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WILLIAMSTOWN  
HIGH SCHOOL

LATER YEARS  
COURSE SELECTION  
HANDBOOK

2018

## PRINCIPAL'S MESSAGE

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Diversity is one of our school's values. We place a high importance on providing a large range of subject offerings to allow our students to choose a diverse and individual program for their later years of secondary school. Each year our timetable is not set but rather developed once students have made their subject selections. This maximises subject access for our students and allows for non-traditional combinations to be part of a student's program.

This handbook provides students and families with information on all subject and pathway offerings. This will assist students to make informed decisions on subjects of interest and those subjects that are required to pursue further study or careers.

Appropriate individual choices made now will allow for a successful experience in the later years of secondary school.

All students and families are encouraged to discuss the options available and to seek assistance from the school's staff to ensure that each student's program is the right one for them.

I wish students all the best with the well-considered choices that are about to be made during the course selection process.

Gino Catalano  
Principal



# WILLIAMSTOWN HIGH SCHOOL LATER YEARS COURSE SELECTION HANDBOOK 2018

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## INTRODUCTION

This handbook contains information about Year 10, the Victorian Certificate of Education (VCE), Victorian Certificate of Applied Learning (VCAL) and Vocational Education and Training (VET) studies for students enrolled at Williamstown High School. Students should use this information to plan their pathway through senior school by selecting combinations of subjects that meet their interests and lead to their intended career and post-school studies at tertiary institutions.

Williamstown High School offers a comprehensive range of courses on the Pasco Street Campus and a number of VET units from within the Hobsons Bay Cluster. In addition, we provide:

- An adult learning environment which enables students to achieve excellence,
- Excellent facilities to deliver later years studies including:
  - o Advanced information and communication technologies
  - o Gymnasium and sporting facilities
  - o Specialist music facilities
  - o Study and research facilities
  - o Modern science facilities
  - o A dedicated VCE Study Centre
- Courses of study based on student choice which provide a variety of pathways for young adults,
- Support for students throughout their later years by committed student engagement and wellbeing structure including:
  - o Student Engagement and Wellbeing Leading Teacher
  - o Home Group structure and Student Management Leaders at each year level
  - o Student Welfare Coordinator
  - o Pathways and Transition Leader/Careers Coordinator
- An equal commitment to creative, academic and practical learning within the senior school

In selecting their later years programs, students will be provided with extensive counselling from within the school to assist them in making these important decisions.

## KEY CONTACTS

For further information, please contact one of the following staff:

**CAMPUS PRINCIPAL**  
Ross Adamson  
adamson.ross.w@edumail.vic.gov.au

**ASSISTANT CAMPUS PRINCIPAL**  
Adam Potter  
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**LATER YEARS CURRICULUM LEADER**  
James Rust  
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**PATHWAYS / TRANSITION LEADER  
VET COORDINATOR**  
Anna Bovdis  
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**INTERNATIONAL PROGRAMS CO-ORDINATOR**  
Celine Hong  
hong.boon.yee.b@edumail.vic.gov.au

**VCAL CO-ORDINATOR**  
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**STUDENT ENGAGEMENT AND WELLBEING LEADER**  
Stephanie Villemin  
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**YEAR 12 STUDENT MANAGEMENT LEADERS**  
Melissa Bell  
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Sebastian Bettiol  
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**YEAR 11 STUDENT MANAGEMENT LEADERS**  
Brianna Murray  
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Karen Treacy  
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**YEAR 10 STUDENT MANAGEMENT LEADERS**  
Chris Ardley  
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Melissa English  
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# COURSE SELECTION TIMELINE

## Important Dates

## Program Details

### Term 3 DATES

#### WEEK 2

Wednesday 26 July

Year 9 to 10 Course Selection Information Evening

- Later Years Course Selection Handbook 2018 distributed
- VCE Access Application Forms & Course Selection Forms distributed

#### WEEK 3

Wednesday 2 August

Year 10 to 11 Course Selection Information Evening

- Later Years Course Selection Handbook 2018 distributed
- Course Selection Forms distributed
- WebChoice details distributed to allow students to enter subject choices online.

