

SENIOR YEARS 10, 11 AND 12

HANDBOOK 2023

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SENIOR YEARS INTRODUCTION

Welcome to the final chapter of your time at Bairnsdale Secondary College.

If you were to reflect on your first day of schooling as a small prep child, it would no doubt seem like an eternity ago. The reality is that you are now young adults and about to develop a floorplan for the time when you will step away from the College and into the world of university or work / employment. The choices that you are about to make will be co-designed with the staff and your families to enable you to increase your chances of successfully moving to further education, training, or work.

Think carefully and choose wisely; plan well and be considerate and strategic. Then, as you walk away from your secondary school education you will enter a world that offers many incredible opportunities.

Now is the time for you to reflect on future career aspirations and to plan towards the realisation of your ambitions.

The Senior Hub welcomes Year 10 students, some of whom will be getting an early start on their VCE and VET. Building a strong foundation in Year 10 will enable a clear and defined pathway into Year 11.

All Year 11 students will undertake the VCE or VCE VM (Vocational Major). However, if you have previously studied a Unit 1 and 2 subject as a part of your Year 10 course, you may consider undertaking Units 3 and 4 of the subject during Year 11. In every case, the Hub and your class teacher will be in the best position to advise you about this option.

Be sure to thoroughly explore the differences between VCE and VCE VM (Vocational Major) programs and to make informed and sensible decisions. Ask for guidance from the staff, and also other students who have completed similar courses.

Another important factor in achieving success at the VCE/VCE VM level is for you, your teachers and parents to work as a team. This support structure is most successful when all three parts of the team work together.

This is a crucial phase in your lives; there are no chances to look back and change the results. You will need to be dedicated and committed to making the absolute best of the fantastic opportunities before you. Lean on your families, your friends and your teachers to support and guide you toward the next steps in your lives.

I wish each and every one of you all the very best.



Trudie Nagle
Executive Principal



ABOUT THIS SENIOR YEARS HANDBOOK

This handbook contains general information about Year 10 at the College, and unit descriptions for the Victorian Certificate of Education (VCE), the Victorian Certificate of Educational Major (VCE VM) and Vocational Education and Training (VET).

Students (and their parents) intending to continue their studies into Year 10 and then undertake a Year 11 course at Bairnsdale Secondary College, are advised to use the information and advice contained in this handbook to assist them in deciding on an appropriate Later Years Program.

The VCE Delivery and Assessment Policy booklet must be read in conjunction with this handbook.

Victorian Curriculum and Assessment Authority (VCAA)

The VCAA is an independent statutory body responsible to the Victorian Minister for Education, serving both government and non-government schools. Their website provides access to a wide range of information relating to VCE, VET and VCE VM units.

www.vcaa.vic.edu.au

Rules and regulations of VCE, VCE VM and VET

www.vcaa.vic.edu.au/schooladmin/handbook

Victorian Tertiary Admissions Centre (VTAC)

VTAC is the central office that administers the application processes for places in tertiary courses, scholarships and special entry access schemes at university, TAFE and independent tertiary colleges in Victoria (and a few outside Victoria). VTAC receives and forwards application information and supporting documentation to the relevant authorities at institutions.

Before applying for courses or scholarships, or booking an admission test, you will need to register for a VTAC user account. Our Careers team will assist with this. VTAC opens for applications just after mid-year.

Some of the features of their website enable students to search for courses, information about Australian Tertiary Admission Rank (ATAR) and set up an account in CourseLink to keep track of courses that interest them.

www.vtac.edu.au

SENIOR HUB STAFF

The following College staff may be of assistance when planning your Senior course. We encourage you to contact any of our staff members, please call the College directly on 03 5150 4800.

Role	Staff Name
Assistant Principal Year 10, 11 and 12	Peter Falla
Leading Teacher-VCE	Jacqui Telford
Leading Teacher-VCE VM/VET	Mandy Holmes
Learning Specialists	<p>English:</p> <p>Ellen Hutchinson</p> <p>Tara Bland</p> <p>Numeracy:</p> <p>Sarah Narramore</p> <p>Belinda Anderson</p>
Year Level Coordinator-Year 12	Erin McLeod
Year Level Coordinator-Year 11	Matt Redenbach
Year Coordinator-Year 10	Chris Holmes
VASS Administrator/ Enrolment/Transition Officer	Yvonne Rooney
Careers Coordinators	Jenni Howard Michelle Lancaster
VCE VM/VET Assistant	Vicky Halford
Parent Liaison/Attendance Officer	Jess Overy-Spargo
Hub Support Assistant	Marinda Kellow

INTRODUCTION TO COURSE SELECTION PROCESSES

This handbook has been developed to support the Senior School Subject Selection process for students, parents and guardians. It is a guide only, and not intended to be all encompassing. Thorough research into a future career is best done by the one whose future is being considered. The student involved really does need to go and check things out themselves wherever possible.

The course selection process at the College usually gets underway early in Term 2. Students are involved in sessions on the Victorian Certificate of Education (VCE), Victorian Certificate of Education Vocational Major (VCE VM) and Vocational Education and Training (VET) courses which aim to introduce students to these programs and to get them thinking about the options available to them.

Event dates are updated and published on the College website.

My Career Portfolio – My Career Action Plan

My Career Action Plan is designed to support students with resources to capture their career goals and plans, share their skills, experiences and accomplishments, and keep all the information they will need to plan their education and career pathways. All students will be required to complete their year level Career Action Plan prior to meeting with their Course Counsellor.

Morrisby Career Profile – students will also revisit their Morrisby Careers Profile completed in Year 9 to support their decision making.

It is during this time that Year 9 and 10 students will select the course of study they plan to undertake in 2023. Students will be allocated a session with a Course Counsellor. This session is expected to take around 10 minutes and students should attend thoroughly prepared. Students will finalise the course of study they wish to pursue in 2023 at this meeting.

We anticipate that student and subject groupings for 2023 should be finalised by Term 3.

Towards the end of the 2022 school year, students will commence the Transition program. Students will attend the subjects they have been allocated to and be given some work to complete over the holiday period.

The Bairnsdale Secondary College Careers webpage

The College Careers home page is a one-stop site for careers information, events, career planning and much more. We invite you to take some time to explore each of the tabs, widgets and functions which contain:

- Important Information and Events
- Senior School
- Post School Options
- Workplace Learning
- For Parents
- For Students

The Careers home page: <https://bairnsdalescareers.com>



Malgobila

CAMPUS

YEAR 10

YEAR 10 CORE UNITS

At Year 10, students are ready to pursue an individual learning path, with career options being clarified. They are required to select English, Mathematics and one Science or Humanities subject.

Units Running Whole Year	Semester Units
English	Science or Humanities (Elective)
Mathematics Standard or Pre-Methods	

Students will select electives from courses offered at the College. They have the opportunity to select six (6) electives, but they must choose a minimum of one Science or Humanities subject. The remaining five (5) electives are students' choice to best meet their educational and careers pathways. All students will enter subjects online via the Edval online portal.

ENGLISH

Receptive Modes (**Listening, Reading and Viewing**)

- by the end of Year 10, students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style
- they develop and justify their own interpretations of texts. They evaluate other interpretations, analysing the evidence used to support them. They listen for the ways features within texts can be manipulated to achieve particular effects

Productive Modes (**Speaking, Writing and Creating**)

- students show how the selection of language features can achieve precision and stylistic effect. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They develop their own style by experimenting with language features, stylistic devices, text structures and images
- students create a wide range of texts to articulate complex ideas. They make presentations and contribute actively to class and group discussions. They build on others' ideas to solve problems, justify opinions and develop and expand arguments. They demonstrate their understanding of grammar, vary vocabulary choices for impact and accurately use spelling and punctuation when creating and editing texts

MATHEMATICS

OPTION 1: MATHEMATICS (STANDARD)

In Number and Algebra, students will –

- connect the compound interest formula to repeated applications of simple interest using appropriate digital technologies
- factorise and expand a variety of algebraic expressions using a range of skills and techniques and substitute values into formulas to determine an unknown
- solve problems involving a range of linear equations and inequalities algebraically and by using graphical techniques
- explore the connection between algebraic and graphical representations of relations such as simple quadratics, circles and exponentials using digital technology
- solve simple quadratic equations using a range of strategies

In Measurement and Geometry, students will –

- solve problems involving surface area and volume for a range of prisms, cylinders and composite solids
- formulate proofs involving congruent triangles and angle properties
- apply logical reasoning to proofs and numerical exercises involving plane shapes
- solve right-angled triangle problems including those involving direction and angles of elevation and depression

In Statistics and Probability, students will –

- describe the results and assign probabilities for a range of two and three-step chance experiments
- investigate the concept of independence and improve their understanding of the language used in probability
- calculate and interpret statistical measures such as quartiles and interquartile range
- construct, compare and interpret box plots, histograms, scatterplots and dot plots
- investigate and describe bivariate numerical data where the independent variable is time
- evaluate statistical reports in the media and other places by linking claims to displays, statistics and representative data

This unit leads into VCE General or VCE VM Mathematics

OPTION 2: PRE METHODS

Learning Focus

In Number and Algebra, students will –

- define rational and irrational numbers and perform operations with surds and fractional indices
- use the definition of a logarithm to establish and apply the laws of logarithms and investigate logarithmic scales in measurement
- investigate the concept of a polynomial and apply the factor and remainder theorems to solve problems
- devise and use algorithms and simulations to solve mathematical problems
- describe, interpret and sketch parabolas, hyperbolas, circles and exponential functions and their transformations
- solve simple exponential equations
- apply understanding of polynomials to sketch a range of curves and describe the features of these curves from their equation
- factorise monic and non-monic quadratic expressions and solve a wide range of quadratic equations derived from a variety of contexts
- use function notation to describe the relationship between dependent and independent variables in modelling contexts
- solve simultaneous equations using systematic guess-check-and-refine with digital technology

In Measurement and Geometry, students will –

- solve problems involving surface area and volume of right pyramids, right cones, spheres and related composite solids
- prove and apply angle and chord properties of circles
- establish the sine, cosine and area rules for any triangle and solve related problems
- use the unit circle to define trigonometric functions as functions of a real variable, and graph them with and without the use of digital technologies
- solve simple trigonometric equations
- apply Pythagoras' theorem and trigonometry to solving three-dimensional problems in right-angled triangles

In Statistics and Probability, students will –

- investigate reports of studies in digital media and elsewhere for information on their planning and implementation
- calculate and interpret the mean and standard deviation of data and use these to compare data set
- Investigate the effect of individual data values, including outliers, on the standard deviation
- Use digital technology to investigate bivariate numerical data sets. Where appropriate use a straight line to describe the relationship allowing for variation, make predictions based on this straight line and discuss limitations

YEAR 10 ELECTIVES

Year 10 Electives	Units
Art Creating and Making	1
Digital & Dark Room Photography	1
Drama*	1
Drawing	1
Media	1
Music Performance	1
Visual Communications*	1
Creative Writing	1
Literature	1
Personal Finance & Accounting	1
Geography Travel & Tourism	1
Legal Studies	1
Modern History	1
Sociology	1
Japanese – Semester 1 and 2	2
German - Semester 1 and 2	2
Competitive Sports	1
Outdoor Education	1
Health and Personal Fitness	1
Health, Recreation and Leisure	1
Chemistry	1
Environmental Science	1
Evolve or Perish	1
Physics	1
Science for Life	1
Designing and Developing Games	1
DIY Computer Systems	1
Automotive: Industrial Technology	1
Wood Design	1
Metal Design	1
System Design and Robotics	1
Textiles Design	1
Food Choices	1
Food for you	1

VCE Application required	Units
VCE Art Creative Practice	2
VCE Art Making and Exhibiting	2
VCE Music Performance	2
VCE Theatre Studies	2
VCE Visual Communication Design	2
VCE Media	2
	2
VCE English Literature	2
VCE Accounting	2
VCE Business Management	2
VCE History	2
VCE Legal Studies	2
VCE Sociology	2
VCE Health & Human Development	2
VCE Physical Education	2
VCE Outdoor & Environmental Studies	2
VCE Biology	2
VCE Environmental Science	2
VCE Psychology	2
VCE Food Studies	2
VCE Product Design and Technology	2
VCE Systems Engineering	2
VET programs (on campus only)	
VET Building & Construction	2
VET Engineering Studies	2
VET Hospitality	2
VET Information, Digital & Media Technology	2

ART CREATING AND MAKING

Art Creating and Making will work on themes and allow students to explore a variety of materials, techniques, and processes of their choice. Art forms that students can choose to explore are painting, sculpture, mixed media, drawing, printmaking, ceramics and textiles. Allowing broad choices and experiences will assist students to transition into VCE.

Students will –

- explore and experiment with various materials and different art styles
- have the opportunity to develop their own art ideas from the beginning to finished artworks, using the art process
- make informed choices when applying the art elements and principles to interpret a variety of themes to create effective communication as they develop their personal style
- maintain a visual diary documenting their personal learning progress, including trialling of materials, development and refinement of ideas, annotation as well as an evaluation of completed pieces
- create, present, analyse and evaluate displays of artwork considering how ideas can be conveyed to an audience
- use appropriate Arts language to discuss and analyse artworks to discover their meaning

Recommended as preparation for VCE Art Creative Practice, and Art Making and Exhibiting

DIGITAL AND DARKROOM PHOTOGRAPHY

In this unit students will learn how to use SLR cameras for both film and digital photography. This may include –

- using large telephoto lenses and macro lenses, tripods and other accessories
- studio photography using professional studio lights, reflectors and backdrops, costumes and props
- using film SLR cameras, developing black and white films and printing them in the school darkroom
- creative darkroom techniques
- using semi-professional digital SLR cameras to explore advanced settings and techniques such as very fast shutter speeds
- using Photoshop techniques to enhance digital images
- using a range of ideas and themes, including negotiated topics of students' own choice
- investigating the work of professional photographers to look at different styles and techniques

Recommended as preparation for VCE Art Making and Exhibiting, and VCE Art Creative Practice

DRAMA

Students undertaking this unit will –

- develop their expressive skills (voice, movement, facial expression and gesture) through improvisations and drama activities
- explore dramatic elements in their performance work such as tension, sound, mood, conflict and space
- work as a whole class group using a script
- work on creating a realistic and believable character and experience the process of rehearsal and refinement
- play a role in a class performance

Recommended as preparation for VCE Theatre Studies

DRAWING

Drawing explores a variety of media e.g., pencil, colour pencil, pastel, ink, charcoal and mixed media. Students create artworks inspired by their imagination, life observations and by artists.

Students will –

- make informed choices on the use of the art elements and principles to create effective communication in their art as they develop their own style
- trial different media to develop their technical drawing skills
- maintain a visual diary with records of all the stages of the art process and production of their work, as well as an evaluation of completed pieces
- students will have the opportunity to develop their own art ideas from the beginning to finished artworks, using the art process
- use appropriate Arts language to discuss and analyse artworks and discover their meaning

Recommended as preparation for VCE Art Creative Practice, and Art Making and Exhibiting

MEDIA

Students create and analyse print, film and audio products such as podcasts, advertisements, zines, documentaries, music videos, short films and feature films. The way individuals both consume and produce media content will also be studied. Students will –

- explore design skills and production skills, such as film and audio editing
- critically examine social media uses and practices, news media issues such as censorship and media influences
- work co-operatively as teams to produce media texts where challenges are resolved in a sensible, fair and effective manner and not seen as something to be avoided or eliminated

Recommended as preparation for VCE Media

MUSIC PERFORMANCE

Students who are thinking of doing VCE Music should consider this subject. Students will continue to develop notation and theory/musicianship skills. They will develop technical and practice skills to aid them in creating and performing a repertoire of pieces. Strategies of improvisation and composition will be explored. Students written and aural theory/musicianship and notation skills will be refined and built on in preparation for VCE Music.

At least one year of learning to play an instrument and a demonstrated ability to play it is a requirement for this subject.

Students will –

- put together a repertoire of pieces from various styles for performance
- learn basic piano and percussion skills
- learn musicianship and aural skills
- create technical exercises to help them achieve their goals and prepare their repertoire
- further develop their written and aural theory/musicianship skills
- investigate and develop practice routines to aid their performance
- study strategies for improvisation and composition on their instrument
- complete a written analysis of musical works through the use of expressive elements and outcomes

Recommended as preparation for VCE Music

VISUAL COMMUNICATION DESIGN

Students completing this unit will be encouraged to develop a personal style as a designer. Designs will be created for specific audiences and purpose. Design projects will come from the three areas of design:

1. Communication Design (e.g., product branding, posters)
2. Industrial Design (e.g., fashion, furniture, cars)
3. Environmental Design (e.g., landscaping, building)

Students will –

- explore rendering techniques through a range of media and materials, manually and on the computer, to find the best design solution (e.g., airbrushing, block shading, cross-hatching)
- purposefully select the design elements and principles to enhance designs and reflect their personal style
- follow the design process to create designs from the design brief to the final presentation. This will be recorded in a visual diary
- investigate designs of past and present designers in context and evaluate their effectiveness

Recommended as preparation for VCE Visual Communication Design

CREATIVE WRITING

Students taking *Creative Writing* will undertake an in-depth study of various genres, including fantasy, sci-fi, history, mystery, script writing and poetry. They will create a range of texts and focus on the craft of writing. Students will need to have a keen interest in writing and a familiarity with word processing tools would be an advantage. This subject will cover content from the Victorian Curriculum strands of 'Reading and Viewing' and 'Writing.'

LITERATURE

Love and Loathing in the Land of Literature. Why don't you come dive deep down into the liberating, illuminating world of Literature? Enjoy reading and wrestling with authors both ancient and modern! Play with poetry, stumbling and tumbling over the richness of simile and metaphor, repetition and rhyme. Or possibly scan the script of a hip-hop musical – and look through the lenses of literary perspectives to flirt with Feminism and mix it with Marxism. This scintillating subject not only promises to pique your passion for razzing, ribbing, and ridiculing interesting reads, but also covers all the content from the Victorian Curriculum strands 'Reading and Viewing' and 'Writing' and 'Speaking and Listening'.

PERSONAL FINANCE: ACCOUNTING

Students undertaking this unit will –

- develop their knowledge and understanding of how to effectively manage money so that personal goals can be achieved
- investigate some of the important financial decisions that they will make in the next few years, for example, managing credit cards and learning about after pay, buying a first car and leaving home
- improve their financial literacy through the study of topics such as budgeting, superannuation and tax
- participate in the Australian Stock Exchange online trading game to assist in developing knowledge in building a personal share portfolio

Recommended as preparation for VCE Accounting and VCE Business Management

GEOGRAPHY: TRAVEL AND TOURISM

Students undertaking this unit will –

- examine the opportunities that exist to explore different cultures and environments via domestic and international travel
- investigate impacts of tourism at various scales, including the financial advantages of the tourist trade compared to environmental and social costs
- investigate practical requirements of travel including passports, visas, exchange rates, cost of travel and language and cultural differences

LEGAL STUDIES

Students undertaking this unit will –

- examine their rights and obligations as young Australians at home, at school, in the workplace and in society generally. They will investigate the origins of our legal system and how laws are made
- consider the impact of the Australian legal system on the customary laws of our indigenous people
- assess the role and impact of our legal system in relation to significant social issues, including those associated with the protection and maintenance of our natural environment
- examine the criminal justice system through the use of case studies, guest speakers and court visits
- legal issues currently featured in the media will be discussed and critically analysed

Recommended as preparation for VCE Legal Studies

MODERN HISTORY

Students undertaking this unit will study –

- geographic and historical events during the period beyond 1918 from an Australian and international perspective
- the culture, leaders, people, key events, ideologies and social movements of countries in Asia including struggles for rights and freedoms. Students will develop geographic knowledge and skill as they investigate the connections between Asian nations in a globalising world
- geographic concepts, including environmental change and management and geographies of human wellbeing
- individual conflicts, looking at the causes, events, outcomes, broader impacts and Australia's involvement. Conflicts to be studied will include World War II, the Vietnam and Korean Wars, East Timor, the Gulf Wars and the War on Terrorism
- causes of conflict and how these can link to the role of government, particularly in relation to human rights

Recommended as preparation for VCE 20th Century History

SOCIOLOGY

Students undertaking this unit will –

- answer the questions: “What is popular culture?” and “What is society?”
- be challenged to make comparisons with more conventional primary and secondary source materials instead of accepting music and film as representing truth without understanding, reservation or objection
- develop an understanding of politics, human rights and environmental issues affecting Australians by critiquing film and music and focusing on values and social structures as a means of raising community awareness

Recommended as preparation for VCE Sociology and 20th Century History

JAPANESE

This unit runs for the whole year.

Completion of Year 9 Japanese is required for entry into this subject.

Semester 1

Students undertaking this unit will -

- improve language abilities through a variety of activities including language games, singing Japanese songs, listening to conversations, reading authentic Japanese texts as well as speaking practice in terms of shopping and ordering food and giving directions
- communicate and develop friendships with Japanese people
- compare the differences and similarities between Australian and Japanese culture through research projects focusing on various topics such as sustainability, theme parks in Japan, etc
- learn useful vocabulary and grammar patterns in Japanese through a range of topics such as shopping, eating out, Japanese people and school rules

Semester 2

Students undertaking this unit will -

- improve language abilities through a variety of activities including language games, singing Japanese songs, listening to conversations, showing people around and reading job advertisements
- go on excursions to practise the language learnt and experience authentic Japanese films, shops and restaurants
- compare the differences and similarities between Australian and Japanese culture through research projects focusing on various topics such as sightseeing in Japan, food production and Japanese technology
- learn useful vocabulary and grammar patterns in Japanese through a range of topics such as travelling, sports, media and the workplace

This is a prerequisite for VCE Japanese

GERMAN

This unit runs the whole year.

