administration, hospitality and education occupations
- Graphic design
Web designer

Complimentary Subjects

- Visual Communication
- Maths

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Certificate III MUSIC INDUSTRY (Performance) Units 1- 4

CUA30920 Certificate III in Music Industry (Performance)

VCE Scored VET Subject

This course assists students in developing a wide range of competencies in varied work contexts of the music industry, as well as in environments that require skills in music performance, music creation or composition, sound production or music business. This course is suited to students with a broad interest in music who are keen to further develop skills in their area of interest, from preparing for performances, recording, and mixing music or repairing and maintaining audio equipment for live music events.

Year 1 Units 1 & 2 Units to complete:

- Contribute to health and safety of self and others
- Implement copyright arrangements
- Work effectively in the music industry
- Apply knowledge of style and genre to music industry practice
- Notate music
- Develop ensemble skills for playing or singing music

Year 2 Units 3 + 4 Units to complete:

VCE SAC 1: (Portfolio)

- Clarify performance requirements and develop own performance pieces
- Practise instrument and/or voice
- Observe work health and safety (WHS) principles in private practice, rehearsals and performance
- Implement strategies to overcome the effects of performance anxiety

VCE SAC 2: (Work Performance)

- Explore the range and scope of instrument or voice
- Maintain and care for instrument or voice
- Use personal practice time to extend technical skills
- Perform pieces
- Evaluate own performance

VCE SAC 3: (Work Performance/Stagecraft)

- Develop stagecraft skills
- Apply stagecraft skills
- Maintain stagecraft skills
- Follow safe work practices

Students are required to successfully complete at least one work placement. The course will provide students with these workplace experiences, including rehearsal workshops, performance and recording opportunities with music industry professionals.

Assessment

- Portfolio
- Performance participation
- Written Reports
- Rehearsal participation

Resources/camps/excursions

- Workbook
- Own Instrument (optional)
- Work Placement

Pathways

- Singer
- Song Writer
- Studio Assistant
- Unit 3 & 4 Music Industry (performance)
- Bachelor of Music
- Certificate IV in Music Industry (performance)
- Diploma of Music

Complimentary Subjects

- Studio Art
- VET Sound Production

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Certificate III Sport and Recreation VCE/VET

Units 1- 4

SIS30115 III in Sport and Recreation VCE Units 1 + 2

VCE Scored VET Subject

This certificate has a focus on practical involvement in the sport, fitness and recreation industry. The course is for students to develop the skills and knowledge to assist with the delivery of sport and recreation activities, performing various participant contact and equipment maintenance duties.

Completing the selected units is a great foundation for students wanting to contribute to their community sports club or start in an assistant-level role in a sport, fitness or recreation organisation. Learning opportunities for students are hands-on, with the added benefit of keeping a range of future career options open. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2

Year 1 Units 1 + 2 Units to complete:

- Organise personal work priorities and development
- Use business technology
- Conduct non-instructional sport, fitness or recreation sessions
- Provide equipment for activities
- Maintain equipment for activities
- Participate in workplace health and safety
- Provide first aid
- Respond to emergency situations
- Provide quality service
- Use social media tools for collaboration and engagement

Year 2 Units 3 + 4 Units to complete:

- Conduct sport coaching sessions with foundation level participants
- Plan and conduct programs
- Facilitate groups
- Educate user groups
- Participate in WHS hazard identification, risk assessment and risk control

Assessment

- Data Analysis
- Structured Questions
- Written sessions
- Practical participation

Resources/camps/excursions

- Textbook
- VET Shirt
- Sports Uniform

Pathways

- Leisure Assistant
- Recreational Assistant
- Certificate III/IV in Fitness
- Diploma of Fitness
- Diploma of Sport Development
- Grounds Assistant

Complimentary Subjects

- Health and Human Development
- Physical Education
- VET Community Services

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Certificate III Sport, Aquatics and Recreation VCE/VET

Units 1- 4

SIS30122 III in Sport, Aquatics and Recreation VCE Units 1-4 VCE Scored VET Subject

This certificate has a focus on practical involvement in the sport, fitness and recreation industry. The course is for students to develop the skills and knowledge to assist with the delivery of sport and recreation activities, performing various participant contact and equipment maintenance duties.

Completing the selected units is a great foundation for students wanting to contribute to their community sports club or start in an assistant-level role in a sport, fitness or recreation organisation. Learning opportunities for students are hands-on, with the added benefit of keeping a range of future career options open. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2

Year 1 Units 1 + 2 Units to complete:

- Participate in workplace health and safety
- Provide quality service
- Respond to emergency situations
- Maintain activity equipment
- Maintain sport, fitness, and recreation industry knowledge
- Provide first aid
- Provide cardiopulmonary resuscitation
- Participate in conditioning for sport
- Organise personal work priorities
- Continuously improve officiating skills and knowledge
- Respond to interpersonal conflict

Year 2 Units 3 + 4 Units to complete:

- Conduct sport coaching sessions with foundation level participants
- Plan and conduct programs
- Facilitate groups
- Educate user groups
- Participate in WHS hazard identification, risk assessment and risk control

Assessment

- Data Analysis
- Structured Questions
- Written sessions
- Practical participation

Resources/camps/excursions

- Textbook
- VET Shirt
- Sports Uniform

Pathways

- Leisure Assistant
- Recreational Assistant
- Certificate III/IV in Fitness
- Diploma of Fitness
- Diploma of Sport Development
- Grounds Assistant

Complimentary Subjects

- Health and Human Development
- Physical Education
- VET Community Services

Partial Certificate III Community Services VCE/VET Units 3 - 4

CHC22015 III in Community Services VCE Units 3 + 4

VCE Scored VET Subject

This certificate allows students to develop the skills and knowledge to undertake community services work such as providing support and assistance to a variety of clients including childcare, the elderly and the disability sector. This is a two-year industry focused program. Year 1 must be successfully completed to be able to complete Year 2

Year 2 Units 3 & 4 Units to complete:

- Respond to client needs
- Work within a community development framework
- Implement participation and engagement strategies

Assessment

- Data Analysis
- Structured Questions
- Written sessions
- Practical participation
- VCE VET Unit 3 & 4 Community Services
- End of Year examination

Resources/camps/excursions

- Textbook
- VET Shirt
- Community Settings; aged care, childcare, disability care and community hub

Pathways

- Completion of Certificate III in Community Services at Tafe
- Assistant community service worker
- Assistant childcare worker
- Assistant disability worker
- Elderly assistance
- Case service employee
- Customer service staff
- Social work roles
- Youth services roles

Complimentary Subjects

- Health and Human Development
- Physical Education

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