Thursday 3 August

Year 9 to 10 Transition Afternoon (Pasco Campus)

#### WEEKS 4 AND 5

Thursday 10 August

Year 10 to 11 Course Counselling

Year 10 to 11 Course Selection Forms and WebChoice receipt due (\$50 fee deposit due)

#### WEEK 5

Tuesday 15 August

Year 9 to 10 Course Counselling Day

- Year 9 to 10 Course Selection Forms due
- VCE Access Application Forms due

#### WEEK 10

VET program payment balance due

### Term 4 DATES

#### WEEK 5 & 6

Year 9 students notified of Year 10 subjects for 2018

#### WEEK 7

Thursday 23 November -  
Wednesday 6 December

2018 Year 11 & 12 Headstart Program

#### WEEK 9

Thursday 7 December -  
Friday 8 December

2018 Year 11 & Year 12 Course Confirmation

#### WEEK 10

Monday 11 December -  
Friday 15 December

2018 Year 10 Headstart Program

#### WEEK 11

Monday 18 December -  
Wednesday 20 December

2018 Year 10 Course Confirmation

# GLOSSARY

## COMMON ASSESSMENT TASKS

Pieces of work, which are undertaken over a designated period of time, or as an examination and are graded to determine the student's level of performance.

## ATAR

Australian Tertiary Admissions Rank. A rank that is generated from a student's result. This rank is used by most tertiary institutions as a primary criterion for selection purposes.

## GAT

A general knowledge examination, undertaken by all students who are studying any Unit 3 & 4 sequence. The GAT is used by VCAA as a means of verifying grades.

## LEARNING OUTCOMES

Learning Outcomes are the basis for satisfactory completion of VCE units. There are 2 to 4 Learning Outcomes per unit. Learning Outcomes define what students will know and be able to do as a result of undertaking a study.

## PREREQUISITE SUBJECTS

These are units that must be satisfactorily completed before the student is eligible for selection into specific tertiary courses. Students should check prerequisites with the relevant institutions before finalising their VCE course selection.

## SAC

School Assessed Coursework are assessment tasks that are specified in a study design and set by subject teachers which students must satisfactorily complete satisfactorily. This work is completed in class and will be assessed by your subject teacher.

## SAT

School Assessed Tasks are completed in subjects that produce a product or model. This Unit 3 & 4 work receives a grade from A+ to UG based on the quality of the work. The work is marked internally, according to VCAA specifications, and is confirmed externally.

## STUDY SCORE

A score out of 0 – 50 which sums up the student's total achievement in all work set in each study, relative to all other students doing that same study. It is based on school assessments and examinations. Only applies to Units 3 & 4 .

## UNIT

A self-contained study of approximately one semester's length.

## VCAA

Victorian Curriculum and Assessment Authority

## VCAL

Victorian Certificate of Applied Learning.

## VCE

Victorian Certificate of Education.

## VET

Vocational Education and Training Studies.

## VTAC

The Victorian Tertiary Admissions Centre.

# PLANNING YOUR PATHWAY

## When planning your course you should:

- Consider the subject areas that you enjoy,
- Consider the subject areas that you are good at,
- Seek advice and talk to a variety of people about your interests and further studies,
- Read the Year 10/VCE/VCAL/VET descriptions in this handbook,
- Find out what studies are recommended or prerequisites for the tertiary courses you may wish to undertake and consult the Pathways/Transition Leader (Ms Anna Bovdis).

## Your chosen course should:

- Fulfill the specific requirements of Year 10/VCE/VET/VCAL in the number and range of units required,
- Enable you to successfully complete the VCE/VCAL,
- Provide you with a viable pathway with options and post secondary school choices.

## Possible Pathways

- Each Year 10 course page in this handbook includes an outline of a possible developmental pathway that exists between Year 10 and VCE/VCAL programs.
- VET Certificates or Units of Competence can contribute to either VCE or VCAL programs.

The table below is a summary of the various possible programs that run within Years 11 and 12:

OPTIONS	VCE PROGRAM	VCAL PROGRAM
TEACHING AND LEARNING STYLE	Predominantly theoretical with some practical work in some studies	Applied and active learning with a focus on 'hands-on' learning activities
QUALIFICATION	Both programs certify the completion of post compulsory secondary schooling in Victoria.	
SUBJECTS AND AREAS OF STUDY	Possible combination of VCE Studies and VET subjects	Possible combination of VCAL Units, VET subjects and Work Related Studies
PATHWAYS	University, TAFE, Employment	Employment and TAFE

# YEAR 10

Students in Year 10 at Williamstown High School participate in an integrated program that includes both core and elective studies. This curriculum program has been designed to meet the diverse educational needs of the students and to provide each student with a stimulating and valuable learning experience.