Completion of Year 9 German is required for entry into this subject.

Semester 1

Students undertaking this unit will -

- focus on extending vocabulary and grammar through language topics such as home, holidays and shopping
- create written pieces about household chores and develop spoken language through role plays
- develop their knowledge of German culture and customs by researching information about family life/ homes and holiday destinations in German-speaking countries
- learn to describe present and past events using different tenses
- investigate German culture through a film study

Semester 2

Students undertaking this unit will -

- extend their interactions to exchange information and opinions on topics such as transport and careers
- initiate and participate in class discussions, conduct research using print and electronic resources and reorganise information to produce effective extended spoken and written discourses in a range of forms such as emails, reports, letters, games and PowerPoint presentations
- consolidate their use of the present and past tense and learn to describe future events.
- use songs to link language to culture and social development

This is a prerequisite for VCE German

COMPETITIVE SPORTS

Students undertaking this unit will -

- engage in a range of team and individual based sports such as Soccer, Basketball and Badminton
- work collaboratively on their skill performance, and their ability to understand sports from beyond the perspective of a player, coach, umpire and organiser
- learn anatomy, biomechanics and how to enhance performance

This class is made up of two practical sessions where students will engage in team and individual sports, one laboratory session in which students will learn how to observe and study sport and one session of theory where students will explore how to facilitate competitions, different coaching styles and much more.

Recommended as preparation for VCE Physical Education

OUTDOOR EDUCATION

Students plan and participate in a range of outdoor activities and develop knowledge and skills for participating safely in these activities. The course facilitates the development of a sense of place as a result of a greater understanding and appreciation of the local natural environment.' This unit is designed to extend students' knowledge of canoeing, bushwalking, navigation and other outdoor pursuits.

Students will -

- develop a greater understanding and appreciation of the outdoors with particular focus on developing personal skills in bushwalking, bushcraft, camping, recreational water activities and other outdoor pursuits
- participate in a range of outdoor expeditions with the emphasis on developing leadership skills, planning and preparation
- explore the concepts of risk management, working in teams, co-operating and working with others to reach a common goal

Please note that expeditions and day trips are compulsory for this subject.

Recommended as preparation for VCE Outdoor Environmental Studies

HEALTH AND PERSONAL FITNESS

Students undertaking this unit will –

- engage in training programs both inside and outside the gym
- work on improving a range of fitness components including speed, power and flexibility
- learn about how fitness contributes to overall health and wellbeing
- understand the basics of human physiology, the importance of warmups and how to prevent injuries
- create fitness programs and measure fitness

This class will usually consist of two practical sessions where students will engage in different types of fitness and two sessions of theory where students will explore the muscular and skeletal systems and ways of enhancing performance.

Recommended as preparation for VCE Health and Human Development & Physical Education

HEALTH RECREATION AND LEISURE

Students undertaking this unit will –

- learn how recreation and leisure activities contribute to the overall health of individuals and communities in Australia and overseas
- investigate and participate in a range of recreation and leisure activities that the general population take part in such as lawn bowls, bushwalking, bike riding, park run, fishing, boating, canoeing, community exercise programs run by local councils -Zumba, Aerobics etc.
- investigate the importance of being physically active to improve one's social, emotional and physical health and participate in a range of games, activities and sports that are both fun and energising such as lawn bowls, bushwalking, racquetball etc.'

This class will usually consist of one practical session where students will engage in a range of different activities and three sessions of theory where students look at behaviour towards physical activity, sedentary behaviour and the benefits to physical activity.

Recommended as preparation for VCE Health and Human Development & Physical Education

CHEMISTRY

Chemistry explores and explains the composition and behaviour of matter and the chemical processes that occur on Earth and beyond. Chemical models and theories are used to describe and explain known chemical reactions and processes. Students will –

- examine atomic structure in greater detail and conduct a range of experiments that involve a transfer or sharing of electrons
- look at what makes a chemical reaction happen and investigate factors that affect the rate of a chemical reaction
- predict the products of chemical reactions and use word and symbol equations to represent them

Recommended as preparation for VCE Chemistry

ENVIRONMENTAL SCIENCE

Students will learn the vast scope and interconnectedness of interactions between global systems, and how human activities are interfering with these systems and disrupting important biological cycles. Students will investigate possible solutions to these disruptions and are encouraged to formulate possible new solutions to some important climate issues. Students will -

- establish through practical activities that all life requires both coordinated and interdependent systems to respond to their changing environment
- explore the interactions between the living and non-living components of ecosystems, including predator/prey relationships and the impact of bushfires, drought and flooding on ecosystems
- discover how global systems, specifically the carbon cycle, relies on the interactions involving the biosphere, lithosphere, hydrosphere and atmosphere
- analyse how models and theories such as climate change have developed over time and discuss the factors that prompt their review
- develop questions and hypotheses and independently design and improve appropriate methods of investigation and data collection
- develop skills in communicating scientific research

Recommended as preparation for VCE Environmental Science

EVOLVE OR PERISH

Students will learn about natural selection and evolution and the development of ideas over time by examining the diversity of life on Earth as a function of past events and genetically driven adaptations. Students will -

- use models and diagrams to represent the relationship between DNA, genes and chromosomes
- investigate patterns of inheritance of a simple characteristic through generations
- outline processes involved in natural selection
- evaluate and interpret the evidence for evolution
- examine the concept of geological time

Recommended as preparation for VCE Biology

PHYSICS

Students will explain the concept of energy conservation by examining key theories and by conducting experiments relating to force, mass and acceleration of moving objects. Studies will focus on our everyday world and outer space. Students will -

- examine how the total energy is conserved during energy transformations
- investigate energy transformations during real interactions such as in crashes
- explore the predictability of motion using Newton's three laws of motion
- undertake practical activities relating to motion and forces
- examine the Big Bang Theory and the evolution of the universe

Recommended as preparation for preparation for VCE Physics.

SCIENCE FOR LIFE

This elective aims to develop students' ability to think scientifically and to make informed decisions about contemporary issues, the environment and the kind of society in which they wish to live. It also encourages them to continue to develop their curiosity about the world around them. Students will -

- Investigate developments throughout the history of pharmaceuticals and the role they have played in improving human life expectancy and quality of life
- apply chemical equations to summarise chemical reactions related to production of pharmaceuticals
- explain the role of DNA and genes in cell division and genetic inheritance and its importance to our lives
- examine the formation of the Universe in terms of the Big Bang theory
- consider the links between science and occupations now and in the future

DESIGNING AND DEVELOPING GAMES

Students undertaking this unit will –

- focus on acquiring software skills to develop interactive games and produce a variety of simple computer games
- work individually and in teams to discuss and plan the flow of games
- research and evaluate why and how interactive games appeal to users
- analyse and evaluate the effectiveness of their games and reflect on the changes that could be made to meet the expectations of users
- use different software programs currently used to create current AAA games that can be accessed through a range of different platforms including the Unreal Engine and Unity.
- learn how to create visual elements for their games including the development of their main characters, colours and backgrounds, etc.
- develop skills in different languages used for coding such as C++, C# and other commonly used computer languages

DIY COMPUTER SYSTEMS

Students undertaking this unit will –

- study different computer systems and learn the various components of a computer and networked system
- examine various components of a computer and understand how the components fit together
- disassemble and reassemble computers and fix faulty computer systems
- research components for purchase on the online market and put together a list of the components required to build a gaming computer
- purchase all the components in their list and build the computer from scratch. This will require the installation of operating systems and software on their computer and the use of bench-testing to make sure their system is running at optimum performance
- market their computer for sale, creating all relevant advertising for listing

Recommended as preparation for VET Information Digital Technology

AUTOMOTIVE: INDUSTRIAL TECHNOLOGY

Students undertaking this unit will –

- focus on the automotive systems including fuel, electrical, cooling, braking, exhaust and drive train
- complete design briefs related to fault diagnosis and the designing of a workshop manual
- work individually and in teams to develop skills in the use of appropriate tools and equipment
- look at environmental issues related to fuel and general maintenance

WOOD DESIGN

Students will design and construct different articles of furniture using complex processes. Furniture to be made could include various tables and cabinets and other pieces of household furniture. Students will –

- design and construct products made from wood using complex woodworking processes
- develop an understanding of the correct handling and safe use of hand and power tools
- evaluate their work using appropriate conventions and share their completed findings
- undertake design exercises and explore multiple options to solve complex and non-complex problems
- undertake investigations into the appropriate use of materials to solve set problems

Recommended as preparation for VCE Design and Technology

METAL DESIGN

Students undertaking this unit will –

- be introduced to oxy cutting, arc welding and basic metal fabrication techniques and will produce/design several projects
- communicate achievements and design options through various techniques
- investigate materials and equipment and complete other tasks related to metal working industries

Recommended as preparation for VCE Design and Technology

SYSTEMS DESIGN AND ROBOTICS

Students undertaking this unit will –

- develop skills in the use of appropriate tools and equipment and the use of correct techniques to build and test simple electronic devices
- create ideas for projects from a range of media and levels of description.
- consider alternative possibilities for projects and select from the alternatives
- explore appropriate ideas for designs, choosing correct terminology, and present these to both the class and the teacher
- carefully test and evaluate the efficiency of their projects based on appropriate standards
- present a production report and evaluation using the correct language of electronics for selected audiences

TEXTILES DESIGN

In this unit students will further develop skills investigating, planning, designing, producing and evaluating design solutions on an individual level and a global level. Students will design and make creative and unique pieces of textile work. Students will consider technological advances in textiles as well as building on traditional skills, knowledge and understanding. Students will –

- look at the global environment in terms of fashion and the factors influencing design and products with consideration to sustainability
- investigate how the design elements and principles of design can be used to enhance their work
- explore historical, cultural and contemporary influences on Textile products
- look at fibres, fabrics and components and their uses
- consider ethical Textile production
- adopt safe work practices using a range of tools, equipment and materials to create, plan and produce garments for a specific need
- work independently and collaboratively to develop management skills, solve design problems and communicate design ideas
- present and display projects using a variety of creative methods

Recommended as preparation for VCE Design and Technology

FOOD CHOICES

The students completing this unit will focus on design briefs around the individual needs of people in different stages of life and those with specific health concerns. They will –

- increase their practical skills by completing detailed cooking tasks e.g., producing a gift basket of goods
- gain a deeper understanding of what happens to food when it is prepared and cooked

Recommended as preparation for VCE Food Studies and Health and Human Development

FOODS FOR YOU

Students will –

- work in teams and individually and use a design brief approach to develop advanced food preparation skills in a variety of styles
- prepare food according to the Australia Guide for Healthy Eating
- focus on safe food preparation

Recommended as preparation for VCE Food Studies

VCE and VET Studies for Year 10

Subjects listed below are those that have been deemed appropriate for Year 10 level, however Year 11 students are prioritised. This opportunity is only available to students who have maintained an excellent academic record.

THE ARTS

- Art Creative Practice
- Art Making And Exhibiting
- Music Performance
- Theatre Studies
- Visual Communication & Design
- Media

ENGLISH

- English Literature

HUMANITIES

- Accounting
- Business Management
- History
- Legal Studies
- Sociology

HEALTH & PHYSICAL EDUCATION

- Health and Human Development
- Physical Education
- Outdoor & Environmental Studies

SCIENCE

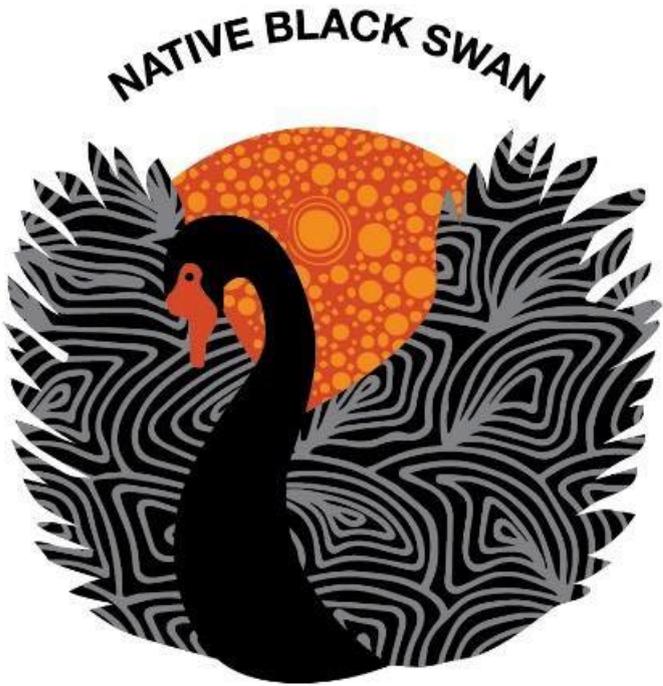
- Biology
- Environmental Science
- Psychology

TECHNOLOGY

- Food Studies
- Product Design and Technology
- Systems Engineering

VET – on campus only

- Building and Construction
- Engineering Studies
- Hospitality
- Information Digital and Media Technology.



Malgobila

CAMPUS

YEAR 11 AND 12

VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Certificate of Education (VCE) operates in all Victorian Secondary Schools. All Year 11 and 12 subjects or studies are prescribed by the Victorian Curriculum and Assessment Authority (VCAA).

Selection of Courses and Procedures in Year 11 and Year 12

VCE is usually completed over two years. At Years 11 and 12 subjects or studies are studied as semester long units.

At Year 11 subjects are studied as Units 1 and 2; at Year 12, subjects are studied as sequenced Units 3 and 4. Students cannot study Unit 4 before studying Unit 3. Some Year 11 students may take a Unit 3 and 4 sequence whilst in Year 11.

Class Attendance Policy at Years 11 and 12

Students should strive for 100% attendance in VCE.

In accordance with VCAA rules, the Bairnsdale Secondary College policy on attendance of Years 11 and 12 students states that if a student's attendance falls below 90%, they may receive an 'N' for that unit. This may affect the completion of their VCE. Extenuating circumstances will be considered.

Compulsory Requirements

All students entering Year 11 are to take 10 Units of Study throughout the course of the year; 5 units in each semester.

All students at Bairnsdale Secondary College must take Units 1 and 2 of VCE English. English Language or English Literature may be taken in addition to this.

All students entering Year 12 should take 5 sequences of Units 3 and 4. It is not possible to change courses mid-year in Year 12. Students who studied Unit 3 and 4 sequences at Year 11 may seek to do only 4 Unit 3 and 4 sequences in Year 12. This must be approved by the VCE Coordinator.

Study Sessions

Year 12 students who do have study sessions must report to the Malgobila LRC and be marked off the study roll.

VCAA Regulations for the Satisfactory Completion of VCE

The VCE is a single certificate normally completed over two years. To be eligible for the VCE, students are required to satisfactorily complete a minimum of sixteen units of study, including:

Three units of English including English 3 and 4 plus at least three sequences of Units 3 and 4 studies other than English. English Literature and/or English Language may be included in these other Unit 3 and 4 sequences at this school.

Up to eight units of study may be VCE VET units obtained across two VET programs but must be approved by both the VCE and VET Coordinator if more than one VCE VET is selected.

VCE VET programs contribute to a Unit 1-4 sequence in their own right for completion of the VCE. Some VCE VET programs now have a scored assessment. This means a student's scored SACs and exams contribute to an ATAR.

For satisfactory completion of a unit, students must demonstrate achievement of the Learning Outcomes for each study attempted. S or N is based on the teacher's judgement of a student's overall performances on coursework and assessment tasks designated for their units and based on the key knowledge and key skills referred to in the Study Designs.

Achievement of an outcome means:

- The work meets the required standard as described in the Outcomes
- The work was submitted on time
- The work is clearly the student's own
- There has been no substantive breach of rules including school attendance rules

See Bairnsdale Secondary College VCE Delivery and Assessment Policy for further clarification.

VICTORIAN CERTIFICATE OF EDUCATION VOCATIONAL MAJOR (VCE VM)

What is VCE VM?

The Victorian Certificate of Education Vocational Major (VCE VM) is a 2-year vocational and applied learning program within the VCE. The program aims to equip students with the skills, knowledge, confidence and agency needed to prepare for the world of work and further education and training

The purpose of the VCE Vocational Major is to empower students to make informed decisions about the next stages of their lives, through real life workplace experiences providing them with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world.

Vocational and Applied Learning pathways not only equip young people for entry into the world of work but also provide them with functional competencies and skills (including soft skills like effective communication, interpersonal skills and self-management) that are needed to participate in the economy and society.

As part of enrolment in the VCE VM, students are required to complete a work placement and enrol in a VET course. The students who have enrolled in VCE VM have been able to benefit greatly from being able to network with potential employers and/or try out an industry to see whether they are interested in going on to an apprenticeship or traineeship.

Important things to note about VCE VM

- Students must complete work placement
- Students must enrol in a VET course

How does VCE VM run at Bairnsdale Secondary College?

To be awarded the VCE Vocational Major, students must satisfactorily complete the mandatory minimum 16 units. Students that meet the requirements will receive the appellation of 'Vocational Major' on their VCE certificate.

The Personal Development Skills, Work Related Skills, Numeracy and Literacy study designs aim to equip students with the necessary skills and knowledge to engender confidence and self-agency in their preparation of the world of work and further training and education.

The new Vocational Major units have a strong focus on the application of knowledge and skills in practical contexts. Many of the units are underpinned by community-based activities and the development of self-agency.

VOCATIONAL EDUCATION AND TRAINING (VET)

VET IS ESSENTIAL IN VCE VM BUT OPTIONAL FOR VCE STUDENTS

Vocational Education and Training Programs assist students to make the transition to further education, training and employment. Many programs are based on entry level TAFE courses. These programs are designed so that students can develop general work-related competencies and the skills and knowledge required in a particular industry. If choosing a VET subject, it is strongly recommended that VCE students choose from our internal VET options, VCE VM students may choose either internal or external VETs.

VET PROGRAMS

- Allow student to gain the VCE/VCE VM and a VET qualification
- Promote an awareness of the world of work through work placement
- Develop general work-related competencies i.e., skills in communication, teamwork, using technology, problem solving, using mathematical ideas and concepts, planning and organising team activities, gathering and analysing information and occupational health and safety
- Develop the skills and knowledge required to work in a particular industry
- Give students a competitive edge in looking for both casual and full-time employment

STUDENT COMMITMENT

Whilst there are many advantages for students who choose to do a VET program. Bairnsdale Secondary College is committed to doing all it can to ensuring that students gain entry to and are successful in the VET programs of their choice. Students need to be committed to their VET program. They will be expected to:

- Meet application deadlines, prepare for and attend interviews on time
- Attend classes on time and on a regular basis (BSC senior student 90% attendance policy applies)
- Notify the school, TAFE or other registered training organisation of an impending absence
- Always act in a responsible manner at school, TAFE, other registered training organisation or workplace
- Abide by the rules of TAFE or the other registered training organisation
- Always be prepared for classes and have the necessary equipment required
- Organise and complete work placement when required
- Promptly notify Bairnsdale Secondary College's VET Coordinator whenever problems or queries arise

WORK PLACEMENT

- Some VET programs have a compulsory work placement component and others do not. Courses with work placement components require students to undertake structured work placement in their chosen industry.
- The hours of work placement for each program varies. The time when the work placement is done varies. If students are completing a VET program whilst doing VCE then they will need to schedule work placements during the school holidays. Family holidays should be organised around these times. Students who are completing a VET program within VCE VM will be allocated one day a week to complete their work placement.
- Students will be expected to assist with the organisation of their work placement. They are required to get legal forms signed and, in some cases, attend an interview with prospective employers

VCE AND VET ATAR CONTRIBUTION

A student's Australian Tertiary Admissions Ranking (ATAR) is calculated from the scaled Study Scores from Learning Outcome Assessment Tasks in subjects where students have successfully completed the 3 – 4 sequence. The grades for the English study are combined with the best three other sequences, with an additional 10% contribution from other completed sequences after a scaling process has been applied. ATAR enables a student's performance to be compared with all students in their group and across the States.

NOTE: As the English 3 and 4 is a compulsory component of the ATAR score, it is vital students gain an S for both English Units 3 and 4.

CHOOSING UNITS

There are a number of recommendations that students must take into account before they select their Year 11 or 12 Course.

English Units 1 and 2 are designed to be sequential - 1 followed by 2.

All other Units 1 and 2 studies are single units, but a few of these recommend that Unit 1 is completed before Unit 2 and/or that Unit 2 is done before Units 3 and 4.

Languages other than English (Japanese/German), Music and Chemistry recommend that Units 1, 2, 3 and 4 are sequential (1 followed by 2, then 3 and 4).

Accounting, Biology and Physics recommend that Unit 2 be done before attempting Units 3 and 4 but, of course, attempting Unit 1 is desirable to maximise prerequisite skills.