The program offers a breadth of study across the core subject disciplines whilst allowing students to specialise in areas of interest where they have greater choice. In this way it achieves a balance between the need for a broad general education and a more specific preparation for particular VCE, VET and VCAL studies.

- Students in Year 10 will complete six subjects/electives in each semester:
  - o All students must undertake English and Maths in each semester and
  - o All students must undertake at least one semester from Humanities and Core Science over the year
- Each subject/elective will be timetabled for 4.5 periods per week (9 periods per fortnight).
- Students have the opportunity to access a VCE unit if they can demonstrate strong academic and organisational skills (see VCE Access Application form).
- Home Group will continue as a core subject on the timetable for all students.

CORE PROGRAM	ELECTIVE PROGRAM
All students must undertake the following Core subjects: <ul style="list-style-type: none"> <li>• English</li> <li>• Maths</li> <li>• Home Group</li> <li>• Core Science (except SEALP)</li> <li>• At least one Humanities elective</li> </ul>	Students must choose: <ul style="list-style-type: none"> <li>• A minimum of ONE semester from Humanities</li> <li>• A maximum of TWO semesters from any one Curriculum Area unless approved to do a VCE Unit 1 &amp; 2 subject.</li> </ul> <i>Note: If a student selects a LOTE or AVID, then they must select two semesters (units) for either.</i>

## My Year 10 Course Selections

	Compulsory	Compulsory	Compulsory	Compulsory		
	English (all year)	Maths (all year)	Core Science (one semester)	Humanities: (one semester)	Record your choices in <i>preferential</i> order. Your ranking tells us what you value most.	
Number of Units	2	2	1	1		
Electives	1st Elective Preference	2nd Elective Preference	3rd Elective Preference	4th Elective Preference		
Number of Units						

## ELECTIVE CHOICES FOR YEAR 10

Students will need to select their electives from Humanities, Science, Arts, Languages other than English (LOTE), Technology and Health and Physical Education (HAPE). These will be semester based electives (except for LOTE subjects), the AVID program and VCE subjects which run for the whole year.

YEAR SUBJECTS	SEMESTER ELECTIVES	
<b>ENGLISH</b> <ul style="list-style-type: none"> <li>English</li> </ul>	<b>HUMANITIES</b> <ul style="list-style-type: none"> <li>Being a Good Citizen</li> <li>Environments, Change and Human Wellbeing</li> <li>Money, Markets and Finance</li> <li>Right to Protest</li> <li>Business and Entrepreneurship</li> <li>Global Conflict and Identity</li> </ul>	<b>TECHNOLOGY</b> <ul style="list-style-type: none"> <li>App Development</li> <li>Web Development</li> <li>Textiles</li> <li>Make A Meal</li> <li>Design For an Event</li> <li>Food Styling</li> <li>Wood</li> </ul>
<b>MATHS</b> <ul style="list-style-type: none"> <li>Year 10 Maths</li> <li>Year 10 Maths A</li> </ul>	<b>SCIENCE</b> <ul style="list-style-type: none"> <li>Science (Core)</li> <li>Mind and Body</li> <li>Forensics</li> <li>Space, Life and Earth</li> </ul>	<b>THE ARTS</b> <ul style="list-style-type: none"> <li>The Art and Illustration Studio</li> <li>Sculpture: Space Invaders</li> <li>Film and Digital Photography</li> <li>Media</li> <li>Acting Out</li> <li>Music</li> <li>VCD</li> </ul>
<b>LOTE</b> <ul style="list-style-type: none"> <li>French</li> <li>Indonesian</li> </ul>	<b>HEALTH &amp; PHYSICAL EDUCATION</b> <ul style="list-style-type: none"> <li>Advance (Cadets)</li> <li>Health</li> <li>Physical Education</li> </ul>	
<b>AVID</b> <ul style="list-style-type: none"> <li>AVID (by application)</li> </ul>		
<b>VCE &amp; INTERNAL WHS VET SUBJECTS</b> <ul style="list-style-type: none"> <li>All VCE/VET Studies (by application)</li> </ul>		

NOTE: the above choices are subject to change

PLEASE NOTE: THERE ARE NO VCE COURSES THAT REQUIRE COMPLETION OF ANY SPECIFIC YEAR 10 ELECTIVE COURSES AS A PREREQUISITE.