AVAILABILITY OF UNITS

All units offered have been developed by the respective Key Learning Areas and endorsed by the Curriculum Committee. Units to be timetabled are based on:

- Student choice
- Staffing availability
- Student numbers
- Pathway options for further training/education

Timetable blocks (or lines) have been compiled from historic student subject choices. Other units may be introduced however planning must be carried out as early as the year before to ensure there are sufficient students, staffing and resources available. Do not assume new units will be introduced at student request – there are many contributing factors. Students should make wise and informed decisions when selecting units.

Students should choose subjects:

- they are good at
- they are interested in
- they require as prerequisites for tertiary study
- they have a vocational interest in

SPECIAL CIRCUMSTANCES

Exceptional circumstances may arise. These circumstances may be deemed sufficient to allow an extension or delay of decision for unit completion or completion of School Assessed Coursework (SACs) and School Assessed Tasks (SATs). Approval will be granted by the VCE Coordinator in consultation with the appropriate Assistant Principal. Exceptional circumstances may include:

1. That after a serious illness, covered by a doctor's certificate, work missed could be completed, given time is available within the VCAA submission dates.
2. Extreme family dislocations, bereavements or upheavals supported by a professional's certificate.

NB: Work missed because of extended holidays or prolonged illness will **not** be eligible for time extensions and the unit will normally have to be repeated for successful completion.

Please refer to the Bairnsdale Secondary College VCE Delivery and Assessment Policy.

AUTHENTICATION OF WORK

To enable the production and submission of learning tasks, School Assessed Coursework (SACs) and School Assessed Tasks (SATs) which teachers can confidently attest are genuinely those of students, the following guidelines should be followed:

Students must ensure that:

- all unacknowledged work submitted for Learning Outcomes and School Assessed Coursework (SACs and CATs) must be genuinely their own work. For revised VCE studies a great deal of coursework will be conducted in class under teacher supervision,
- all resources, including print texts, electronic texts (CD Rom/Encarta/Internet) or human resources providing assistance, should be acknowledged in accordance with acceptable referencing procedures, and
- they periodically produce evidence of the development of their learning outcome assessment tasks, including draft developments generated on computer in which case evidence may be hard copy or separate computer files.

Teachers should monitor the process and development of the work, whereby they can attest that the work is the student's own.

Students should not submit the same piece of work for completion of more than one Learning Outcome or School Assessed Task.

Students should not accept undue assistance from any other person in the preparation and submission of work. Undue assistance could include providing actual adjustments or improvements to the student's work, dictating directing a student to insert particular text. However, students may be given advice about the general nature of adjustments or improvements to their work.

Assessment Tasks may be called in for auditing purposes.

The VCAA will also undertake statistical analysis comparing students' School Assessed Coursework with their GAT results to identify students with unexpectedly high results in their School Assessed Coursework. Anomalies are reported to the school for investigation.

When students use computers to produce SACs/CATs, it is the student's responsibility to ensure that:

- an alternative system is available in case of computer malfunction or unavailability,
- hard copies are produced regularly to meet authentication and drafting requirements, and
- back-up copies should be made

A computer failing, resulting in lost work is not authentic justification for extension.

If a teacher believes that a student has submitted work which is not his or her own, or that a student is in breach of other rules relating to school assessment set by the College, the teacher will investigate the matter and report it to the VCE Coordinator, who will then conduct further enquiries as deemed necessary. The VCE Coordinator will act in an advisory capacity to the Principal, who is responsible for determining what action would be taken. For more information see <http://www.vcaa.vic.edu.au/>

Please refer to BSC Delivery and Assessment Policy for further classification.

CONSEQUENCES OF A BREACH OF AUTHENTICATION

LEARNING OUTCOMES/SCHOOL ASSESSED COURSEWORK SACS OR SCHOOL ASSESSED TASKS SATS

The Principal has the power to:

- reprimand a student
OR
- give the student the opportunity to resubmit work if this can occur within the dates designated by the VCAA
OR
- refuse to accept that part of the work which infringes the rules and base a decision as to whether to award the work requirement an N or an S upon the remainder of the work
OR
- refuse to accept any of the work if the infringement is judged by the Principal to merit such a decision, in which case an N will be awarded for the work requirement

Where work was initially accepted for assessment and a breach of authentication has been discovered after the initial assessment has been made, then the Principal shall determine which of the above penalties shall be imposed. This may result in a change of the original result from an S to an N in accordance with the above procedure.

If an N is awarded for Learning Outcomes then, as a consequence, an N will be awarded for the unit concerned.

Schools may seek advice from the VCAA Secretary about imposing an appropriate penalty. Students have the right of appeal to the VCAA against penalties imposed for breaches of authentication.

NOTIFICATION TO THE STUDENT

If a decision is made to impose a penalty the Principal must notify the student in writing within 14 days of the decision being made. This notification must include:

- the nature of the Breach of Rules by the student
- the reasons for a decision being made that a Breach of Rules has occurred and the evidence supporting this
- the penalty to be imposed
- advice about the student's right to appeal to the VCAA and advice that this appeal must be lodged within 14 days of receipt of notification from the Principal

NOTIFICATION TO THE VCAA

Principals are required to report to the VCAA all occurrences of breaches of authentication.

STUDENT APPEAL

Students have the right of appeal to the VCAA against penalties imposed for breaches of authentication in relation to work requirements and school assessed SACs or SATs.

NOTE: Regular attendance and academic success are closely related. We expect 100% attendance unless special circumstances apply.

CONSEQUENCES OF A BREACH OF AUTHENTICATION

VCE REDEMPTION POLICY

The policy is designed to set the rules, obligations and consequences where a student does not meet the requirements of either Learning Outcomes or Assessment Tasks at the VCE level.

Learning Outcomes

In order to satisfactorily complete a unit, students must satisfactorily complete all the Learning Outcomes for the unit in accordance with the specifications set out in the VCAA study design.

If a student does not satisfactorily complete one or more of the Learning Outcomes for a unit or the work is deemed not to be that of the student, then the student will not be awarded satisfactory completion of that unit. This will be reported as an N.

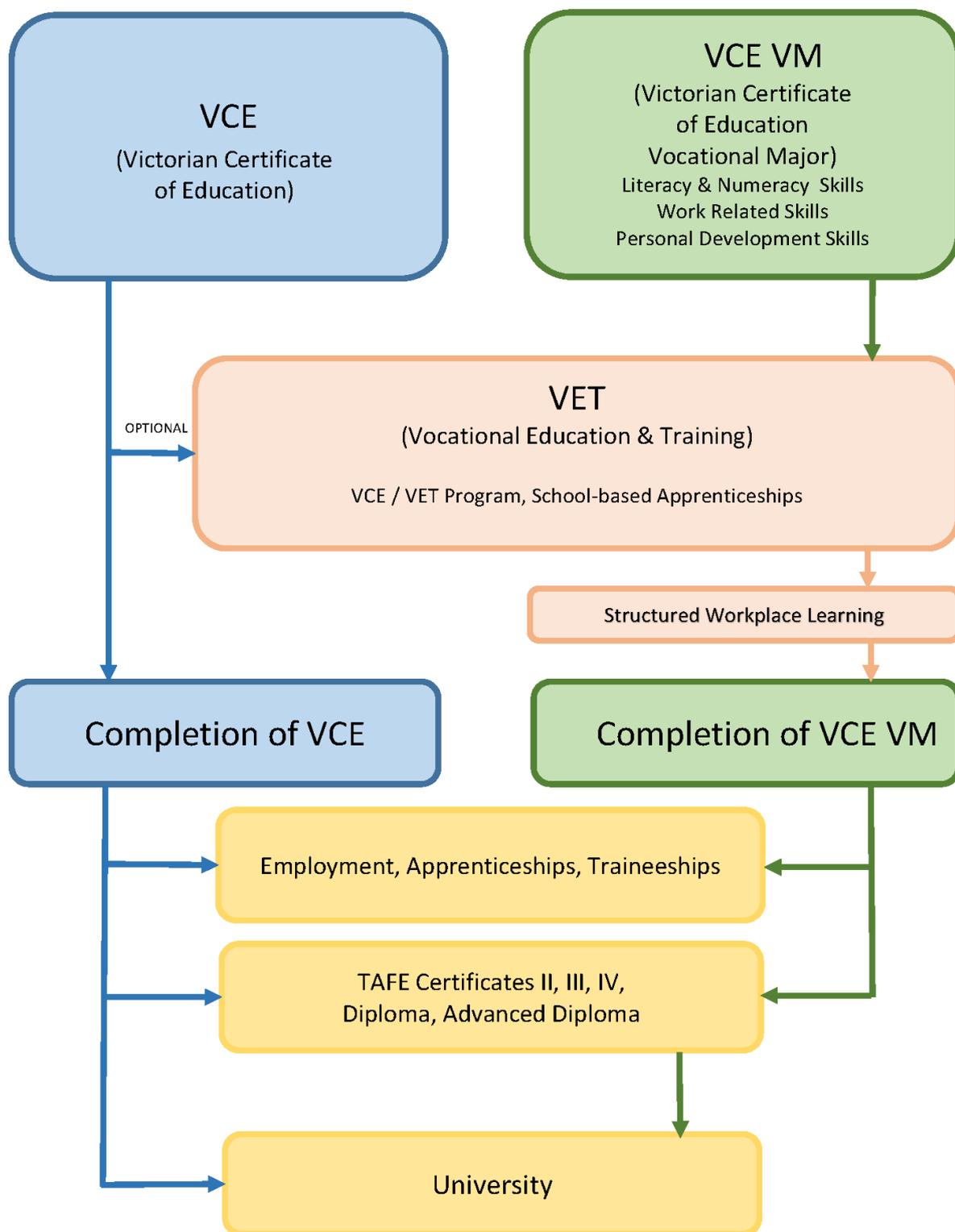
VCE AND VET UNITS OFFERED AT THE COLLEGE

KLA AREA	TITLE
THE ARTS	Art Creative Practice
	Art Making and Exhibiting
	Music Performance
	Theatre Studies
	Visual Communications Design
	Media
ENGLISH	English Literature
	English/EAL
HUMANITIES	Accounting
	Business Management
	History
	Legal Studies
	Sociology
LANGUAGES	Japanese
	German
MATHS	General Mathematics
	Mathematical Methods
	Specialist Mathematics
	Further Mathematics
HEALTH AND PHYSICAL EDUCATION	Health And Human Development
	Physical Education
	Outdoor And Environmental Studies
SCIENCE	Biology
	Chemistry
	Environmental Science
	Physics
	Psychology
TECHNOLOGY	Food Studies
	Product Design And Technology
	Systems Engineering

VCE AND VET UNITS OFFERED AT THE COLLEGE

KLA AREA	TITLE
VET	Certificate II in Active Volunteering
	Certificate II In Agriculture
	Certificate III In Allied Health Assistance
	Certificate II Animal Studies
	Certificate II In Automotive
	Certificate II In Building and Construction
	Certificate II In Conservation and Land Management
	Certificate III In Early Childhood and Care
	Certificate II In Electro Technology Studies
	Certificate II In Engineering Studies
	Certificate II In Hair and Beauty Skills Set
	Certificate II In Horticulture
	Certificate II In Hospitality
	Certificate III In Information Digital and Media Technology (Virtual Reality and Gaming)
	Certificate I In Maritime Operations
	Certificate II In Plumbing

LEARNING PATHWAYS



ARTS CURRICULUM



ART CREATIVE PRACTICE UNITS 1 AND 2

OVERVIEW

VCE Art Creative Practice allows students to create and express their ideas through any art form or style. Any media and materials can be used in painting, drawing, sculpture, printmaking, photography, digital, etc. In the practice of Making and Responding, students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. By combining a focused study of artworks, art practice and practical art making, students recognise the interplay between research, art practice and the analysis and interpretation of art works.

The Creative Practice:

The Creative Practice is comprised of four components that are based on art practice and Experiential, Inquiry and Project-based learning. These components are:

- research and exploration
- experimentation and development
- refinement and resolution
- reflection and evaluation

Structure:

The study is made up of four units.

- Unit 1: Interpreting artworks and exploring the Creative Practice
- Unit 2: Interpreting artworks and developing the Creative Practice
- Unit 3: Investigation, ideas, artworks and the Creative Practice
- Unit 4: Interpreting, resolving and presenting artworks and the Creative Practice

AREAS OF STUDY

UNIT 1 – Interpreting artworks and exploring the Creative Practice

Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses. They use a range of materials, techniques, processes, and art forms to create a body of experimental work in response to their research of the practices of artists and their personal observations of artworks.

They focus on the making of art and examine how artists communicate ideas and meaning in artworks. They examine artists in different societies, cultures and historical periods and develop their own interpretations and viewpoints about the meanings and messages of artworks.

UNIT 2 – Interpreting artworks and developing the Creative Practice

Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They develop visual responses based on their investigations, exploring the way historical and contemporary cultural contexts, diverse ideas and approaches have influenced the artworks and the practices of the artists they investigate, as well as their own art practice.

POSSIBLE FUTURE PATHWAYS

There are folio building skills and terminology covered in Units 1 and 2 Art Creative Practice that can also be used in Units 3 and 4 Art Making and Exhibiting.

Art Creative Practice develops creative thinking and problem-solving skills that are transferable into many different pathways for students.

Areas of study which Art Creative Practice leads to.

- Visual Arts Courses
- Design Courses
- Fine Art courses

Creative based careers - Art critic, Art's educator, Art therapist, Artist, Gallery curator, Computer Animator, Photographer, Designer, and Illustrator.

ART CREATIVE PRACTICE UNITS 3 AND 4

OVERVIEW

Units 3 and 4 Art Creative Practice is a continuation of skills built in Units 1 and 2. Students use the Creative Practice to create finished artworks and develop unique and personal ways of expressing their opinions and interests through creating and responding to artworks.

Students may work in any art form or style.

AREAS OF STUDY

UNIT 3: Investigation. Ideas and the Creative Practice

In this unit students use Inquiry and Project-based learning as starting points to develop a Body of Work. They explore ideas and experiment with materials, techniques and processes using the Creative Practice. The research of historical and contemporary artists is integral to students' use of the Creative Practice and informs the basis of their investigation. Students also investigate the issues that may arise from the artworks they view and discuss, or those evolving from the practice of the artist. Unit 3 commences with students researching the practice of a selected artist as the starting point to develop a finished artwork. The finished artwork will contribute to the Body of Work developed over Units 3 and 4.

UNIT 4: Interpreting, resolving and presenting artworks and the Creative Practice

Students continue to build upon the ideas begun in Unit 3 and present a critique of their use of the Creative Practice. They reflect on the feedback from their critique to further refine and resolve a Body of Work that demonstrates their use of the Creative Practice and the realisation of their personal ideas. The students present their Body of Work to an audience accompanied by documentation of their use of the Creative Practice.

POSSIBLE FUTURE PATHWAYS

Many tertiary Art and Design courses use an interview process for admission into courses and require a folio.

Art Creative Practice develops creative thinking skills that are transferable into many different pathways for students including the following:

- Visual Arts Courses
- Fine Art courses
- Design

Creative based careers - Art critic, Art's educator, Art therapist, Artist, Gallery curator, Computer Animator, Photographer, Story board Artist, Film Maker, Designer, and Illustrator.

ART MAKING AND EXHIBITING UNITS 1 AND 2

OVERVIEW

Throughout Unit 1 and 2 students experiment with a range of techniques and approaches, developing skills that foster curiosity and creative thinking and inspire new working practices. They respond to themes, progressively developing their own ideas and consolidating these ideas to plan and make finished artworks. Students' research, exploration and experimentation is documented in both visual and written form in a Visual Arts journal.

AREAS OF STUDY

Unit 1

Explore: Materials, Techniques and Artforms

Students are introduced to different techniques and ways of trialling them and document this development of artmaking in their Visual Arts journal.

Expand: Make, Present, Reflect

Students are guided through the development and making of individual artworks based on a set theme. Students use the knowledge they have from their experimentation with materials in Area of Study 1 to make decisions about how they will present at least one finished artwork. Students will write a reflection statement about their experiences and the learning involved.

Investigate: Research and present

Students investigate the artworks of Australian artists from different contexts and the materials, techniques and processes they use to make artworks. Students will present their research alongside examples of the artist's work in a format appropriate for a proposed exhibition such as a brochure or catalogue.

Unit 2

Understand: Ideas, Artworks, Exhibition

Students begin to understand how exhibitions are planned and the roles associated with the preparation and presentation of artworks for display.

Develop: Theme, Aesthetic Qualities and Style

Students are introduced to the use of art elements and art principles in art making and how they contribute to the aesthetic qualities in an artwork. They trial materials and techniques and develop ideas around a theme.

Resolve: Ideas, Subject Matter and Style

Students expand on their experiments with materials and their understanding of techniques and processes explored in Area of Study 2. Students refine their initial trials to create at least one finished artwork.

POSSIBLE FUTURE PATHWAYS

Units 1 and 2 leads onto Art Making and Exhibiting Units 3 and 4.

There are folio building skills and terminology covered in Units 1 and 2 that can also be used in Units 3 and 4 Creative Practice, and Units 3 and 4 Visual Communication.

VCE Art Making and Exhibiting develops creative thinking and problem-solving skills that are transferable into many different pathways for students. Learning through, about and in the visual arts develops students critical thinking skills and their ability to interpret the worlds they live in.

VCE Art Making and Exhibiting provides students with opportunities to recognise their potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity.

Areas which students may be led to following the study of Art Making and Exhibiting include:

- Visual Arts courses
- Design courses
- Fine Arts courses

Creative based careers – Photographer, Web design, Interior design, Fashion design, Jeweller, Milliner, Artist, Florist, Landscape design, Architect, Set design, Costume design, Body artist, Sign writing, Art education, Computer animation, Illustration.

ART MAKING AND EXHIBITING UNITS 3 AND 4

OVERVIEW

Students collect research material from various influences and inspirations. They explore and refine their use of materials, techniques and processes to make finished artworks.

Students document and record the development of their skills and justify and evaluate their thought processes. Visiting and viewing exhibitions and displays of artwork is a part of this study. It helps students understand how artworks are displayed and exhibitions are curated. It also has an influence on the students own practice and encourages them to broaden and develop their own ideas and thinking around their own art making.

AREAS OF STUDY

Unit 3

Collect: Inspirations, Influences and Images

Students collect a variety of inspiration (including three practicing artists) from a range of sources to inform their experimentation and exploration of subject matter, ideas and technical skills. Students record the documentation of these artists in their Visual Arts journal to demonstrate the connection to the artworks they develop.

Extend: Make, Critique and Reflect

Students make artworks that are developed from the experimentation and investigation from Area of Study 1. Students manipulate materials and apply techniques and processes to develop an individual style in their artworks. Students present their work for critique by their peers to reflect on their artmaking.

Connect: Curate, Design and Propose

Students investigate how curators plan exhibitions and prepare and display artworks. They use this knowledge to plan an exhibition of artworks from the artists they researched in Area of Study 1.

Unit 4

Consolidate: Refine and Resolve

Students refine and resolve at least one finished artwork based on the ideas explored in Unit 3. Students document the materials, techniques and processes used.

Present: Plan and Critique

Students present and critique their finished artworks. They plan the presentation of their finished artwork for a specific exhibition space they have visited during Unit 4.

Conserve: Present and Care

Students examine a variety of exhibitions and review the methods used and considerations involved in the presentation, conservation and care of artworks.

POSSIBLE FUTURE PATHWAYS

Many tertiary Art courses use an interview process for admission into courses and require a folio.

VCE Art Making and Exhibiting develops creative thinking and problem-solving skills that are transferable into many different pathways for students. Learning through, about and in the visual arts develops students critical thinking skills and their ability to interpret the worlds they live in.

VCE Art Making and Exhibiting provides students with opportunities to recognise their potential as artists, encourages self-expression and creativity, and can build confidence and a sense of individual identity.

Areas which students may be led to following the study of Art Making and Exhibiting include:

- Visual Arts courses
- Design courses
- Fine Art courses

Creative based careers – Photographer, Web design, Interior Design, Fashion design, Jeweller, Milliner, Artist, Florist, Landscape design, Architect, Set design, Costume design, Boyd artist, Sign writing, Art education, Computer animation, Illustration.

MUSIC PERFORMANCE UNITS 1 AND 2

OVERVIEW

In Unit 1 and 2 students focus on building performance and musicianship skills to prepare and present performances of selected group and solo music works using one or more instruments.

Students study the work of other performers and explore strategies to optimise their own approach to performance.

Students will identify technical, expressive and stylistic challenges within works they are preparing for performance and endeavour to address these challenges.

Students develop their listening, aural, theoretical and analytical skills and apply this knowledge when preparing and presenting performances.

AREAS OF STUDY

Performance

This area of study focuses on knowledge and skills that students use to present musically engaging performances. Students should be able to prepare and perform a practised program of group and solo works. Therefore, they must be taking instrumental or vocal lessons, either at the College or elsewhere. In Unit 1 and 2 there are no prescribed works. Repertoire is selected according to the level of competency of each student, in both solo and group works.

Preparing for Performance

Students will identify strengths and weaknesses in their performance skills and develop a planned approach to address challenges and optimise their performance work. Students will demonstrate and discuss techniques relevant to general performance and their selected program works.

Music Language

This area of study focuses on aural perception, music theory and analysis. Students develop understanding of music language used for interpretation and critical listening. Students develop their ability to hear, identify and sing fundamental components of music language.

Organisation of Sound (Unit 2 only)

This area of study focuses on devising original work as a composition or improvisation.