## VCE/VET ACCESS

Current Year 9 students are invited to express interest in completing a VCE Unit 1 & 2 subject or an internal VET Certificate III as part of their Year 10 program. There are a number of reasons why current Year 9 students will choose to access a VCE or VET subject and this process should help students achieve their goals whilst ensuring they are making good choices.

- Students need to complete the VCE/VET Access Application Form.
- The VCE/VET Access Application Form will assist Course Counsellors to guide the conversation with students.
- It will ensure parents, relevant teachers and the students are part of the process.
- Completing this form does not guarantee the student will be able to undertake a VCE or VET subject.
- The student section of the form and appropriate signatures MUST be completed.
- Students will be required to respond to criteria which demonstrate why they want to undertake a particular VCE subject area, their capacity to participate in accelerated learning and information about how this is applicable to their VCE or VET pathway.
- Students seeking access to VCE or VET subjects should plan to continue these subjects in Year 11 in order to maximise their ATAR by completing six Unit 3 & 4 sequences by the end of their Year 12 program.
- Students must have a recommendation from their current subject teacher in a similar subject area to the VCE or VET subject requested.
- Students must submit a photocopy of their most recent Semester 1 report cover sheet.
- All applications for VCE/VET Access will be dealt with on an individual basis.
- Students wishing to complete VCE Outdoor Education are strongly advised to apply to complete it as an Access subject as it is encouraged that no students complete the Unit 3 & 4 course whilst in Year 12 to minimise the level of absence due to involvement on camps.

## AVID

AVID (Advancement Via Individual Determination) is a program designed to support “middle band” students in improving their capacity to achieve their academic goals. AVID is an international program dedicated to helping students achieve their goals of success in school and opening up educational opportunities after they complete secondary education. Students will learn and apply study skills and learning strategies to improve performance in note taking, writing, speaking, reading and test strategies. The school will identify and invite potential current Year 9 students and parents to attend an information session during Term 3 to outline the process of applying for this course.

For more information about AVID contact:

Ms Olivera Nikolovska [nikolovska.olivera.a@edumail.vic.gov.au](mailto:nikolovska.olivera.a@edumail.vic.gov.au)



## SAMPLE YEAR 10 STUDENT ELECTIVE PROGRAMS

To assist students with planning their elective program, we have provided a few sample programs. It is important to consider the options carefully. The electives provide an opportunity for each student to specialise in their areas of interest, but they also require a decision about what not to study at Year 10. For instance, a decision not to study LOTE at Year 10 means that taking a VCE LOTE is not possible.

The following tables show examples of possible Year 10 programs for the year.

### Year 10 program that includes a language

SEMESTER 1	English	Maths Year 10 or Year 10 A	Home Group	Humanities Elective BUSINESS	Elective FRENCH	Elective FORENSICS	Elective ART
SEMESTER 2	English	Maths Year 10 or Year 10 A	Home Group	Core Science	Elective FRENCH	Elective MUSIC	Elective PE

### Year 10 program that includes AVID

SEMESTER 1	English	Maths Year 10 or Year 10 A	Home Group	Humanities Elective RIGHT TO PROTEST	Elective AVID	Elective WOOD	Elective HEALTH
SEMESTER 2	English	Maths Year 10 or Year 10 A	Home Group	Core Science	Elective AVID	Elective MEDIA	Elective PE

### Year 10 program that includes a VCE or VET

SEMESTER 1	English	Maths Year 10 or Year 10 A	Home Group	Humanities Elective GLOBAL	Elective VCE BIOLOGY	Elective APP DEV	Elective DRAMA
SEMESTER 2	English	Maths Year 10 or Year 10 A	Home Group	Core Science	Elective VCE BIOLOGY	Elective ART	Elective PE

Note: These tables represent possible structures for Year 10 programs but not the way that electives are chosen. Students must enter their electives in priority order as outlined through WebChoices.

## INSTRUMENTAL MUSIC PROGRAM

Instrumental Music is generally a continuation of the Year 9 Instrumental Music program, with participation in the Senior Concert Band, Senior Stage Band and other ensembles. Students who participate in the Instrumental Music program attend weekly lessons that are held during class time, but times are alternated weekly to ensure students are not repeatedly missing the same class. If a Year 10 student is doing a VCE subject, their music lessons will rotate to avoid missing VCE classes. If a Year 10 student is doing VCE Music Performance, their lessons will be held during one of their music classes. To further develop their musical skills, students will participate in the Senior Concert Band and/or an ensemble such as the Stage Band, a Jazz ensemble, or a woodwind or brass ensemble. Held before or after school or at lunchtime once a week, these rehearsals are an essential component of the program, as they provide the students with performance opportunities. Performance opportunities in Year 10 include an interstate or Victoria country performance tour, community events such as the Williamstown Festival, War Child Benefit Concert and the annual Spring Concert.

**Instrumental Music Application Forms** are available online at the school website. For more information about instrumental music please contact Director of Music - James Rust [rust.james.j@edumail.vic.gov.au](mailto:rust.james.j@edumail.vic.gov.au)

## CAREERS AND WORK EDUCATION

All students undertake Work Experience as part of the Year 10 Careers Program. This is designed to explore career options and promote job-seeking skills. Each student is required to find their own Work Experience placement. Work Experience is for one week only and takes place during the first week of Term 3.

## WHAT TO DO NOW?

1. Consider the various electives being offered. Read the subject outlines carefully.
2. Choose your electives in accordance with the guidelines.
3. Discuss your proposed program with your parents/guardians and consult with subject Curriculum Area Team (CAT) Leaders:

HUMANITIES	Mr Fear	ARTS	Ms Elliott
SCIENCE	Ms Pellone-Gismodi	HEALTH & PE	Mr Thorley
LOTE	Ms Croft	ENGLISH	Mr Clifford
TECHNOLOGY	Ms Karabourniotis	MATHS	Mr Russell

Consult with your subject teachers for specific information about subjects.

4. Fill out the Course Selection Form. Make sure that you keep a copy of your selections for your own records. Make sure it is signed by a parent/guardian.
5. Submit your subject preferences online via WebChoice using your unique WEBCODE. This has already been provided to you. A link to WebChoice can be found on the school website. Make sure you fill out the online WebChoices form placing your subjects in priority order.
6. Hand your Course Selection Form AND WebChoices receipt into the General office with the appropriate payment by the due date indicated on your Course Selection Form. Year 10 students will submit their Course Selection Form on the day of their course counselling and gain their WebChoice code on this day also.

*Note: Late forms will be processed after all other forms submitted on time.*

# CHOOSING A LATER YEARS PATHWAY

## What is a Later Years Pathway?

A Later Years Pathway is a term used to describe your choice in Education, Training and Employment. It is a collection of studies planned to deliver the requirements for a senior school certificate, either;

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

There are also Vocational Education and Training (VET) studies including Australian School Based Apprenticeship (ASBAs). VET can be included in both VCE and VCAL programs. Whatever Later Years Pathway you choose, you will need to spend time investigating what each of the pathways has to offer before deciding to take it.



Your pathway should reflect your interests and goals, and whether these include further study/training or employment. For example, if you hope to study at a university or a TAFE institution after leaving school, you must check carefully that you are doing studies (subjects) that are required by the institution you wish to enter. Universities and TAFE have published information about the studies they wish you to include in your program, if you wish to be considered for selection when you leave school. These requirements are called the Tertiary Entrance Requirements and are published every year.

When organising your pathway you should consider your career options and ensure that your course selections will help you to reach your goal. You should be aware of any requirements for a specific career or course you have in mind.

## Resources to consult in your decision making:

- Consult your **COURSE COUNSELLOR**
- **LATER YEARS COURSE SELECTION HANDBOOK 2018**
- **VTAC WEBSITE** [www.vtac.edu.au](http://www.vtac.edu.au)
- **MY FUTURE** - <https://myfuture.edu.au/>
- **Job Outlook** <http://joboutlook.gov.au/> as well as
- **The Good Universities Guide** <https://www.gooduniversitiesguide.com.au/careers-guide>

# VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Certificate of Education (VCE) is a rigorous certificate that provides pathways for students into employment, TAFE and tertiary institutions. Obtaining the VCE is an achievable goal for most students, however performing well in the ranking is more difficult. This handbook provides information to assist you in planning your pathway through the VCE. Take the time to read it carefully and use it to ask questions about the courses you have an interest in.

## Structure Of The VCE

To graduate with your VCE you must satisfactorily complete:

- A minimum of 16 units and complete:
- Three units from the English group which include a Unit 3 & 4 sequence,
- Three sequences of Unit 3 & 4 (including up to two VET sequences) other than English.