POSSIBLE FUTURE PATHWAYS

Unit 1 and 2 Music Performance prepares students for the study of Music Performance in Units 3 and 4. VCE Music Performance may also equip students with skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers.

The study of Music may also equip students with the interpersonal skills of perseverance, confidence, communication, teamwork and problem-solving.

Career pathways following the study of Music include:

- Performing
- Composing - Song writing
- Recording and producing
- Event Management
- Teaching (private tuition and in schools)
- Music Therapy
- Theatre and Musical Theatre
- Video and sound engineering
- DJ
- Session musician
- Lyricist
- Film, television and radio

MUSIC PERFORMANCE UNITS 3 AND 4

OVERVIEW

Unit 3 and 4 VCE Music Performance focuses on building and refining performance and musicianship skills. In undertaking Music Performance Unit 3 and 4 it is important that students choose whether they will present their external end-of-year performance examination program as a member of a group OR as a soloist, as this will determine the choice of repertoire. Students select their program pieces from the *Prescribed List of Group Works OR Notated Solo Works*.

Students study the work of other performers and refine selected strategies to optimise their own interpretation of the selected work. They identify technical, expressive and stylistic challenges within works they are preparing for performance and endeavour to address these challenges.

Students develop their listening, aural, theoretical and analytical skills and apply this knowledge when preparing and presenting performances.

AREAS OF STUDY

Performance

Students will be required to present an informed, accurate and expressive performance of a program of group or solo works for the end-of-year external performance examination. Students are also required to present both group and solo works for the school-based assessment in Units 3 and 4. Students will need to demonstrate a diverse range of techniques and expressive qualities and an understanding of a wide range of music styles and performance conventions. Students will develop their individual instrumental and musicianship skills through regular practice and develop and implement group skills through their rehearsal with other musicians.

Preparing for performance

Students will be required to demonstrate performance techniques, technical work and exercises, and describe their relevance to general performance and performance program works. Students will select and create exercises and practice material to consolidate and refine their command of instrumental and presentation techniques.

Music Language

This area of study focuses on further development of aural perception, music theory and analysis. Students develop and refine their understanding of music language used for interpretation and critical listening. Students develop and refine their ability to hear, identify and sing fundamental components of music language.

POSSIBLE FUTURE PATHWAYS

Unit 3 and 4 Music Performance may equip students with skills that enable them to follow pathways into tertiary music study or further training in a broad spectrum of music related careers.

The study of Music may also equip students with the interpersonal skills of perseverance, confidence, communication, teamwork and problem-solving.

Career pathways following the study of Music include:

- Performing
- Composing - Song writing
- Recording and producing
- Event Management
- Teaching (private tuition and in schools)
- Music Therapy
- Theatre and Musical Theatre
- Video and sound engineering
- DJ
- Session musician
- Lyricist
- Film, television and radio

THEATRE STUDIES UNITS 1 AND 2

OVERVIEW

Theatre Studies focuses on the interpretation of playscripts and the production of plays from the pre- modern era to the present day. Students apply stagecraft, including acting, to study the nature, diversity and characteristics of theatre as an art form. Throughout the study, students work with playscripts in both their written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre.

This knowledge is applied through stagecraft to collaboratively interpret playscripts in performance. Through contribution to the production of plays and performance of a monologue, students also develop knowledge and understanding of theatrical styles. This knowledge and understanding is further developed by analysis and evaluation of their own productions and productions by professional theatre practitioners.

AREAS OF STUDY

UNIT 1: Theatrical Styles of the Pre-Modern Era

This unit focuses on the application of acting and other stagecraft in relation to theatrical styles of the pre- modern era.

Stagecraft includes acting, costume, direction, dramaturgy, lighting, make-up, multimedia, properties, promotion (including publicity), set, sound and stage management. Student's research and apply acting and other stagecraft to interpret playscripts.

UNIT 2: Theatrical Styles of the Modern Era

This unit focuses on studying theatrical styles and stagecraft through working with playscripts in both their written form and performance, with an emphasis on the application of stagecraft. Students work with playscripts from the modern era focusing on works from the 1880s to the present. Students study theatrical analysis and production evaluation and apply these skills to the performance of a play from the modern era.

POSSIBLE FUTURE PATHWAYS

Unit 1 and 2 Theatre Studies can prepare students for Unit 3 and 4 Theatre Studies and/or Drama. It may also lead to further learning in vocational educational training settings or for industry or community-related pathways.

Theatre Studies may also provide pathways for further study at tertiary level. Areas which students may be led to following the study of Theatre Studies include:

- Theatre production
- Theatre history
- Communication
- Writing
- Acting
- Direction and design

THEATRE STUDIES UNITS 3 AND 4

OVERVIEW

Theatre Studies focuses on the interpretation of playscripts and the production of plays from the pre- modern era to the present day. Students apply stagecraft, including acting, to study the nature, diversity and characteristics of theatre as an art form. Throughout the study, students work with playscripts in both their written form and in performance. They learn about the times, places and cultures of key theatrical developments and develop awareness of the traditions and histories of theatre.

This knowledge is applied through stagecraft to collaboratively interpret playscripts in performance. Through contribution to the production of plays and performance of a monologue, students also develop knowledge and understanding of theatrical styles. This knowledge and understanding is further developed by analysis and evaluation of their own productions and productions by professional theatre practitioners.

AREAS OF STUDY

UNIT 3: Production development

This unit focuses on an interpretation of a playscript through the four designated stages of production: planning, production development, and production season and production evaluation. Students specialise in two areas of stagecraft, working collaboratively to realise the production of a playscript. They analyse the influence of stagecraft on the shaping of the production. Students also attend a performance selected from the prescribed Theatre Studies Unit 3 Playlist published annually in the VCAA Bulletin and analyse and evaluate the interpretation of the playscript in the performance. They also analyse the influence of the areas of stagecraft they have selected on the shaping of the production across the four stages of the production process.

UNIT 4: Performance Interpretation

In this unit students study a scene and associated monologue from the Theatre Studies Performance Examination (monologue list) published annually by the Victorian Curriculum and Assessment Authority and develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities, and appropriate research. Students interpret a monologue from within a specified scene through acting and other appropriate areas of stagecraft. Students attend a performance selected from the prescribed Theatre Studies Unit 4 Playlist.

POSSIBLE FUTURE PATHWAYS

Theatre Studies may also provide pathways for further study at tertiary level.

Areas which students may be led to following the study of Theatre Studies include:

- Theatre production
- Theatre history
- Communication
- Writing
- Acting
- Direction and design

VISUAL COMMUNICATION DESIGN UNITS 1 AND 2

OVERVIEW

Visual Communication Design is the study and practice of communicating design ideas in a visual way. Most of the messages and ideas that we receive in the world are communicated through visual media and this study starts to develop students' ability to produce and discern visual messages. Students learn to develop their problem-solving skills, drawing techniques and use a variety of media and methods to communicate their responses to a range of real-world problems. The study nurtures students' ability to think creatively about design solutions. Students work in the three areas of design: Communication, Industrial and Environmental Design.

AREAS OF STUDY

UNIT 1: Introduction to visual communication design

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves applying design thinking skills as well as drawing skills to create messages, ideas and concepts. Students practise their ability to draw what they observe and use visualisation drawing methods to explore their own ideas and concepts. Students complete final presentation drawings to clearly communicate their designs.

Through experimentation, students develop an understanding of how design elements and principles affect the visual message. Students investigate design styles which introduces them to the place and purpose of design.

UNIT 2: Applications of visual communication design

This unit focuses on the application of visual communication design knowledge, design thinking skills and drawing methods to create visual communications to meet specific purposes. Students use drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design. They investigate how typography and imagery are used in visual communication design. Students develop an understanding of the design process and ways to solve design problems and present ideas.

POSSIBLE FUTURE PATHWAYS

Unit 1 and 2 Visual Communication leads into Unit 3 and 4 Visual Communication.

There are folio building skills covered in Unit 1 and 2 Visual Communication that can also be used in Unit 3 and 4 Studio Art and Art.

Areas of study which Visual Communication Design leads to; Visual Arts, Design and Engineering Courses.

Design based careers - Interior Design, Graphic Design, Set Design, Fashion, Artist, Communication Design, Florist, Landscape Architect, Architect, Set design, Costume design, Computer Animation, Illustration, Industrial Design, Urban Design, Web design, Game design, App Design, Automotive design, and Furniture design.

VISUAL COMMUNICATION DESIGN UNITS 3 AND 4

OVERVIEW

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media and materials, and the application of design elements and design principles, can create effective visual communications for specific audiences and purposes.

AREAS OF STUDY

UNIT 3: Design thinking and practice

In this unit students gain an understanding of the process designers employ to structure their thinking and communicate ideas with clients, target audiences, other designers and specialists. Through practical investigation and analysis of existing visual communications, students gain insight into how the selection of methods, media, materials and the application of design elements and design principles can create effective visual communications for specific audiences and purposes.

They investigate and experiment with the use of manual and digital methods, media and materials to make informed decisions when selecting suitable approaches for the development of their own design ideas and concepts.

UNIT 4: Design development and presentation

The focus of this unit is a folio with the development of design concepts and two final presentations of visual communications to meet the requirements of a brief. Students develop their own brief for their choice of designs. This involves applying the design process twice to meet each of the stated needs.

POSSIBLE FUTURE PATHWAYS

Many Tertiary Design courses use an interview process for admission and require a folio.

Visual Communication Design develops creative thinking skills that are transferable into many different pathways for students including the following: Visual Arts, Design and Engineering Courses.

Design based careers - Interior Design, Graphic, Design, Set Design, Fashion, Artist, Communication Design, Florist, Landscape Architect, Architect, Set design, Costume design, Computer Animation, Illustration, Industrial Design, Urban Design, Web design, Game design, App Design, Automotive design, and Furniture design.

MEDIA UNITS 1 AND 2

OVERVIEW

Units 1 and 2 Media examines how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products. Students analyse media concepts, forms and products in an informed and critical way. They consider narratives, technologies and processes from various perspectives including an analysis of structure and features. They examine debates about the media's role in contributing to and influencing society. Students integrate these aspects of the study through the individual design and production of their media representations, narratives and products.

AREAS OF STUDY

UNIT 1 Media Representations

Students are introduced to the concept of audience and what it entails. They consider how audiences engage with the media to construct and negotiate understandings of the world and themselves through their participation in the consumption, reception, production, curation and distribution of media products.

Media Forms in Production

Students work in two or more media forms to design and create media exercises or productions that represent concepts covered in Area of Study 1. Students evaluate how the characteristics of their selected media forms, which they design and produce, influence the representations and construction of the productions.

Australian Stories

Students study a range of narratives in two or more media forms, exploring the context and features of their construction and how they are consumed and read by audiences. Narratives selected for study must be by Australia media creators and producers with primarily Australian content.

UNIT 2 Narrative, Style and Genre

Students study at least two narratives in two different media forms to gain an understanding of the construction of narrative.

Narratives in Production

Students apply their theoretical learning to create and construct narratives in the form of media exercises that demonstrate one or more concepts covered in Area of Study 1.

Media and Change

Students investigate the relationship between emerging and pre-existing media forms, products and institutions. They evaluate the impact of developments on individuals, society and culture.

POSSIBLE FUTURE PATHWAYS

Units 1 and 2 Media lead into Units 3 and 4 Media. There are skills and terminology covered in Units 1 and 2 Media that can also be used in Units 3 and 4 Studio Art, Art and Theatre Studies.

Areas which students may be led to following the study of Media include:

- Visual Arts and Fine Arts Courses
- Media and Design

MEDIA UNITS 3 AND 4

OVERVIEW

In Unit 3 students explore stories that circulate in society through media narratives. They consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception. Students assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.

In Unit 4 students focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation. They refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.

AREAS OF STUDY

UNIT 3 Narrative and ideology

Students examine fictional and/or non-fictional narratives in the form of film and/or television and/or radio and/or audio product (that may be broadcast or streamed) and/or photographic and/or print products.

Media production development

Students develop production skills that inform the production, design and development of a media product. They record their learning in documented research, annotated production activities, experiments, exercises and reflections.

Media production design

Students use industry specific design and planning, both in written and visual documentation, to complete a media production design.

UNIT 4 Media production

Students move from production into post-production where the manipulation, arrangement or layering of the ideas and material generated in preproduction and production leads to the realisation of their production design. They undertake personal reflection and seek feedback on their work, developing, refining and resolving their product as a result.

Agency and control in and of the media

Students discuss issues of agency and control in the relationship between the media and its audience.

POSSIBLE FUTURE PATHWAYS

Media develops creative thinking and problem-solving skills that are transferable into many different pathways for students including the following.

Areas which students may be led to following the study of Media include:

- Visual Arts Courses
- Media
- Design
- Fine Art courses

Media and Creative based careers - Advertising, Media production, Interior Design, Set Design, Fashion, Artist, Designer, Florist, Landscape design, Architect, Set design, Costume design, Computer Animation and Illustration.



ENGLISH CURRICULUM

ENGLISH LITERATURE UNITS 1 AND 2

OVERVIEW

Literature is an invitation into worlds unknown. An opportunity to explore and critique what makes us human – our values, our passions and our dreams. If you love reading and talking about texts, then this is the subject for you.

Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They explore the ways literary texts connect with each other and with the world.

AREAS OF STUDY

Approaches to Literature

Students consider how language, structure and stylistic choices are used in different types of text. They investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented.

Contexts and Connections

In this area of study, students focus on the interrelationships between the text, readers and their social and cultural contexts.

POSSIBLE FUTURE PATHWAYS

The English group forms a basis for effective communication and understanding of the world and prepares students for further study and the workplace.

Many university courses have a minimum requirement in terms of student's English score.

Areas which students may be led to following the study of Literature include:

- Arts
- Communication
- Journalism
- Education
- Publishing
- Writing
- Advertising
- Law

ENGLISH LITERATURE UNITS 3 AND 4

OVERVIEW

Students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts.

Students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches.

AREAS OF STUDY

Adaptations and Transformations

In this Area of Study students focus on how the form of text contributes to the meaning of the text. Students develop an understanding of the typical features of a particular form of text and how the conventions associated with it are used, such as the use of imagery and rhythm in a poem or the use of setting, plot and narrative voice in a novel. Students use this understanding to reflect upon the extent to which changing the form of the text affects its meaning.

Creative Responses to Texts

In this area of study students focus on the imaginative techniques used for creating and recreating a literary work. Students use their knowledge of how the meaning of texts can change as form changes to construct their own creative transformations of texts. They learn how writers develop images of people and places, and they develop an understanding of language, voice, form and structure.

Literary Perspectives

In this area of study students focus on how different readings of texts may reflect the views and values of both writer and reader. Students consider the ways in which various interpretations of texts can contribute to understanding. They compare and analyse two pieces of literary criticism reflecting different perspectives, assumptions and ideas about the views and values of the text studied. Students identify the issues, ideas and contexts writers choose to explore, the way these are represented in the text/s and the cultural, social, historical and ideological contexts in which they were created. Students enquire into the ways readers may arrive at differing interpretations about a text and the grounds on which they are developed.

Close Analysis

In this Area of Study students focus on detailed scrutiny of the language, style, concerns and construction of texts. Students focus closely on textual details to examine the ways specific features and/or passages in a text contribute to their overall interpretations. Students consider features of texts including structure, context, ideas, images, characters and situations, and the language in which these are expressed.

POSSIBLE FUTURE PATHWAYS

Areas that may be led to following the study of English Literature include:

- Playwright
- Journalist
- Script Writer
- Editor
- Literature Critic
- Film and Television Producer
- Author
- Historian
- Lecturer

ENGLISH/EAL UNITS 1 AND 2

OVERVIEW

Units 1 and 2 is the first year of VCE English and links closely with English studied from Year 7 through to Year 10. Students will read and respond to texts in both creative and analytical pieces of writing. They will further develop these skills by comparing the ideas and construction of two texts.

They will explore the use of persuasive language and argument to persuade an audience. These skills will then be used to create a written persuasive piece and the presentation of an oral piece. Students will draw on these skills in the analysis of how others can use these skills in the analysis and comparison of written and visual texts.

Students are required to think about the construction and purpose of texts. They will explore possible interpretations of what they read and view, forming their own interpretations.

AREAS OF STUDY

Unit 1

Reading and Creating Texts

Students consider how language, structure and stylistic choices are used in different types of text. They investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented.

Analysing and Presenting Argument

On completion of this unit the student should be able to analyse how argument and persuasive language can be used to position audiences, and create their own texts intended to position audiences.

Unit 2

Reading and Comparing

On completion of this unit, the student should be able to compare the presentation of ideas, themes and issues in two texts.

Analysing and Comparing

On completion of this unit the student should be able to identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience and create a text which presents a point of view.

POSSIBLE FUTURE PATHWAYS

English forms a basis for students to be able to communicate with others effectively and to better understand the world around them.

Areas which students may be led to following the study of English include:

- Arts
- Communications
- Law
- Publishing
- Writing
- Education
- Advertising

ENGLISH/EAL UNITS 3 AND 4**OVERVIEW**

Units 3 and 4 is the culmination of a student's study of English. Following on from Units 1 and 2, students respond to texts in both a creative and analytical fashion. They extend on these skills by comparing two texts in a manner which unpacks the texts' key ideas and their construction.

Students also analyse the use of language in its pursuit to persuade audiences, using these skills themselves when drafting and presenting a persuasive oral presentation.

Students are required to think critically and provide their own unique interpretations of what they read and view. Strong emphasis is placed upon class discussion and contributions from students.

AREAS OF STUDY**Reading and Creating**

Students will show their understanding of two novels in both a creative and analytical fashion. This is achieved through a creative response to a text and an analytical essay.

Reading and Comparing

Students will study two texts (one novel, one film) and compare their ideas and structure through a comparative essay.

Analysing and Presenting Argument

Students will write a thorough comparative analysis of language after reading multiple pieces of persuasive writing. Students will present an argument through an oral presentation which shows their understanding of an issue and the formulation of their own contention.

POSSIBLE FUTURE PATHWAYS

Many university courses have a minimum requirement in terms of the study score achieved for one of the English group subjects (English, English Language and Literature).

English forms a basis for students to be able to communicate with others effectively and to better understand the world around them.

Areas which students may be led to following the study of English include:

- Art
- Communications
- Law
- Writing
- Publishing
- Education
- Advertising

HUMANITIES CURRICULUM



ACCOUNTING UNITS 1 AND 2

OVERVIEW

Accounting plays an integral role in the successful operation and management of a business. VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. To commence their Accounting studies, in Units 1 and 2 students will consider the role of accounting in business, before moving on to the practical elements of accounting and decision-making for a trading business.

Students study both theoretical and practical aspects of accounting. Throughout their studies, students will put their theoretical knowledge into practice by preparing records and reports using manual methods and information and communication technology (ICT).

Students will also develop an understanding that when making business decisions and providing advice to business owners, they will need to consider both financial and ethical (social and environmental) aspects.

AREAS OF STUDY

The Role of Accounting

Students will describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business

Recording Financial Data and Reporting Accounting Information for a Service Business

Students will learn how to manage accounting information for a service business. Students will suggest and apply appropriate financial and nonfinancial indicators to measure business performance.

Accounting for inventory

Students will record and report for inventory and discuss the effect of relevant financial and non-financial factors, and ethical considerations, on the outcome of business decisions.

Accounting for and Managing Accounts Receivable and Accounts Payable

Students will record and report for accounts receivable and accounts payable and analyse and discuss the effect of relevant decisions on the performance of the business including the influence of ethical considerations.

Accounting for and Managing Non-current Assets

Students develop an understanding of the accounting processes for non-current assets and the issues that can arise when determining a valuation for a non-current asset. Students calculate and apply depreciation using the straight-line method and undertake recording and reporting of depreciation.

POSSIBLE FUTURE PATHWAYS

VCE Accounting enables students to develop critical thinking, decision making and analytical skills that can be applied to a business context or to personal financial planning.

Areas which students may be led to following the study of Accounting include:

- Commerce
- Management
- Accounting
- Forensics
- Finance
- Business ownership

ACCOUNTING UNITS 3 AND 4

OVERVIEW

Accounting plays an integral role in the successful operation and management of a business. VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Units 3 and 4 will build on the skills and concepts introduced to students in Units 1 and 2, with a focus on financial accounting for a trading business, budgeting and decision-making.

Students study both theoretical and practical aspects of accounting. Throughout their studies, students will put their theoretical knowledge to practice by preparing records and reports using manual methods and information and communication technology (ICT).

Students will also develop an understanding that when making business decisions and providing advice to business owners, they will need to consider both financial and ethical (social and environmental) aspects.

AREAS OF STUDY

Recording and Analysing Financial Data

Students will record financial data using a double entry system, explain the role of the General Journal, General Ledger and inventory cards in the recording process, and describe, discuss and analyse various aspects of the accounting system, including ethical considerations.

Preparing and Interpreting Accounting Reports

Students will record transactions and prepare, interpret and analyse accounting reports for a trading business.

Extension of Recording and Reporting

Students will record financial data and balance day adjustments using a double entry system, report accounting information using an accrual-based system and evaluate the effect of balance day adjustments and alternative methods of depreciation on accounting reports.

Budgeting and Decision-making

Students will prepare budgeted accounting reports and variance reports for a trading business using financial and other relevant information, and model, analyse and discuss the effect of alternative strategies on the performance of a business.

POSSIBLE FUTURE PATHWAYS

VCE Accounting enables students to develop critical thinking, decision making and analytical skills that can be applied to a business context or to personal financial planning.

Areas which students may be led to following the study of Accounting include:

- Commerce
- Management
- Accounting
- Forensics
- Finance
- Business ownership

BUSINESS MANAGEMENT UNITS 1 AND 2

OVERVIEW

VCE Business Management follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure the continued success of a business.

In Unit 1, students explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

In Unit 2, students examine the legal requirements that must be satisfied to establish a business. Students investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing.

This subject may be selected by Year 10 students.

AREAS OF STUDY

The Business Idea

Students investigate how and why business ideas are created and explain the methods by which a culture of entrepreneurship may be fostered in a nation. Students conduct an interview with a business owner and apply their knowledge in a written report.

Internal Business Environment and Planning

Students will study the internal factors which impact business planning. Students will plan their own business, writing a business plan and running this business on Market Day.

External Business Environment and Planning

Students consider factors from the external environment such as legal, political, social, economic, technological, global and corporate social responsibility factors and the effects these may have on the decisions made when planning a business.

Legal Requirements and Financial Considerations

Students will consider the importance of complying with laws and maintaining accurate financial recording keeping when establishing a business.

Marketing A Business

Students will study marketing strategies used by businesses to establish a customer base and marketing presence. Students will develop, write and present their own Marketing Pitch on a business scenario.

Staffing Requirements

Students will evaluate the staffing needs of businesses; examining case studies which highlight the costs and benefits of various management strategies.

POSSIBLE FUTURE PATHWAYS

Business Management fosters enterprising behaviours, interpersonal, collaborative, and negotiating skills that are transferable into life, work and business situations.

Areas which students may be led to following the study of Business Management include:

- Marketing
- Advertising
- Human Resource Management
- Commerce Economics Education
- Business Ownership

BUSINESS MANAGEMENT UNITS 3 AND 4

OVERVIEW

Units 3 and 4 Business Management examines managing a business and transforming a business.

In Unit 3, students will explore the key processes and issues concerned with managing both staff and business operations efficiently and effectively and strategies to achieve the business objectives. Students develop an understanding of the complexity and challenge of managing businesses and, through the exploration of contemporary business case studies, to compare theoretical perspectives with current practice.

In Unit 4, students consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. Students study a theoretical model to undertake change and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance.

AREAS OF STUDY

Business Foundations

Students will discuss key characteristics of businesses and stakeholders, and analyse the relationship between corporate culture, management styles and management skills.

Human Resource Management

Students will analyse theories of motivation and apply them to a range of contexts and analyse and evaluate strategies related to the management of employees.

Operations Management

Students will analyse the relationship between business objectives and operations management and propose and evaluate strategies to improve the efficiency and effectiveness of business operations.

Reviewing Performance - The Need for Change

Students will explain the way business change may come about, use key performance indicators to analyse the performance of a business, discuss the driving and restraining forces for change and evaluate management strategies to position a business for the future.

Implementing Change

Students will evaluate the effectiveness of a variety of strategies used by managers to implement change and discuss the effect of change on the stakeholders of a business.

POSSIBLE FUTURE PATHWAYS

Business Management aims to develop enterprising behaviours that can help establish a business, problem-solving and decision-making skills.

Areas which students may be led to following the study of Business Management include:

- Commerce
- Accounting and Finance
- Supply chain management
- Economics
- Event management
- Human resource management

HISTORY 20TH CENTURY UNITS 1 AND 2

OVERVIEW

VCE History assists students to understand themselves, others and their world, and broadens their perspective by examining people, groups, events, ideas and movements. Through studying VCE History, students develop social, political, economic and cultural understanding. They also explore continuity and change: the world is not as it has always been, and it will be subject to change in the future.

Students will engage in utilising a range of historical skills such as analysing primary and secondary sources, using historical thinking concepts (significance, evidence, continuity and change, and causation), conduct historical inquiry, ask questions about the past, and recognise that the way in which we understand the past informs decision-making in the present.

AREAS OF STUDY

Ideology, Conflict, and Social and Cultural Change

Students explore the nature of political, social and cultural change in the period between the world wars. Included in this are the impacts of the post-war treaties; the rise of fascist ideologies, such as Nazism; the significant events that led to World War Two; and the influence of politics, economics and technology on German society and culture during the interwar period.

Competing Ideologies and Challenge and Change

Students explore the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the 20th Century. Included in this are the causes, features and impacts of the Cold War; and the causes and nature of challenge and change in relation to the anti-Apartheid movement in South Africa and the civil rights movement in the United States of America.

POSSIBLE FUTURE PATHWAYS

VCE History enables students to acquire inquiry and critical thinking skills that will assist in the formation of arguments and develop critical thinking.

Areas which students may be led to following the study of History include:

- History
- Philosophy
- Archaeology
- Sociology
- Anthropology
- Psychology
- Languages
- Education

HISTORY REVOLUTIONS UNITS 3 AND 4

OVERVIEW

In Units 3 and 4 Revolutions students investigate the significant historical causes and consequences of political revolution. In these units students develop an understanding of the complexity and multiplicity of causes and consequences in the revolutionary narrative. They construct an argument about the past using primary sources as evidence and evaluate the extent to which the revolution brought change to the lives of people.

Students consider how perspectives of the revolution give an insight into the continuity and change experienced by those who lived through dramatic revolutionary moments. Students also evaluate historical interpretations about the causes and consequences of revolutions and the effects of change instigated by the new order.

Students at Bairnsdale Secondary College study the American and Russian revolutions.

AREAS OF STUDY

Causes of Revolution

Students will analyse the causes of revolution, and evaluate the contribution of significant ideas, events, individuals and popular movements.

Consequences of Revolution

Students will analyse the consequences of revolution and evaluate the extent of change brought to society.

POSSIBLE FUTURE PATHWAYS

The skills and knowledge learnt in History Revolutions provide employability skills such as, initiative and enterprise, planning and organising, problem solving, self- management and communication skills.

Areas which students may be led to following the study of History Revolutions include:

- History
- Philosophy
- Archaeology
- Sociology
- Anthropology
- Psychology
- Languages
- Education

LEGAL STUDIES UNITS 1 AND 2

OVERVIEW

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. In Units 1 and 2, students develop an understanding of the rule of law, lawmakers, key legal institutions, rights protection in Australia, and the justice system.

Students become active and informed citizens through gaining valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system.

Students are required to research and analyse legal information and apply legal reasoning and decision-making skills to solve legal problems.

AREAS OF STUDY

Legal Foundations

Students will 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.

The Presumption of Innocence

Students will develop an appreciation of the way in which legal principles and information are used in making reasoned judgements and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Civil Liability

Students will explain the purposes and key concepts of civil law and apply legal reasoning to argue the liability of a party in civil law in given scenarios.

Sanctions

Students will explain key concepts in the determination of a criminal case. Through an investigation of two criminal cases, students discuss the principles of justice in relation to criminal cases, sanctions and sentencing approaches.

Remedies

Through an investigation of two civil cases, students will explain key concepts in the resolution of a civil dispute and discuss the principles of justice in relation to the resolution of civil disputes and remedies.

Rights

Students will evaluate the ways in which rights are protected in Australia, compare this approach with another country's approach and discuss the impact of an Australian case on the rights of individuals and the legal system.

POSSIBLE FUTURE PATHWAYS

Legal Studies enables students to become active and informed citizens and fosters critical thinking skills.

Areas which students may be led to following the study of Legal Studies include:

- Law
- Law enforcement
- Immigration
- Education
- Social work

LEGAL STUDIES UNITS 3 AND 4

OVERVIEW

VCE Legal Studies examines the institutions and principles which are essential to Australia's legal system. In Units 3 and 4, students build on their knowledge of the rule of law, lawmakers, key legal institutions, rights protection in Australia, and the justice system.

Students become active and informed citizens through gaining valuable insights into their relationship with the law and the legal system. They develop knowledge and skills that enhance their confidence and ability to access and participate in the legal system.

Students are required to research and analyse legal information and apply legal reasoning and decision-making skills to solve legal problems.

AREAS OF STUDY

The Victorian Criminal Justice System

Students will explain the rights of the accused and of victims in the criminal justice system, discuss the means used to determine criminal cases and evaluate the ability of the criminal justice system to achieve the principles of justice.

The Victorian Civil Justice System

Students will analyse the factors to consider when initiating a civil claim, discuss the institutions and methods used to resolve civil disputes and evaluate the ability of the civil justice system to achieve the principles of justice.

The People and the Australian Constitution

Students will discuss the significance of High Court cases involving the interpretation of the Australian Constitution and evaluate the ways in which the Australian Constitution acts as a check on parliament in law-making.

The People, the Parliament and the Courts

Students will discuss the factors that affect the ability of parliament and courts to make law, evaluate the ability of these lawmakers to respond to the need for law reform, and analyse how individuals, the media and law reform bodies can influence a change in the law.

POSSIBLE FUTURE PATHWAYS

Legal Studies enables students to become active and informed citizens and fosters critical thinking skills.

Areas which students may be led to following the study of Legal Studies include:

- Law
- Law enforcement
- Immigration
- Education
- Social work

SOCIOLOGY UNITS 1 AND 2

OVERVIEW

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. In VCE Sociology students examine key theories regarding family, deviance, ethnicity, community and social movements. Students are encouraged to question their assumptions and to reflect on their understandings and ideas about social relations.

AREAS OF STUDY

UNIT 1: Youth and Family

This unit explores the social categories of youth and adolescence and the social institution of family. Students learn how to recognise and define social categories, how these have changed over time, and the factors that lead to differences in the experiences of being young. They learn about a range of social institutions and interpret these through various perspectives, particularly functionalism and feminism. They investigate the issues with homogenous thinking and stereotyping for both youth and the family

UNIT 2: Social Norms – Breaking the Code

This area of study focuses on the concept of deviance, including how what is considered deviant may differ according to age and social status and across time and space. Students learn about the meaning of deviance; how various sociologists explain deviant behaviour and the impact of moral panic on society. Students also study the sociological concept of crime, including Australian data and crime rates, the range of factors that lead people to commit crimes and the aims and realities of punishment.

POSSIBLE FUTURE PATHWAYS

Sociology enables students to become active and informed citizens and fosters critical thinking skills about the social world, and the ways in which people interact with each other.

Areas which students may be led to following the study of Sociology include:

- Teaching
- Nursing
- Police force
- Social or youth work
- Town planner
- Research
- Government work

SOCIOLOGY UNITS 3 AND 4

OVERVIEW

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. In VCE Sociology students examine key theories regarding Australian Indigenous Culture, ethnicity, community and social movements. Students are encouraged to question their assumptions and to reflect on their understandings and ideas about social relations.

AREAS OF STUDY

Culture and Ethnicity

This unit explores expressions of culture and ethnicity within Australian society in two different contexts – Australian Indigenous culture and ethnicity in relation to migrant groups. Culture and ethnicity refer to groups connected by shared customs, culture or heritage. Students study the history of white settlement and its impact, the suppression of Indigenous Australians through Government policies and Australia's ethnic diversity. Students engage with Indigenous culture through excursions to the Keeping Place and Indigenous guest speakers and complete a detailed investigation of a specific ethnic group in Australia.

Community, Social Movements and Social Change

In this unit students explore the ways sociologists have thought about the idea of community and the concept of community over time and the use of ethics in Sociological research. Students finish this unit studying the concepts of social movement and social change, the relationship between social movements and social change, the nature of social movements and the nature of specific social movements, including an environmental movement.

POSSIBLE FUTURE PATHWAYS

Sociology enables students to become active and informed citizens and fosters critical thinking skills about the social world, and the ways in which people interact with each other.

Areas which students may be led to following the study of Sociology include:

- Teaching
- Nursing
- Police force
- Social or youth work
- Town planner
- Research

LANGUAGES CURRICULUM



JAPANESE UNITS 1 AND 2

OVERVIEW

The study of language other than English contributes to the overall education of students most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

In Australian schools Japanese is one of the most widely taught languages from the Asia Pacific region. This recognises the close economic and cultural ties between the two countries. The ability to communicate in Japanese, in conjunction with other skills, may provide students with enhanced vocational opportunities in areas such as trade, tourism, banking, technology and education.

AREAS OF STUDY

Unit 1 is designed to extend students' knowledge and skills in listening, speaking, reading and writing Japanese. Students are required to establish and maintain a spoken or written exchange related to personal areas of experience, listen to, read and obtain information from written or spoken texts, and produce a personal response to a text focusing on real or imaginary experience.

Unit 2 is designed to extend students' knowledge and skills in listening, speaking, reading and writing Japanese. Students are required to participate in a spoken or written exchange related to making arrangements and completing transactions, listen to, read and extract and use information and ideas from spoken and written texts, and give expression to real or imaginary experience in written or spoken forms.

POSSIBLE FUTURE PATHWAYS

- Business
- International Law
- Tourism
- International Aid
- Translating
- Education
- Journalism

JAPANESE UNITS 3 AND 4

OVERVIEW

The study of language other than English contributes to the overall education of students most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

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AREAS OF STUDY

Unit 3 is designed to extend students' knowledge and skills in listening, speaking, reading and writing Japanese. Students are required to express ideas through the production of original texts, analyse and use information from spoken texts and exchange information, opinions and experiences.

Unit 4 is designed to extend students' knowledge and skills in listening, speaking, reading and writing Japanese. Students are required to analyse and use information from written texts and respond critically to spoken and written texts that reflect aspects of the language and culture of LOTE speaking communities.

POSSIBLE FUTURE PATHWAYS

- Business
- International Law
- Tourism
- International Aid
- Translating
- Education
- Journalism

GERMAN UNITS 1 AND 2

OVERVIEW

The study of language other than English contributes to the overall education of students most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

The study of German develops students' ability to understand and use a language which has long been recognised as a world language of culture, music, theology and philosophy, as well as a key language in the fields of science, medicine, economics and technology. As well as being extensively used within communities in Europe, Latin America, the Far East and Africa there is a significant German heritage in Australia. Knowledge of the German language provides direct access to the culture, traditions, beliefs, attitudes and values of the communities.

German speaking countries have emerged as strong international leaders in trade, commerce and politics and the ability to communicate in German, in conjunction with other skills, enhances students' opportunities in a wide range of vocational areas.

AREAS OF STUDY

Unit 1 is designed to extend students' knowledge and skills in listening, speaking, reading and writing German. Students are required to establish and maintain a spoken or written exchange related to personal areas of experience, listen to, read and obtain information from written or spoken texts, and produce a personal response to a text focusing on real or imaginary experience.

Unit 2 is designed to extend students' knowledge and skills in listening, speaking, reading and writing German. Students are required to participate in a spoken or written exchange related to making arrangements and completing transactions, listen to, read and extract and use information and ideas from spoken and written texts, and give expression to real or imaginary experience in written or spoken form.

POSSIBLE FUTURE PATHWAYS

- Business
- International Law
- Tourism
- International Aid
- Translating
- Education
- Journalism

GERMAN UNITS 3 AND 4

OVERVIEW

The study of language other than English contributes to the overall education of students most particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development, literacy and general knowledge. It provides access to the culture of communities which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

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AREAS OF STUDY

Unit 3 is designed to extend students' knowledge and skills listening, speaking, reading and writing German. Students are required to express ideas through the production of original texts; analyse and use information from spoken texts and exchange information, opinions and experiences.

Unit 4 is designed to extend students' knowledge and skills in listening, speaking, reading and writing German. Students are required to analyse and use information from written texts and respond critically to spoken and written texts that reflect aspects of the language and culture of LOTE speaking communities.

POSSIBLE FUTURE PATHWAYS

- Business
- International Law
- Tourism
- International Aid
- Translating
- Education
- Journalism

GENERAL MATHEMATICS UNIT 1 AND 2

OVERVIEW

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 2 of General Mathematics are 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams, networks and geometric constructions, algorithms, algebraic manipulation, equations and graphs, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

AREAS OF STUDY

Students will complete a range of Work Requirements and School Assessed Coursework in each of the five modules:

Data Analysis, Probability and Statistics

In unit 1 students will cover types of data, display and description of the distribution of data, summary statistics for centre and spread, and the comparison of sets of data. In unit 2 students will cover association between two numerical variables, scatterplots, and lines of good fit by eye and their interpretation.

Algebra, Number & Structure

In unit 1 students will cover the concept of a sequence and its representation by a rule, arithmetic and geometric sequences as examples of sequences generated by first-order recurrence relations.

Functions, Relations & Graphs

In unit 1 students will cover linear relations, their graphs and modelling with linear functions. In unit 2 students will cover direct and indirect variation and transformations to linearity.

Discrete Mathematics

In unit 1 students will cover the concept of a matrix and using matrix operations to model and solve a range of practical problems. In unit 2 students will use graphs and networks to solve a range of practical problems.

Geometry, Measurement & Trigonometry

In unit 2 students will cover units of measurement, computation with formulas for different measures, similarity and scale in two and three dimensions and their application in simple and composite shapes and objects, trigonometry, problems involving navigation using Pythagoras Theorem.

POSSIBLE FUTURE PATHWAYS

Mathematics forms a basis for students to be able to calculate and solve problems in their daily lives and future careers.

Areas which students may be led to following the study of General Mathematics include:

- Education
- Health Science
- Psychology
- Nursing

GENERAL MATHEMATICS UNITS 3 AND 4

OVERVIEW

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis', 'Recursion and Financial Modelling' 'Matrices and their applications', and 'Networks and decision-making mathematics'.

Unit 3 comprises *Data analysis* and *Recursion and financial modelling*, and Unit 4 comprises *Matrices and Financial Modelling* and *Networks and decision-making mathematics*.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists, tables and matrices, diagrams, networks, algorithms, algebraic manipulation, recurrence relations, equations and graphs. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic statistical and financial functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout each unit as applicable.

AREAS OF STUDY

Data Analysis

Investigating data distributions, including:

- review of types of data
- review of representation,
- use of the distribution/s of one or more categorical variables to answer statistical questions
- review of representation

Recursion and Financial Modelling

This topic covers the use of first-order linear recurrence relations and technology to model and analyse a range of financial situations, and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

Matrices and their applications

This topic covers the definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.

Networks and decision-making mathematics

This topic covers the definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling.

POSSIBLE FUTURE PATHWAYS

Areas that may be led to following the study of Further Mathematics include:

- Business Manager
- Small Business Owner
- Accountant
- Financial Advisor
- Economist
- Nurse

MATHEMATICAL METHODS UNITS 1 AND 2

OVERVIEW

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The focus of Unit 1 is the study of simple algebraic functions, and the areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'. At the end of Unit 1, students are expected to have covered the content outlined in each area of study, with the exception of 'Algebra' which extends across Units 1 and 2. This content should be presented so that there is a balanced and progressive development of skills and knowledge from each of the four areas of study with connections between and across the areas of study being developed consistently throughout both Units 1 and 2.

AREAS OF STUDY

Functions and Graphs

In this area of study students cover the graphical representation of simple algebraic functions (polynomial and power functions) of a single real variable and the key features of functions and their graphs such as axis intercepts, domain (including the concept of maximal, natural or implied domain), co-domain and range, stationary points, asymptotic behaviour and symmetry. The behaviour of functions and their graphs is explored in a variety of modelling contexts and theoretical investigations.

Algebra

This area of study supports students' work in the 'Functions and graphs', 'Calculus' and 'Probability and statistics' areas of study, and content is to be distributed between Units 1 and 2. In Unit 1 the focus is on the algebra of polynomial functions of low degree and transformations of the plane.

Calculus

In this area of study students cover constant and average rates of change and an introduction to instantaneous rate of change of a function in familiar contexts, including graphical and numerical approaches to estimating and approximating these rates of change.

Probability and Statistics

In this area of study students cover the concepts of event, frequency, probability and representation of finite sample spaces and events using various forms such as lists, grids, Venn diagrams, Karnaugh maps, tables and tree diagrams. This includes consideration of impossible, certain, complementary, mutually exclusive, conditional and independent events involving one, two or three events (as applicable), including rules for computation of probabilities for compound events.

POSSIBLE FUTURE PATHWAYS

Areas that may be led to following the study of Mathematical Methods include:

- Engineer
- Accountant
- Surveyor
- Pilot
- Geophysicist
- Medical Practitioner
- Computer Programmer
- Biochemist

MATHEMATICAL METHODS UNITS 3 AND 4

OVERVIEW

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Functions and graphs', 'Algebra, Number & Structure', 'Calculus' and 'Data Analysis, Probability and Statistics', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. Assumed knowledge and skills for Mathematical Methods Units 3 and 4 are contained in Mathematical Methods Units 1 and 2, and will be drawn on, as applicable, in the development of related content from the areas of study, and key knowledge and skills for the outcomes of Mathematical Methods Units 3 and 4.

AREAS OF STUDY

Functions and graphs

Students cover transformations of the plane and the behaviour of some elementary functions of a single real variable, including key features of their graphs such as axis intercepts, stationary points, points of inflection, domain (including maximal, implied or natural domain), co-domain and range, asymptotic behaviour and symmetry. The behaviour of these functions and their graphs is to be linked to applications in practical situations.

Algebra, Number & Structure

Students cover the algebra of functions, including composition of functions, simple functional relations, inverse functions and the solution of equations. They also study the identification of appropriate solution processes for solving equations, and systems of simultaneous equations, presented in various forms. Students also cover recognition of equations and systems of equations that are solvable using inverse operations or factorisation, and the use of graphical and numerical approaches for problems involving equations where exact value solutions are not required, or which are not solvable by other methods. This content is to be incorporated as applicable to the other areas of study.

Calculus

Students cover graphical treatment of limits, continuity and differentiability of functions of a single real variable, and differentiation, anti-differentiation and integration of these functions. This material is to be linked to applications in practical situations.

Data Analysis, Probability and Statistics

Students cover discrete and continuous random variables, their representation using tables, probability functions (specified by rule and defining parameters as appropriate); the calculation and interpretation of central measures and measures of spread; and statistical inference for sample proportions. The focus is on understanding the notion of a random variable, related parameters, properties and application and interpretation in context for a given probability distribution.

POSSIBLE FUTURE PATHWAYS

Areas that may be led to following the study of Mathematical Methods include:

- Engineer
- Accountant
- Surveyor
- Pilot
- Geophysicist
- Medical Practitioner
- Computer Programmer
- Biochemist

SPECIALIST MATHEMATICS UNITS 3 AND 4

OVERVIEW

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Logic and Proof', 'Functions and Graphs', 'Algebra, Number and Structure', 'Calculus', 'Space and Measurement' and 'Data Analysis, Probability and Statistics'. The development of course content should highlight mathematical structure, reasoning and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4. The selection of content for Unit 3 and Unit 4 should be constructed so that there is a balanced and progressive development of knowledge and skills with connections among the areas of study being developed as appropriate across Unit 3 and Unit 4.

Specialist Mathematics Units 3 and 4 assumes familiarity with the key knowledge and skills from Mathematical Methods Units 1 and 2, the key knowledge and skills from Specialist Mathematics Units 1 and 2 topics 'Number systems and recursion' and 'Geometry in the plane and proof', and concurrent or previous study of Mathematical Methods Units 3 and 4. Together these cover the assumed knowledge and skills for Specialist Mathematics, which are drawn on as applicable in the development of content from the areas of study and key knowledge and skills for the outcomes.

AREAS OF STUDY

Logic and Proof

In this area of study students cover the development of mathematical argument and proof techniques including mathematical induction. Proofs will involve concepts from topics such as: divisibility, inequalities, graph theory, combinatorics, sequences and series including sums and partial products and related notations, complex numbers, matrices, vectors and calculus.

Functions and Graphs

Students cover the expression of simple rational functions as a sum of partial fractions; the arithmetic and algebra of complex numbers, including polar form; points and curves in the complex plane introduction to factorisation of polynomial functions over the complex field; and an informal treatment of the fundamental theorem of algebra.

Algebra, Number and Structure

In this area of study students cover the algebra of complex numbers, including polar form, factorisation of polynomial functions over the complex field and an informal treatment of the fundamental theorem of algebra.

Calculus

In this area of study students cover advanced calculus techniques for analytic and numeric differentiation and integration of a range of functions, and combinations of functions; and their application in a variety of theoretical and practical situations, including curve sketching, evaluation of arc length, area and volume, differential equations and kinematics.

Space and Measurement

In this area of study students cover the arithmetic and algebra of vectors, linear dependence and independence of a set of vectors, proof of geometric results using vectors, vector representation of curves in the plane and vector kinematics in one and two dimensions

Data Analysis, Probability and Statistics

In this area of study students cover the study of linear combinations of random variables and introductory statistical inference with respect to the mean of a single population, the determination of confidence intervals and hypothesis testing for the mean using the distribution of sample means.

POSSIBLE FUTURE PATHWAYS

Areas that may be led to following the study of Specialist Mathematics include:

- Engineer
- Geophysicist
- Medical Practitioner
- Computer Programmer
- Biochemist
- Naval Architect
- Meteorologist
- Optometrist

FURTHER MATHEMATICS UNITS 3 AND 4

OVERVIEW

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules, to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'. 'Data analysis' comprises 40% of the content to be covered, 'Recursion and financial modelling' comprises 20% of the content to be covered, and each selected module comprises 20% of the content to be covered. Assumed knowledge and skills for the Core are contained in the General Mathematics Units 1&2 topics: 'Computation and practical arithmetic', 'Investigating and comparing data distributions', 'Investigating relationships between two numerical variables', 'Linear graphs and modelling', 'Linear relations and equations', and 'Number patterns and recursion'. For each module there are related topics in General Mathematics Units 1 and 2.

AREAS OF STUDY

Data Analysis

Investigating data distributions, including:

- review of types of data
- review of representation,
- use of the distribution/s of one or more categorical variables to answer statistical questions
- review of representation

Recursion and Financial Modelling

This topic covers the use of first-order linear recurrence relations and technology to model and analyse a range of financial situations, and solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities.

POSSIBLE FUTURE PATHWAYS

Areas that may be led to following the study of Further Mathematics include:

- Business Manager
- Small Business Owner
- Accountant
- Financial Advisor
- Economist
- Nurse

HEALTH & HUMAN DEVELOPMENT UNITS 1 AND 2

OVERVIEW

Units 1 and 2 VCE Health and Human Development provides students with a broad understanding of health and wellbeing. Students learn how important health and wellbeing is to themselves and to families, communities and the nation. Students explore the complex interplay of sociocultural factors that support and improve an individual's health and wellbeing. The study provides opportunities for students to view health and wellbeing, and development, holistically and across the lifespan, from a range of different perspectives.

Unit 1 and 2 VCE Health and Human Development is designed to foster health literacy and to develop students' ability to navigate health information and the Australian Healthcare system. They develop a capacity to respond to health information, advertising and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

AREAS OF STUDY

Unit 1

Students will look at health and wellbeing as a concept with varied perspectives and definitions. As a foundation to the understanding of health, students should investigate the World Health Organisation's (WHO) definition and explore other interpretations.

Students will be encouraged to identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders.

Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food and nutrition, and through an extended inquiry into one youth health focus area.

Unit 2

Students will investigate transitions in health and wellbeing, and development, throughout the lifespan. Students look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes.

Students enquire into the Australian healthcare system and extend their capacity to access and analyse health information. They investigate the challenges and opportunities presented by digital media and health technologies and consider issues surrounding the use of health data and access to quality health care.

POSSIBLE FUTURE PATHWAYS

VCE Health and Human Development offers students a range of pathways including further formal study in areas such as health promotion, community health research and policy development, humanitarian aid work, allied health practices, education, and the health profession.

HEALTH & HUMAN DEVELOPMENT UNITS 3 AND 4

OVERVIEW

VCE Health and Human Development provides students with broad understandings of health and wellbeing that reach far beyond the individual. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing and those who put it at risk. The study provides opportunities for students to view health and wellbeing, and development, holistically across the globe, and through a lens of social equity and justice. As individuals and as citizens, students develop their ability to navigate information, to recognise and enact supportive behaviours, and to evaluate healthcare initiatives and interventions. Students take this capacity with them as they leave school and apply their learning in positive and resilient ways through future changes and challenges.

AREAS OF STUDY

Understanding health and wellbeing

This area of study explores health and wellbeing and illness as complex, dynamic and subjective concepts. While the major focus is on the health of Australians, this area of study also emphasises that Australia's health is not isolated from the rest of the world. Students inquire into the WHO's prerequisites for health and wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. Students develop their understanding of the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups in Australia.

Promoting health and wellbeing

This area of study looks at different approaches to public health over time, with an emphasis on changes and strategies that have succeeded in improving health and wellbeing. Students examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations. Students investigate the Australian health system and its role in promoting health and wellbeing. They conduct a detailed study on a successful health promotion campaign or program and inquire into priorities for health improvements in Australia.

Australia's health in a globalised world

Students look at health, wellbeing and illness as a global concept and the benefits of optimal health and wellbeing and its importance as an individual and a collective resource. Students look at the fundamental conditions required for health improvement and use this knowledge as the background to an analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches, and research health improvements and evaluate successful programs.

Health and Human Development in a global context

Students examine health and wellbeing, and human development in a global context. They use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries. Area of Study 2 looks at global action to improve health and wellbeing and human development. Students also investigate the role of non-government organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

POSSIBLE FUTURE PATHWAYS

Health and Human Development offers students a range of pathways including further formal study in areas such as:

- Health promotion
- Community health research and policy development,
- Humanitarian aid work,
- Allied health practices
- Education
- Health profession

PHYSICAL EDUCATION UNITS 1 AND 2

OVERVIEW

Students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.

Unit 2 develops students' understanding of physical activity, sport and society from a participatory perspective. Students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups.

AREAS OF STUDY

How does the musculoskeletal system work to produce movement?

In this area of study students examine the musculoskeletal system of the human body and how the muscles and bones work together to produce movement. Through practical activities they explore the major components of the musculoskeletal system and their contributions and interactions during physical activity, sport and exercise.

How does the cardiorespiratory system function at rest and during physical activity?

In this area of study students examine the cardiovascular and respiratory systems of the human body and how the heart, blood vessels and lungs function at rest and during physical activity. Through practical activities students explore the structure and function of the cardiorespiratory system and their contributions and interactions during physical activity, sport and exercise. Enablers and barriers to the capacity and functioning of the cardiovascular and respiratory systems are investigated from a sociocultural, environmental and physical perspective. Students explore the ethical and performance considerations of the use of a variety of legal and illegal practices and substances specific to each system.

What are the relationships between physical activity, sport, health and society?

In this area of study students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. Students explore the social, cultural and historical influences on participation in various forms of physical activity, including sport. They investigate at the individual and population levels the physical, social, mental and emotional benefits of participation in regular physical activity and the potential negative physical, social, mental and emotional consequences of physical inactivity and sedentary behaviour, including hypokinetic diseases such as Type 2 diabetes and obesity.

What are the contemporary issues associated with physical activity and sport?

In this area of study, students focus on a range of contemporary issues associated with physical activity and/or sport at the local, national and global level. They investigate in detail one issue relevant to physical activity and/ or sport.

POSSIBLE FUTURE PATHWAYS

Areas that may be led to following the study of Physical Education include:

- Sports Scientist
- Fitness Trainer
- Coach
- Physiotherapist
- Sport and Recreation Officer
- Fitness Instructor

PHYSICAL EDUCATION UNITS 3 AND 4

OVERVIEW

Students are introduced to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.

Students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program.

AREAS OF STUDY

How are movement skills improved?

In this area of study students examine the biomechanical and skill acquisition principles that can be applied when analysing and improving movement skills used in physical activity and sport. Through coaching and involvement in a variety of practical activities, students investigate and analyse movements to develop an understanding of how the correct application of biomechanical and skill acquisition principles leads to greater efficiency and accuracy in movement skills.

How does the body produce energy?

In this area of study students explore the various systems and mechanisms associated with the production of energy required for human movement. They consider the cardiovascular, respiratory and muscular systems and the roles of each in supplying oxygen and energy to the working muscles. They examine the way in which energy for activity is produced by the three energy systems and the associated fuels used for activities of varying intensity and duration. Students also consider the many factors contributing to fatigue as well as recovery strategies used to return to pre-exercise conditions. Through practical activities students explore the interplay of the energy systems during physical activity.

What are the Foundations of an Effective Training Program?

Students focus on the information required to form the foundation of an effective training program. They use data from an activity analysis and determine the fitness requirements of a selected physical activity. They also use data collected from participating in a series of fitness tests to inform the design of the training program.

How is Training Implemented Effectively to Improve Fitness?

In this area of study students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. They consider the manner in which fitness can be improved through the application of appropriate training principles and methods. Students identify and consider components of an exercise training session, they monitor, record and adjust training. Students explain the chronic adaptations to the cardiovascular, respiratory and muscular systems.

POSSIBLE FUTURE PATHWAYS

Areas that may be led to following the study of Physical Education include:

- Sports Scientist
- Fitness Trainer
- Coach
- Physiotherapist
- Sport and Recreation Officer
- Fitness Instructor

OUTDOOR AND ENVIRONMENTAL STUDIES UNITS 1 AND 2

OVERVIEW

Students examine some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to, and experiences of, outdoor environments.

Students focus on the characteristics of outdoor environments and different ways of understanding them, as well as the impact of humans on outdoor environments.

AREAS OF STUDY

Motivations for Outdoor Experiences

In this area of study students examine motivations for and responses to nature and outdoor experiences. They investigate a range of contemporary uses and meanings of the term 'nature' and examine a variety of different types of outdoor environments. Students are introduced to a cultural perspective on the ways humans relate to outdoor environments.

Influences on Outdoor Experiences

This area of study focuses on planning and participating in outdoor experiences. Students evaluate how their personal responses are influenced by media portrayals of outdoor environments and perceptions of risk involved in outdoor experiences.

Investigating Outdoor Environments

This area of study introduces students to the characteristics of a variety of outdoor environments, including those visited during practical outdoor experiences. Students investigate different types of outdoor environments from a number of perspectives.

Impacts on Outdoor Environments

This area of study focuses on the human activities undertaken in outdoor environments and their impacts on those environments. Although environmental impacts include both natural and human-induced changes on components of the environment, the focus here is on the impacts of humans – both positive and negative.

POSSIBLE FUTURE PATHWAYS

Areas that may be led to following the study of Outdoor and Environmental Studies include:

- Outdoor or environmental educator
- Outdoor adventure guide
- Park ranger
- Natural Resource Management
- Teaching
- Environmental scientist
- Tour Guide
- Land management
- Eco and adventure tourism
- Landscape Architect
- Occupation & Environmental Health Professional

OUTDOOR AND ENVIRONMENTAL STUDIES UNITS 3 AND 4

OVERVIEW

The focus of this study is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Students consider a number of factors that influence relationships with outdoor environments. They also examine the dynamic nature of relationships between humans and their environment.

Students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues relating to the capacity of outdoor environments to support the future needs of the Australian population. Students examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens. They investigate current acts and conventions as well as management strategies for achieving and maintaining healthy and sustainable environments in contemporary Australian society. Students engage in one or more related experiences in outdoor environments.

AREAS OF STUDY

Historical Relationships with Outdoor Environments

Students explore how Australians have understood and interacted with outdoor environments over time. Students examine the unique nature of Australian outdoor environments and investigate a range of human relationships with outdoor environments, from various Indigenous cultural experiences, through to the influence of a number of major historical events and issues subsequent to European settlement.

Case studies are used to analyse the role of environmental movements in changing human relationships with outdoor environments.

Students study the foundation and role of environmental and political movements in changing relationships with outdoor environments and the subsequent effects of these on environmental politics.

Relationships with Australian Environments since 1990

Students examine relationships between humans and outdoor environments since 1990. They examine a number of ways outdoor environments are depicted in different media. The dynamic nature of relationships between humans and their environment are considered, as well as the social, cultural, economic and political factors that influence these relationships.

Healthy Outdoor Environments

This area of study explores the contemporary state of outdoor environments in Australia and the importance of outdoor environments for individuals and society. Students examine the nature of sustainability and use observations to evaluate the health of outdoor environments. They investigate current and potential damage to outdoor environments and the subsequent impacts.

Sustainable Outdoor Environments

Students focus on the sustainability of environments to support the future needs of ecosystems, individuals and society, and the skills needed to be an environmentally responsible citizen. Students investigate at least two case studies of conflict over uses of outdoor environments and develop a clear understanding of the methods and processes commonly used to resolve these conflicts.

POSSIBLE FUTURE PATHWAYS

Areas that may be led to following the study of Outdoor and Environmental Studies include:

- Outdoor or environmental educator
- Outdoor adventure guide
- Park ranger
- Natural Resource Management
- Teaching
- Environmental scientist
- Tour Guide
- Land management
- Eco and adventure tourism
- Landscape Architect
- Occupation & Environmental Health Professional

SCIENCE CURRICULUM



BIOLOGY UNITS 1 AND 2

OVERVIEW

There are many challenges in keeping an organism alive and well. This course is designed to awaken the senses before attempting Unit 3 Biology. Students will dive into the inner workings of the cell and body systems, then establish an understanding of how the organism survives abiotic factors. Finally, students explore how the organism can survive and reproduce to pass on its genetic material and they will learn about some of the medical advances in stem cells and reproductive technologies.

Students will also undertake an independent investigation and a research task to hone their skills of scientific methodology

AREAS OF STUDY

How do organisms' function?

Students will explore the structure and functioning of cells and investigate key cellular processes and body systems that allow an organism to function.

How do living systems sustain life?

All organisms live in an environment that they are structurally, physiologically and behaviourally adapted for. Students will explore how the adaptations of an organism contribute to its survival in an ecosystem.

How does reproduction maintain the continuity of life?

All life is derived by the division of cells. Students will look at this process and how genetic material via the process of asexual or sexual reproduction are passed on from one generation to the next.

How is inheritance explained?

Students will hone their genetic literacy and predict the likelihood of certain genes being carried on through multiple generations and focus on the ethical, social and moral issues that will arise through genetic screening.

Research Project

Students will undertake research into a question about reproductive assistive technologies.

Practical Investigation

Students design and conduct a practical investigation into the survival of an individual or a species.

POSSIBLE FUTURE PATHWAYS

The study of Biology is part of the possible pathways to further study in science. Biology-related careers are broad; areas which students may be led to following the study of Biology include, but are not limited to:

- Medicine
- Veterinary science
- Nursing
- Research
- Immunology

Studying biology also provides an opportunity for students to develop skills which are directly related to work-life, such as, communication; planning and organising; teamwork; problem-solving; self-management; taking initiative and use and appreciation of technology.

BIOLOGY UNITS 3 AND 4**OVERVIEW**

Life is beautiful! From genes to proteins, reproduction to growth, evolution to diversity, Biology is the study of living organisms, including their structure, function, growth, origin and evolution. VCE Biology explores the dynamic relationships between organisms and their interactions with the non-living environment. Life, from the cellular to organism level will be explored and studied. Students will undertake guided and self-directed scientific research to develop competency in using and applying key science skills.

AREAS OF STUDY**What is the role of nucleic acids and proteins in maintaining life?**

Gene regulation and the process of protein synthesis is explored. Students will also learn about DNA manipulation techniques and evaluate the social and ethical implications of these technologies.

How do organisms respond to pathogens?

Students focus on the immune response of organisms to specific pathogens. They compare different ways that immunity may be acquired and evaluate challenges and strategies in the treatment of disease.

How are species related?

Students focus on the continual change and challenge life on Earth has faced. Students investigate the relatedness between species and the impact of various changes/events on a population's gene pool. Fossil evidence and DNA evidence is used to map the evolution of modern humans.

Practical Investigation

The students refine their Key Science Skills by undertaking an independent practical investigation.

POSSIBLE FUTURE PATHWAYS

The study of Biology is part of the possible pathways to further study in science. Biology-related careers are broad; areas which students may be led to following the study of Biology include, but are not limited to:

- Medicine
- Veterinary science
- Nursing
- Research
- Immunology

Studying biology also provides an opportunity for students to develop skills which are directly related to work-life; such as, communication; planning and organising; teamwork; problem-solving; self- management; taking initiative and use and appreciation of technology.

CHEMISTRY UNITS 1 AND 2

OVERVIEW

Everything is made of matter (except energy!) and chemistry is the study of matter. So, if you want to know about everything, then chemistry is for you! In Year 11 Chemistry students will investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Students will be introduced to quantitative concepts including the mole and use this to determine the relative masses of elements and the composition of substances. Water is studied in depth and students will have the opportunity to investigate solubility, concentration, pH and reactions involving water. The students will also undertake a research investigation and a practical investigation.

AREAS OF STUDY

How can knowledge of the elements explain the properties of matter?

Students focus on the nature of chemical elements, their atomic structure, type of bonding and their place in the periodic table. The model of the atom and the mole concept will be explored.

How can the versatility of non-metals be explained?

Students will investigate the properties of carbon lattices and molecular substances regarding their structures and bonding, and the use of systematic nomenclature.

Research investigation

Here students have the opportunity to investigate a question related to the development, use and/or modification of a selected material or chemical.

How do substances interact with water?

Students will explore the properties of water and the reactions that take place with water, including acid-base and redox reactions.

How are substances in water measured and analysed?

Here the focus turns to analytical techniques, the students examine the chemical nature of substances that may be present in water supplies and assess water quality.

Practical investigation

In this area of study, students design and conduct a practical investigation into an aspect of water quality.

POSSIBLE FUTURE PATHWAYS

The study of Chemistry is part of the possible pathways to further study in science. Chemistry-related careers are broad; areas which students may be led to following the study of Chemistry include, but are not limited to:

- Analytical chemist
- Biotechnologist
- Chemical engineer
- Pharmacologist

Studying chemistry also provides an opportunity for students to develop skills which are directly related to work-life such as communication, planning and organising teamwork, problem-solving, self-management and the use of technology.

CHEMISTRY UNITS 3 AND 4

OVERVIEW

The global demand for energy and materials is increasing as the world population increases. The study of chemistry is an important step to increasing the efficiency of our energy options and the production of materials.

Carbon is the basis for all life on Earth, but it is also found in fuels, food and medicine. Students will study the ways in which organic (carbon-containing) structures are represented and named. They will also use their skills in analytical chemistry to determine the concentration of organic compounds in mixtures. The students will undertake a practical investigation related to energy or food.

AREAS OF STUDY

What are the options for energy production?

Students will compare fuels quantitatively with reference to combustion products and energy outputs, construct and test galvanic cells, and evaluate energy resources.

How can the yield of a chemical product be optimised?

Students will apply rate and equilibrium principles to predict how the rate and extent of reactions can be optimised.

How can the diversity of carbon compounds be explained and categorised?

Students will compare the general structures and reactions of the major organic families of compounds and deduce structures of organic compounds using instrumental analysis data.

What is the chemistry of food?

Students will learn to distinguish between the chemical structures of key food molecules, analyse the chemical reactions involved in the metabolism and calculate the energy content of food using calorimetry.

Practical Investigation

Students have the opportunity to design and undertake a practical investigation related to energy and/or food.

POSSIBLE FUTURE PATHWAYS

The study of Chemistry is part of the possible pathways to further study in science. Chemistry-related careers are broad; areas which students may be led to following the study of Chemistry include, but are not limited to:

- Analytical chemist
- Biotechnologist
- Chemical engineer
- Pharmacologist

Studying chemistry also provides an opportunity for students to develop skills which are directly related to work-life, such as, communication; planning and organising; teamwork; problem-solving; self- management and the use of technology.

ENVIRONMENTAL SCIENCE UNITS 1 AND 2

OVERVIEW

The Earth is fragile! In VCE Environmental Science students examine Earth as a set of four interacting systems: the atmosphere, biosphere, hydrosphere and lithosphere. Students apply a systems perspective when exploring the physical requirements for life and consider the effects of natural and human-induced changes in ecosystems. They investigate the physical environment and its components, the function of local ecosystems and the interactions that occur. The concept of pollution is explored in detail and the associated impacts on Earth's four systems through global, national and local perspectives.

AREAS OF STUDY

How is life sustained on Earth?

Students will compare the processes for obtaining the key inputs required for life on Earth and explain how Earth's four systems interact to sustain life.

How is Earth a dynamic system?

Students explore the flow of matter and energy, nutrient exchange and environmental changes in ecosystems.

Practical investigation

The students refine their Key Science Skills by undertaking an independent practical investigation.

When does pollution become a hazard?

Students will compare a selected pollutant that results in bioaccumulation and explain how it can be measured and monitored.

What makes pollution management so complex?

Students will compare the sources, nature, transport mechanism, effects and treatment of three selected pollutants.

Case study

Students will investigate and communicate a substantiated response to an issue involving the management of a selected pollutant of local interest.

POSSIBLE FUTURE PATHWAYS

The study of Environmental Science offers possible pathways to further study in science. Environmental careers are broad; areas which students may be led to following the study of Environmental Science include, but are not limited to:

- Environmental consultant
- Environmental education officer
- Environmental engineer
- Marine biologist
- Sustainability consultant

Studying Environmental Science also provides an opportunity for students to develop skills which are directly related to work-life, such as, communication; planning and organising; teamwork; problem-solving; self-management; demonstrating initiative and the use and appreciation of technology.

ENVIRONMENTAL SCIENCE UNITS 3 AND 4

OVERVIEW

The focus of Environmental Science at this level is environmental management through the examination and application of sustainability principles.

Management of the biosphere is explored and scientific principles in evaluating biodiversity management are applied. Students then analyse the social and environmental impacts of energy production and use. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long-term consequences of energy production and use.

AREAS OF STUDY

Is maintaining biodiversity worth a sustained effort?

Students will learn about the importance of Earth's biodiversity, analyse the threats to biodiversity, and evaluate management strategies to maintain biodiversity in the context of one selected threatened endemic species.

When is development sustainable?

Students will explain the principles of sustainability and environmental management, select an environmental strategy to analyse and evaluate for effectiveness.

What is a sustainable mix of energy sources?

Students will compare the advantages and disadvantages of a range of energy sources, evaluate the sustainability of their use, and explain the impacts of their use on society and the environment.

Is climate predictable?

Students will explain the causes and effects of changes to Earth's climate, compare methods of measuring and monitoring atmospheric changes, and explain the impacts of atmospheric changes on living things and the environment.

Practical investigation

The students refine their Key Science Skills by undertaking an independent practical investigation.

POSSIBLE FUTURE PATHWAYS

The study of Environmental Science is part of the possible pathways to further study in science. Environmental careers are broad; areas which students may be led to following the study of Environmental Science include, but are not limited to:

- Environmental consultant
- Environmental education officer
- Environmental engineer
- Marine biologist
- Sustainability consultant

Studying Environmental Science also provides an opportunity for students to develop skills which are directly related to work-life; such as, communication; planning and organising; teamwork; problem-solving; self-management; demonstrating initiative and the use and appreciation of technology.

PHYSICS UNITS 1 AND 2

OVERVIEW

Physics is the study of the laws of nature - how and why things behave as they do. Physics investigations range from the microscopic world of elementary particles to the cosmological scale of the universe, from the properties of materials to the behaviour of living organisms. Physics is crucial to understanding the world around us, the world inside us, and the world beyond us. It challenges our imaginations and leads to great discoveries that change our lives. Physics also underpins many new technologies, cell phones, the Internet, and MRIs are only a few examples of the physics-based technological developments that have revolutionized our world. Students will have opportunities to explore questions related to the natural and constructed world and to engage in a range of inquiry tasks, applying physics principles and developing key science skills.

AREAS OF STUDY

How are light and heat explained?

The students study light using the wave model and thermal energy using a particle model forming an understanding of the fundamental physics ideas of reflection, refraction and dispersion. They use these to understand observations made of the world such as mirages and rainbows. They investigate energy transfers and explore how light and thermal energy relate to one another. They 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.

How is energy from the nucleus utilised?

Students build on their understanding of energy to explore energy that derives from the nuclei of atoms. They 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. Students also explore the transfer of energy from the nucleus through the processes of fission, fusion and radioactive decay.

How can electricity be used to transfer energy?

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

How is motion understood?

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

Options

Students choose one of eighteen options related to: Climate change, fusion/fission comparison, aeronautics, structures and materials, biomechanics, electricity in human cells, radiation in medicine, music, optics, astrophysics, sound, and sports science.

Practical Investigation

The students undertake an independent practical investigation to refine their Key Science Skills.

POSSIBLE FUTURE PATHWAYS

The study of Physics is part of the possible pathways to further study in science. Physics-related careers are broad; areas which students may be led to following the study of Physics include, but are not limited to:

- Accelerator Operator
- Astronomer
- Engineer
- Environmental Scientist
- Meteorologist
- Physicist
- Research Analyst

Studying Physics also provides an opportunity for students to develop skills which are directly related to work-life, such as, communication; planning and organising; teamwork; problem-solving; self-management and the use of technology.

PHYSICS UNITS 3 AND 4

OVERVIEW

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

AREAS OF STUDY

How do things move without contact?

Students will examine the similarities and differences between three fields: gravitational, electric and magnetic and apply these concepts.

How are fields used to make electricity?

The production, distribution and use of electricity have had a major impact on modern life. Students will use empirical evidence and various models to explain how electricity is produced and delivered to homes.

How fast can things go?

Students will use Newton's laws of motion to analyse relative motion, circular motion and projectile motion. They will study Einstein's theory of special relativity and see how it provides a better model for the motion of objects.

How can waves explain the behaviour of light?

Students will use evidence from experiments to explore wave concepts in a variety of applications. They will apply quantitative models to explore light.

How are light and matter similar?

Students will explore the design of major experiments that have led to the development of theories to describe the most fundamental aspects of the physical world – light and matter.

Practical Investigation

The students refine their Key Science Skills by undertaking an independent practical investigation.

POSSIBLE FUTURE PATHWAYS

The study of Physics offers possible pathways to further study in science. Physics-related careers are broad; areas which students may be led to following the study of Physics include, but are not limited to:

- Accelerator Operator
- Environmental Scientist
- Research Analyst
- Astronomer
- Meteorologist

Studying Physics also provides an opportunity for students to develop skills which are directly related to work-life, such as, communication; planning and organising; teamwork; problem-solving; self-management and the use of technology.

PSYCHOLOGY UNITS 1 AND 2

OVERVIEW

VCE Psychology is designed to enable students to explore the complex interactions between thought, emotions and behaviour. Studying Psychology enables students to develop their capacity to think, question and analyse psychological research and critically reflect on the findings of experiments and research. They are encouraged to use their problem-solving skills to establish and articulate their understandings, and to think deeply and critically about their own lives, manage life circumstances and reach personal goals. This subject is designed to help students thrive in everyday situations, by improving their understanding of, and teaching strategies to improve, students' memory, sleep, mental health and wellbeing, and understanding of how individuals and groups behave and develop.

AREAS OF STUDY

What influences psychological development?

Psychological development involves complex interactions between biological, psychological and social factors. Students explore how these factors influence different aspects of a person's development, recognising that individuals are not fixed from birth but instead can grow and change psychologically across their lives.

How are mental processes and behaviour influenced by the brain?

Students develop their understanding of how different areas of the brain interact to enable the processing of complex sensory information, the initiation of voluntary movements, language, decision-making, and the regulation of emotions.

How does contemporary psychology conduct and validate psychological research?

Students investigate how science is used to explore and validate contemporary psychological research questions.

How are people influenced to behave in particular ways?

Students explore factors that shape the identity and behaviour of individuals and groups. Students explore the psychological impact of stereotypes, prejudice, discrimination and stigma on individuals and groups in Australian society, and investigate strategies to reduce prejudice, discrimination and stigma.

What influences a person's perception of the world?

Students explore the influence of biological, psychological and social factors on visual and taste perception. Perceptual distortions of vision and taste are explored when looking at the fallibility of perceptual systems.

How do scientific investigations develop understanding of influences on perception and behaviour?

In this area of study students adapt or design and then conduct a scientific investigation into the internal or external influences on perception and/or behaviour.

POSSIBLE FUTURE PATHWAYS

Areas that may be led to following the study of Psychology include:

- Psychologist
- Youth Worker
- Community Services
- Human Services and Welfare
- Sport and Training
- Market Research
- Nursing

PSYCHOLOGY UNITS 3 AND 4

OVERVIEW

Do you ever wonder why you think and feel the way you do? Do you want to discover what happens when you feel stressed, or maybe you want to be the person to cure degenerative disorders like Parkinson's and Alzheimer's? Are you interested in understanding the links between the criminal justice system and memory? What about learning more about the mysteries of sleep? Are interested in Mental Health? If you have answered yes to any or all the questions above, then Psychology Units 3 and 4 is for you! Psychology is the study of the development of the mind and behaviour including biological structures and processes that underpin both. Students can develop an understanding of themselves and their relationships with others through the study of Psychology.

AREAS OF STUDY

How does the nervous system enable psychological functioning?

The students will explore the remarkable role the Nervous System plays, in allowing us to respond to internal and external stimuli.

How do people learn and remember?

Students will investigate the neural basis and learning and memory. The factors that influence memory and the reliability of memory will be analysed, providing practical strategies to improve your own memory.

How does sleep affect mental processes and behaviour?

Students will investigate the importance of sleep, by exploring the impacts of sleep deprivation on human functioning. Strategies to improve sleep quality are learned, so it's another practical lesson that could improve your daily life!

What influences mental wellbeing?

Students will explore the concept of a mental health continuum and factors that explain how location on the continuum for an individual may vary over time. They will learn to apply a biopsychosocial approach to analyse mental health and mental disorder and learn strategies to maintain mental health.

Research Methods and Practical Investigation

The students refine their Key Science Skills by undertaking an independent practical investigation.

POSSIBLE FUTURE PATHWAYS

Psychology-related careers are broad; areas which students may be led to following the study of Psychology include, but are not limited to:

- Counselling
- Clinical psychology
- Neuropsychology
- Developmental psychology
- Educational psychology
- Health Sciences
- Sport sciences
- Organisational psychology

TECHNOLOGY CURRICULUM



FOOD STUDIES UNITS 1 AND 2

OVERVIEW

Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food.

In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine.

Students will also focus on commercial food production industries, and look at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers.

Students will also be expected to cook with and use food products that may contain allergens and animal products.

AREAS OF STUDY

Food around the world

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world.

Food in Australia

In this area of study students focus on the history and culture of food in Australia. They look at indigenous food prior to European settlement and the attempts of the first non-indigenous settlers to establish a secure and sustainable food supply.

Food industries

In this area of study students focus on commercial food production in Australia, encompassing primary production and food processing and manufacturing, and the retail and food service sectors.

Food in the home

In this area of study students further explore food production, focusing on domestic and small-scale food production.

POSSIBLE FUTURE PATHWAYS

Food Studies provides a rich curriculum with a focus on nutrition, food choice, agriculture, the food industry, packaging and health and wellbeing.

Areas which students may be led to following the study of Food Studies include:

VCE Food Studies Units 3 & 4

Areas which students may be led to following the study of Food Studies include:

- Health Sciences
- Nutrition
- Food Sciences

FOOD STUDIES UNITS 3 AND 4

OVERVIEW

Students explore the science of food and how it nourishes and sometimes harms our bodies. Students investigate the physiology of eating and appreciating food, as well as digestion. Students investigate functional properties of food and the changes that occur during food preparation and cooking.

Students analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating. They will focus on influences on food choices and enquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated.

Students examine debates about global and Australian food systems and focus on issues about the environment, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land.

Students study individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions.

AREAS OF STUDY

The Science of Food:

Students will learn about the processes of eating and digesting food and the absorption of macronutrients. They explore the causes and effects of food allergies, food intolerances and food contamination and analyse food selection models, such as The Australian Dietary Guidelines and the Australian Guide to Healthy eating and apply principles of nutrition and food science in the creation of food products throughout the practical lessons.

Food choice, health and wellbeing:

Students focus on patterns of eating in Australia and the influences on the food we eat. Students look at relationships between social factors and food access and choice, as well as the social and emotional roles of food in shaping and expressing identity. Students inquire into the role of media, technology and advertising as influences on the formation of food habits and beliefs and investigate the principles of encouraging healthy food patterns in children.

Environment and Ethics:

Students will focus on Australian and global food systems, relating to environmental issues, ethics, technologies, food access, food safety, and the use of agricultural resources.

Navigating Food Information:

Students focus on food information and misinformation and the development of food knowledge, skills and habits. Students learn to assess information and draw evidence-based conclusions to navigate contemporary food fads, trends and diets. Students assess the credibility and reliability of the evidenced-based recommendations of the Australian Dietary Guidelines and produce food products in line with the Australian Guide to Healthy Eating.

Students are assessed through a variety of practical and written tasks.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Food Studies include:

- Health and Food Sciences
- Nutrition

PRODUCT DESIGN AND TECHNOLOGY UNIT 1 AND 2

OVERVIEW

Unit 1 focuses on the analysis, modification and improvement of a product design with consideration of sustainability.

Students consider the sustainability of an existing product, such as the impact of sourcing materials, manufacture, distribution, use and likely disposal. They consider how a redeveloped product should attempt to solve a problem related to the original product. Where possible, materials and manufacturing processes used should be carefully selected to improve the overall sustainability of the redeveloped product.

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

AREAS OF STUDY

Sustainable Redevelopment of a Product

This area of study introduces students to the product design process, lifecycle analysis/assessment (LCA), IP and the product design factors, with an emphasis on sustainability. Students consider contemporary practices of designers who claim to incorporate sustainable practices.

Producing and Evaluating a Redeveloped Product

This area of study focuses on the implementation of the design and planning completed in Area of Study 1. Students refer to their working drawings and scheduled production plan and apply a range of techniques and processes safely to make a redeveloped product.

Designing within a Team

This area of study enables students to apply the product design process collaboratively and individually. Each student works in a design team to generate one design brief collaboratively from a scenario, based around a theme and contributes to the design, planning and production of a group product. Individual roles and responsibilities are allocated. Students develop evaluation criteria for the finished product to determine if each criterion has been met through testing and feedback.

Producing and Evaluating within a Team

In this area of study students apply knowledge, skills, techniques and processes, including risk management, to make their product, designed in Area of Study 1, in accordance with the team requirements. To ensure consistency throughout production, the team refers to the historical or contemporary cultural design movement or style that inspired their designs. To facilitate communication, students may use digital and project management tools.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Product Design and Technology include:

- Product Designer
- Sustainability
- Fashion Designer
- Construction Manager
- Interior Design Industrial Designer
- Building Trades

PRODUCT DESIGN AND TECHNOLOGY UNITS 3 AND 4

OVERVIEW

In Unit 3 students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology.

In Unit 4 students engage with an end-user/s to gain feedback throughout the process of production. Students make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the product design factors.

AREAS OF STUDY

Designing for End-user/s

Students examine the product design process and develop skills in writing a design brief, which is vital for the development of a viable solution. They focus on identifying and designing for a potential end-user/s of an intended product.

Product Development in Industry

This area of study focuses on the factors, processes and systems that influence the design and development of products within industrial settings. Students explore specific cases and the reasons why design and innovation are integral to value-adding to products. They also examine how companies react to market demands and technological developments.

Designing for Others

This area of study focuses on students working as designers and applying the product design process to meet the requirements of an end-user/s. Students identify specific needs of the end-user/s by referring to the product design factors and conducting research

Product Analysis and Comparison

In this area of study students examine design factors that influence the success of commercially available products. Products are analysed and evaluated in terms of the product design factors. Students develop an understanding of what people value and how they evaluate products using qualitative and quantitative methods and consider the impacts and consequences of product design success and failure.

Product Manufacture

This area of study focuses on the skills, production techniques and processes employed to make a product to suit the needs of an end-user/s. Students continue to implement their scheduled production plan, apply skills and processes including risk management in the safe use of materials, tools, equipment and machines, and complete the product to specified standards of quality.

Product Evaluation

This area of study focuses on the student's application of evaluation criteria, the performance of checks and tests, and gaining end-user/s' feedback to determine how well a product meets the needs and requirements outlined in the design brief developed in Unit 3.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Product Design and Technology include:

- Product Designer
- Fashion Designer
- Construction Manager
- Interior Design
- Industrial Designer

SYSTEMS ENGINEERING UNITS 1 AND 2

OVERVIEW

This study enables students to study fundamental mechanical and electrotechnical engineering principles, including the representation of mechanical and electrotechnical devices, the motions performed, the elementary applied physics, and the mathematical calculations that can be applied in order to define and explain the physical characteristics. Students apply their knowledge and construct functional systems.

AREAS OF STUDY

Mechanical systems

Students study fundamental mechanical engineering principles and the components required when producing an operational system. They learn how mechanisms and simple mechanical systems provide movement and mechanical advantage, and how the specific components of a system or an entire mechanical system can be represented diagrammatically. Using the systems engineering process students research, design and plan a mechanical system. They make a model or develop a prototype to test aspects of their design. They consider relevant factors that influence the creation and use of their system and document their findings and process.

Electro technological systems

Students focus on electro technological engineering principles and the components and materials that make operational electro technological systems. Using the systems engineering process, students will research, design, plan and model an operational electro technological system. They use a range of materials, tools, equipment, machines and components and manage identified risks while producing their designed system. Using appropriate equipment, student also test the system and diagnose its performance, making necessary modifications and adjustments.

POSSIBLE FUTURE PATHWAYS

Possible links to VCE subjects include:

Systems Engineering Units 3 & 4

Areas which students may be led to following the study of Systems Engineering include:

- Engineering
- Design and Manufacturing
- Apprenticeships

SYSTEMS ENGINEERING UNITS 3 AND 4

OVERVIEW

Units 3 and 4 is the culmination of a student's study of Systems Engineering and presents the opportunity to apply principles and skills to design and manufacture one substantial controlled integrated system.

There is a strong emphasis on designing, manufacturing, testing and innovation. Students manage the project throughout all the phases of designing, planning, construction and evaluation. Students further develop their understanding and interpretation of symbolic representation of technological systems.

AREAS OF STUDY

Integrated and controlled systems

Students learn about the integration, calibration and control of mechanical and electro-technological systems, how they work and can be adjusted, as well as how their performance can be calculated and represented diagrammatically in a range of forms. Students use fundamental physics and applied mathematics to solve systems engineering problems. They apply theoretical concepts and principles and use the systems engineering process to manage the design and planning of an integrated and controlled system and to commence its production.

They gain an understanding of energy sources and the application of technologies to convert energy sources into power for engineered systems. They consider the relevance of designing systems that are beneficial to the economy, environment and society.

Systems control

Students continue the development of the integrated and controlled system they have researched, designed, and planned. They support the production, testing, diagnosis and evaluation of their systems, subsystems and use of components with appropriate documentation, and with reference to technical data. In their evaluation they refer to the systems engineering process and the factors that have influenced the creation and use of the system. They also consider improvements that could be made to both the system and the process.

Students focus on new or emerging systems engineering technologies and processes. They consider scientific, technological, environmental, economic and societal and human factors that led to the development of the new or emerging technology and develop an understanding of how it operates and is used.

POSSIBLE FUTURE PATHWAYS

Areas which students may be led to following the study of Systems Engineering include:

- Engineering
- Design and Manufacturing
- Apprenticeships

VET CURRICULUM



CERTIFICATE II in Active Volunteering (Unit Code: CHC24015)

Provider: IVET	Delivery: The Hub, Bairnsdale	Online: Friday 9am-3pm
Completion: Full	Duration: 2 years	Scored Assessment: No
VET in VCE: No	VCE VM Recognition: Yes	Block Credit: Yes
Prerequisites: Nil	Structured Workplace Learning: Strongly recommended	

Overview

This certificate provides students and schools with the ability to engage with their local school and wider community. The program enables learning to be provided in an environment which reflects the working circumstances of volunteers in our community under direct supervision.

This program is perfect for students and schools that are looking to incorporate their existing community partnerships and further strengthen student links to the community. Students will explore the varied dimensions of volunteering, basic emergency life support-skills, communication and organisational skills to effectively equip themselves moving into the workforce post-secondary schooling.

Employment Opportunities

- Community Volunteer

This course can help you progress to:

- Community Case Worker
- Community Development Worker
- Corrections Officer
- Outreach Worker

Education Pathways

Here are the next steps you could take in your education pathway:

- Certificate III in Community Services
- Cert IV in Community Services
- Diploma in Community Services

Complementary VCE subjects

- English
- Sociology
- Psychology

CERTIFICATE II AGRICULTURE (Unit Code: AHC20116)

Provider: TAFE Gippsland	Delivery: Online/Blended	Online: Friday 12-2pm
Completion: Full	Duration: 1 year	Scored Assessment: No
VET in VCE: Yes	VCE VM Recognition: Yes	Block Credit: Yes
Prerequisites: Age 16 yrs +	Structured Workplace Learning: Strongly recommended	
<p>Overview</p> <p>This qualification is delivered online with scheduled practical skills days and field trips throughout the year. It is ideal for those who wish to start a career in the food and fibre industry, or further develop their skills and knowledge at the assistant farm hand level. Through this course you will learn basic practical skills in fencing, monitoring water supplies, machinery operation, plant and livestock management. Students undertaking this course will gain the practical skills and knowledge required to carry out routine tasks under general supervision within the agricultural industry, and as this course is delivered via online/blended learning, it is ideal for students that are studying VCE or VCE VM noting practical sessions will be scheduled during term breaks to minimise commitments during school time.</p> <p>Material costs include a branded uniform shirt which will be supplied.</p>		
<p>Employment Opportunities</p> <ul style="list-style-type: none"> • Farm hand, Stockperson • Dairy tradesperson • Agricultural traineeships or apprenticeships 		<p>Education Pathways</p> <p>Here are the next steps you could take in your education pathway:</p> <ul style="list-style-type: none"> • Certificate or Diploma Agriculture • Certificate III in Dairy Production • Certificate or Diploma in Horticulture
<p>Complementary VCE subjects</p> <ul style="list-style-type: none"> • Biology • Outdoor Education 		

CERTIFICATE III ALLIED HEALTH ASSISTANCE (Unit Code: HLT33015)

Provider: TAFE Gippsland	Delivery: TAFE Bairnsdale	Online: Friday 9 – 3pm
Completion: Full	Duration: 2 years	Scored Assessment: Yes
VET in VCE: Yes	VCE VM Recognition: Yes	Block Credit: Yes
Prerequisites: Year 10	Structured Workplace Learning: Yes	
<p>Overview</p> <p>This qualification reflects the role of allied health workers who provide assistance to allied health professionals and other health professionals with the care of clients. Depending on the setting, work may include following treatment plans for therapeutic interventions and/or conducting programs under the regular direct, indirect or remote supervision of an allied health professional. Students complete 80 hours of placement (in second year of study) and often use this program to pathway into Diploma of Nursing and/or other health disciplines once they complete secondary school.</p> <p>Student must have had a flu vaccination prior to placement.</p> <p>Material costs include a branded uniform shirt which will be supplied.</p>		
<p>Employment Opportunities</p> <ul style="list-style-type: none"> • Allied Health Assistant • Therapy Assistant • Podiatry asst (may require further training) • Physiotherapy asst (may require further training) • Speech pathology asst (may require further training) • Occupational therapy asst (may require further training) 		<p>Education Pathways</p> <p>Here are the next steps you could take in your education pathway:</p> <ul style="list-style-type: none"> • Certificate IV Allied Health Assistance • Diploma of Nursing • Bachelor of Nursing • Bachelor of Paramedicine
<p>Complementary VCE subjects</p> <ul style="list-style-type: none"> • Health and Human Development • Psychology 		

CERTIFICATE II IN ANIMAL STUDIES (Unit Code: ACM20121)

Provider: TAFE Gippsland	Delivery: TAFE Bairnsdale	Online: Friday 9 – 3pm
Completion: Full	Duration: 2 years	Scored Assessment: No
VET in VCE: Yes	VCE VM Recognition: Yes	Block Credit: Yes
Prerequisites: Nil	Structured Workplace Learning: Strongly recommended	
<p>Overview</p> <p>This qualification is delivered face to face with scheduled excursions over a 2-year period. It is a general qualification, for entry into sectors of the animal care and management industry where workers provide care for animals in workplaces such as animal shelters, kennels, catteries, sanctuaries and veterinary clinics. This program assists students with a passion to work within the animal care sector and as an entry pathway to further study.</p> <p>Students must have access to a minimum of two types of species of animals, for example a cat, dog or bird.</p> <p>Material costs include a branded uniform shirt which will be supplied.</p>		
<p>Employment Opportunities</p> <ul style="list-style-type: none"> • Animal Care/Shelter Attendant • Kennel Hand • Pet retail shops • Pet grooming services 		<p>Education Pathways</p> <p>Here are the next steps you could take in your education pathway:</p> <ul style="list-style-type: none"> • Certificate III in Companion Animal Services • Certificate IV in Veterinary Nursing • Certificate III in Equine • Diploma of Animal Technology
<p>Complementary VCE subjects</p> <ul style="list-style-type: none"> • Biology 		

CERTIFICATE II IN AUTOMOTIVE (Unit Code: AUR20720)

Provider: TAFE Gippsland	Delivery: TAFE Trade Centre Bairnsdale	Online: Friday 9 – 3pm
Completion: Full	Duration: 2 years	Scored Assessment: No
VET in VCE: Yes	VCE VM Recognition: Yes	Block Credit: Yes
Prerequisites: Nil	Structured Workplace Learning: Strongly recommended	
Overview <p>A pre apprenticeship for students in the automotive industry will provide students with an overview of service and repair. Students will learn the fundamentals of automotive vehicles, how to service and repair minor faults on automotive vehicle engines, transmissions, suspensions, steering, brakes and electrical systems, and components. This course is also a valuable step towards gaining an apprenticeship in the automotive industry.</p> <p>Materials costs include branded uniform shirt, safety glasses and ear protection which will be supplied.</p> <p>Safety boots are required.</p>		
Employment Opportunities <ul style="list-style-type: none">• Mechanic• Vehicle Service Assistant• Motor Sport Technician’s Assistant• Auto Electrician• Spare Parts and Retail	Education Pathways <p>Here are the next steps you could take in your education pathway:</p> <ul style="list-style-type: none">• Certificate III in Automotive• Certificate IV in Automotive Studies• Diploma of Automotive Studies• Advanced Diploma of Automotive Studies• Certificate III in Heavy Commercial Vehicle Mechanical Technology• Certificate III in Light Commercial Vehicle Mechanical Technology	
Complementary VCE subjects <ul style="list-style-type: none">• Systems Engineering• Physics		

CERTIFICATE II IN BUILDING AND CONSTRUCTION PRE-APPRENTICESHIP (Unit Code: 22238VIC)

Provider: TAFE Gippsland	Delivery: BSC	Online: Timetabled
Completion: Full	Duration: 2 years	Scored Assessment: Yes
VET in VCE: Yes	VCE VM Recognition: Yes	Block Credit: Yes
Prerequisites: Nil	Structured Workplace Learning: Strongly recommended	
<p>Overview</p> <p>This course provides learners with the basic skills required to work in the construction industry. The units include health and safety, safe use of hand and power tools, as well as practical tasks including the construction of a sawhorse and step ladder, building up to more skilled tasks including the construction of a cubby house.</p> <p>Communication skills and teamwork will build organisational skills and self-management in preparation for completion of a pre apprenticeship course providing a head start in gaining an apprenticeship in carpentry.</p> <p>Safety boots required.</p>		
<p>Employment Opportunities</p> <ul style="list-style-type: none"> • Apprentice Carpenter • Apprentice Builder • Construction worker 		<p>Education Pathways</p> <p>Here are the next steps you could take in your education pathway:</p> <ul style="list-style-type: none"> • Certificate III in Carpentry (apprenticeship) • Certificate IV in Building & Construction
<p>Complementary VCE subjects</p> <ul style="list-style-type: none"> • Product Design and Technology (Wood) • Mathematics 		

CERTIFICATE II IN EARLY CHILDHOOD EDUCATION & CARE (Unit Code: CHC30121)

Provider: TAFE Gippsland	Delivery: TAFE Bairnsdale	Online: Friday 9-3pm
Completion: Partial	Duration: 2 years	Scored Assessment: No
VET in VCE: Yes	VCE VM Recognition: Yes	Block Credit: Yes
Prerequisites: Nil	Structured Workplace Learning: Yes	

Overview

This qualification reflects the role of workers in a range of early childhood education settings who work within the requirements of the Education and Care Services National Regulations and the National Quality Standard. These workers support the implementation of an approved learning framework, and support children's wellbeing, learning and development. The course combines face-to-face and flexible practical classes with work placement to build student confidence and skills in working with children. Students will also learn how to provide children with a safe and healthy environment and learn to provide for their individual needs whilst equipping students for a career in the Early Childhood sector.

Please note there is an additional five core units to be completed to gain the full qualification.

Material costs include a branded uniform shirt which will be supplied.

Employment Opportunities

- Early Childhood Educator
- Kindergarten Assistant
- Day care

Education Pathways

Here are the next steps you could take in your education pathway:

- Diploma of Early Childhood Education & Care
- Bachelor of Early Childhood Studies

Complementary VCE subjects

- Physical Education
- Health and Human Development
- Biology

CERTIFICATE II IN ELECTROTECHNOLOGY (CAREER START) (Unit Code: UEE22020)

Provider: AGA – Apprenticeships Group Australia	Delivery: AGA Bairnsdale	Online: Thursday 9-3pm
Completion: Full	Duration: 2 years	Scored Assessment: No
VET in VCE: Yes	VCE VM Recognition: Yes	Block Credit: Yes
Prerequisites: Nil	Structured Workplace Learning: Recommended	
<p>Overview</p> <p>This course provides the opportunity for those wishing to gain employment in the electro technology industry with the required prerequisite knowledge and skills to gain access to a wide range of apprenticeships offered within this industry. In particular, the course provides training in basic electrical theory, electrical workshop practices, wiring and basic installation skills, the use of hand and power tools and an overview of the electro technology industry and the range of occupations within it. Students are recommended to complete 80 hours of Structured Workplace Learning within this course.</p> <p>Safety boots required.</p>		
<p>Employment Opportunities</p> <ul style="list-style-type: none"> Electrical Engineering Electrician Communications Technician Transmission/Distribution Line Worker Fire Servicing Technician Security Technician Instrument Technician Refrigeration Mechanic 	<p>Education Pathways</p> <p>Here are the next steps you could take in your education pathway:</p> <ul style="list-style-type: none"> Certificate III in Electro technology Electrician (apprenticeship) Certificate III in Renewable Energy - ELV Certificate III in Electronics and Communications Certificate III in Computer Systems Equipment Electrical Apprenticeship 	
<p>Complementary VCE subjects</p> <ul style="list-style-type: none"> Physics Systems Engineering Maths Methods 		

CERTIFICATE II IN ENGINEERING STUDIES (Unit Code: 22470VIC)

Provider: TAFE Gippsland	Delivery: BSC	Online: Timetabled
Completion: Full	Duration: 2 years	Scored Assessment: Yes
VET in VCE: Yes	VCE VM Recognition: Yes	Block Credit: Yes
Prerequisites: Nil	Structured Workplace Learning: Strongly recommended	

Overview

This qualification will enable you to learn basic welding and fabrication of metal structures, whilst also learning basic fitting and turning including working from detailed drawings.

You will gain hand and power tools skills whilst undertaking practical tasks. This course is suited to learners looking to follow a career within the engineering industry.

Materials costs included Construction Induction Card and First Aid Qualification

Safety boots required.

Employment Opportunities

- Fitter & Turner
- Mechanical Fitter
- Welder
- Apprenticeships in metal manufacturing industries
- Maintenance Engineer
- Aircraft mechanic
- Vehicle body maker
- Panel beating

Education Pathways

Here are the next steps you could take in your education pathway:

- Certificate III in Engineering (Fabrication Trade)
- Certificate III in Marine Craft Construction
- Certificate III in Jewellery Manufacture

Complementary VCE subjects

- Maths Methods
- Physics

HAIR & BEAUTY SKILLS SET – incorporating CERT III in BEAUTY SERVICES (SHB30115) and CERT II in SALON ASSISTANT (SHB20216)

Provider: TAFE Gippsland	Delivery: TAFE Bairnsdale	Online: Friday 9-3pm
Completion: Partial	Duration: 2 years	Scored Assessment: No
VET in VCE: Yes	VCE VM Recognition: Yes	Block Credit: Yes
Prerequisites: Nil	Structured Workplace Learning: Strongly recommended	

Overview

Dreaming of a career in the hair and beauty industry but can't decide which course is right for you? Or maybe you have a passion for hairstyling and makeup and would love to see what a career within the industry would be like? This skill set has been designed for you!

This skills set includes 17 units from within the hairdressing & beauty training package to offer as a two-year VET DSS program, focussing on practical skills, hands on learning, and industry experiences.

Students will get to create a hair and makeup look for a professional photoshoot, they will listen to guest speakers, salon owners and senior stylists who will share their insight and knowledge on how you can have a successful career in the hair and beauty industry.

Product and equipment sessions with educators from Kryolan make-up, GHD styling, NAK haircare and Lish nails – including access to special student discounted pricing.

Materials costs includes uniform tunic + makeup, brush set and classroom product and materials which will be supplied

Employment Opportunities

- Beauty therapist
- Hairdresser
- Salon Assistant
- Makeup Artist

Education Pathways

Here are the next steps you could take in your education pathway:

- Certificate II Salon Assistant (7 credits)
- Certificate II Hairdressing (7 credits)
- Certificate II Retail Cosmetics (7 credits)

Complementary VCE subjects

- Art
- Business Management
- Studio Arts

CERTIFICATE II IN HORTICULTURE (Unit Code: ACH20416)

Provider: TAFE Gippsland	Delivery: TAFE Bairnsdale Trade Centre	Online: Friday 9-3pm
Completion: Full	Duration: 1 year	Scored Assessment: No
VET in VCE: Yes	VCE VM Recognition: Yes	Block Credit: Yes
Prerequisites: Nil	Structured Workplace Learning: Strongly recommended	
<p>Overview</p> <p>If you enjoy taking a hands-on approach to learning, a Certificate II in Horticulture can take you where you want to go. This exciting qualification will take you outdoors where you will develop and practice skills in machinery operation, plant growth, soils, diseases and pests. You'll create and maintain garden beds and learn vital nursery and orchard skills. Experience all that the horticultural industry has to offer in a fun and practical way.</p> <p>Materials costs include branded uniform shirt, safety glasses and ear protection will be supplied.</p>		
<p>Employment Opportunities</p> <ul style="list-style-type: none"> • Horticulturalist • Gardener • Nursery worker 		<p>Education Pathways</p> <p>Here are the next steps you could take in your education pathway:</p> <ul style="list-style-type: none"> • Certificate III in Horticulture • Certificate III in Conservation & Land Management • Certificate IV in Horticulture
<p>Complementary VCE subjects</p> <ul style="list-style-type: none"> • Environmental Studies 		

CERTIFICATE II IN HOSPITALITY (Unit Code: SIT20316)

Provider: iVET	Delivery: BSC	Online: Timetabled
Completion: Full	Duration: 2 years	Scored Assessment: Yes
VET in VCE: Yes	VCE VM Recognition: Yes	Block Credit: Yes
Prerequisites: Nil	Structured Workplace Learning: Yes	
<p>Overview</p> <p>This qualification is suitable for individuals wishing to learn entry-level skills required for employment within hospitality venues. Units focus on safe food handling, responsible service of alcohol, customer service, cash handling and a large range of practical tasks including food service, making of espresso coffee, serving of non-alcoholic beverages and interaction with customers in a café environment. Upon successful completion, the learner will be able to perform basic tasks under direct supervision, and be job ready for casual, part time or full-time employment in hospitality venues.</p>		
<p>Employment Opportunities</p> <ul style="list-style-type: none"> Traineeships or apprenticeships in Hospitality industry, e.g., Chef, waiter Traineeships or apprenticeships in Tourism industry 	<p>Education Pathways</p> <p>Here are the next steps you could take in your education pathway:</p> <ul style="list-style-type: none"> Certificate or Diploma in Hospitality. Certificate of Diploma in Tourism. <p>Some TAFE courses have articulation arrangements into Hospitality & Business degree courses.</p>	
<p>Complementary VCE subjects</p> <ul style="list-style-type: none"> Food Studies 		

CERTIFICATE III IN INFORMATION, DIGITAL & MEDIA TECHNOLOGY**(VIRTUAL REALITY AND GAMING) (Unit Code: ICT30118)**

Provider: iVET	Delivery: BSC	Online: Timetabled
Completion: Full	Duration: 2 years	Scored Assessment: Yes
VET in VCE: Yes	VCE VM Recognition: Yes	Block Credit: Yes
Prerequisites: Nil	Structured Workplace Learning: Not compulsory	
<p>Overview</p> <p>This two-year course aims to provide students with practical skills in the use of IT applications, hardware, software and computer networks, one or more national training qualifications. Acquiring these skills will enhance students' employment opportunities and pathways to further education.</p> <p>As of 2018 all prospective IT Students will be contacted by Ringwood Training for a pre-training interview prior to confirmation of enrolment.</p>		
<p>Employment Opportunities</p> <ul style="list-style-type: none"> • Network administrator • Further study leading to computer systems, games design, engineering and telecommunications 		<p>Education Pathways</p> <p>Here are the next steps you could take in your education pathway:</p> <ul style="list-style-type: none"> • Certificate IV in IT Networking • Diploma in IT and/or the Cisco CCNA program or VMWare
<p>Complementary VCE subjects</p> <ul style="list-style-type: none"> • Informatics • Mathematics 		

CERTIFICATE II IN PLUMBING, Pre-apprenticeship (Unit Code: 22569VIC)

Provider: TAFE Gippsland	Delivery: TAFE Bairnsdale Trade Centre	Online: Friday 9-3pm
Completion: Full	Duration: 2 years	Scored Assessment: No
VET in VCE: Yes	VCE VM Recognition: Yes	Block Credit: Yes
Prerequisites: Nil	Structured Workplace Learning: Strongly recommended	
<p>Overview</p> <p>The Certificate II in Plumbing pre-apprenticeship prepares students with the skills and knowledge for entry into an apprenticeship in Certificate III in Plumbing. This qualification offers a range of units including working safely as part of a team, measurements and calculations, basic terminology, reading plans and specifications, plumbing tools and equipment, basic welding and fixtures and fittings. This qualification also provides credits into an apprenticeship. Materials cost includes branded uniform shirt, safety glasses, gloves and ear protection which will be supplied</p>		
<p>Employment Opportunities</p> <ul style="list-style-type: none"> • Plumber • Gasfitter • Refrigeration mechanic 		<p>Education Pathways</p> <p>Here are the next steps you could take in your education pathway:</p> <ul style="list-style-type: none"> • Certificate III in Plumbing (Apprenticeship) • Certificate IV in Plumbing and services
<p>Complementary VCE subjects</p> <ul style="list-style-type: none"> • Business Management • English • Further Mathematics 		

CERTIFICATE II CIVIL CONSTRUCTION (Unit Code: RII20715)

Provider: TAFE Gippsland	Delivery: On Campus – Bairnsdale Trade Centre	Day: Fridays 9am-2:45pm
Completion: Full	Duration: 2 years	Scored Assessment: No
VET in VCE: Yes	VCE VM Recognition: Yes	Block Credit: Yes
Prerequisites: Age 16 yrs +	Structured Workplace Learning: Strongly recommended	
<p>Overview</p> <p>This qualification is delivered on campus at the Bairnsdale Trade Centre with practical assessments and field trips throughout the year. This qualification provides students with an overview of working in an operational role in civil construction. Civil construction labourers assist tradespeople on construction sites by performing a wide range of manual labouring tasks such as excavating, taking measurements, reading plans and using tools and equipment. This program also provides a pathway into further training as an apprentice or trainee within the civil construction industry.</p>		
<p>Employment Opportunities</p> <ul style="list-style-type: none"> • Civil plant operator • Civil engineer 	<p>Education Pathways</p> <p>Here are the next steps you could take in your education pathway:</p> <ul style="list-style-type: none"> • Certificate III in Civil Construction • Certificate III in Civil Construction Plant Operations • Certificate IV in Civil Construction 	
<p>Subject Credits</p> <p>Certificate II in Civil Construction is completed over two years. On the successful completion of the first year of study, students are eligible for recognition for two VCE VET units at unit 1-2 level. On completion of the second year of the program students are eligible for a total (including year 11 units) of four VCE VET units on their VCE Statement of Results. Two of the VCE VET units are deemed to be at Unit 1-2 level and two are deemed to be at Unit 3-4 level.</p>		



Respect, Responsibility, Resilience

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