At Williamstown High School, students are normally required to attempt 12 units in the first year and 10 units in the second year of their VCE studies. All studies are offered and the program for each VCE year is determined by student choice, school facilities and staff qualifications.

## The following VCE units are offered at Williamstown High School:

<b>ENGLISH</b> <ul style="list-style-type: none"> <li>• English/EAL</li> <li>• Literature</li> <li>• English Language</li> </ul>	<b>ARTS &amp; HUMANITIES</b> <ul style="list-style-type: none"> <li>• Accounting</li> <li>• Business Management</li> <li>• Dance</li> <li>• Economics</li> <li>• Geography</li> <li>• Health and Human Development</li> <li>• History</li> <li>• Global Politics</li> <li>• Legal Studies</li> <li>• LOTE – French</li> <li>• LOTE – Indonesian</li> <li>• Media</li> <li>• Music Investigation</li> <li>• Music Performance</li> <li>• Outdoor and Environmental Studies</li> <li>• Philosophy</li> <li>• Physical Education</li> <li>• Studio Arts</li> <li>• Theatre Studies</li> <li>• Visual Communication and Design</li> </ul>	<b>MATHEMATICS, SCIENCE &amp; TECHNOLOGY</b> <ul style="list-style-type: none"> <li>• Biology</li> <li>• Chemistry</li> <li>• Physics</li> <li>• Product Design and Technology</li> <li>• Psychology</li> <li>• Food Studies</li> <li>• Computing</li> <li>• Environmental Science</li> <li>• General Maths</li> <li>• Maths Methods CAS</li> <li>• Further Maths</li> <li>• Specialist Maths</li> </ul>
		<b>VET STUDIES</b> <ul style="list-style-type: none"> <li>• VET Community Services</li> <li>• VET Sport and Recreation</li> <li>• VET Music Industry (Sound Production)</li> <li>• Certificates from the Hobsons Bay Cluster</li> </ul>

\*For an ATAR, students must satisfactorily complete Units 3 & 4 of an English course within the English group. The English group consists of: English Units 1-4, EAL Units 3-4, English Language Units 1-4 and Literature Units 1-4. Students may not obtain credit for both English Units 3 & 4 and English (EAL) Units 3 & 4.



## ASSESSMENT IN THE VCE

*'For satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Satisfactory performance on these tasks is sufficient evidence to award an S for the unit. The decision to award an S for the unit is distinct from the assessment of levels of achievement.'*

- VCE and VCAL Administrative Handbook (2017)

### Outcomes

- Every unit has a set of learning outcomes, directly related to the areas of study in that Unit. The subject teacher, who may use a range of assessment methods, assesses them.
- Outcomes are assessed as S (Satisfactory) or N (Not Satisfactory). Each unit has a number of outcomes and an N for any one of these gives the student an N for the unit. It is from the outcome grades that satisfactory or not satisfactory completion of a unit is determined.

### Graded Assessment Tasks

- For students undertaking Units 1 & 2, there will be a variety of tasks in each unit that will be graded. In addition to this there are school based Examination to be undertaken at the end of each unit. Note that all school based Examinations provide students with the opportunity to gain examination experience and provide feedback on their performance.
- For students undertaking Units 3 & 4, there will be School Assessed Coursework (SAC) and/or School Assessed Tasks (SAT) for each unit. In each study there will be a combination of this school assessed work and Examinations, which are assessed directly by the VCAA. Grades will be awarded on the scale A+, A, B+, B, C+, C, D+, D, E+, E, UG or NA.

*Note: All marks and grades awarded by the school are conditional and may change as a result of statistical moderation.*

It is from these grades in each study that the VCAA determines the student's study score which is then used to derive their ATAR.

### Calculating the ATAR

The ATAR is calculated by taking the:

- Scaled score in English 3 & 4 or ESL English 3 & 4 or English Language 3 & 4 or Literature 3 & 4
- Next best THREE scaled scores for Unit 3 & 4 sequences
- 10% of any 5th scaled score for a Unit 3 & 4 sequence
- 10% of any 6th scaled score for a Unit 3 & 4 sequence

The total score will be used to place each student in a percentile rank, thus forming their ATAR. The highest rank is 99.95. Ranks below 30.00 will be reported as 'less than 30'. If a student receives a rank of 75.00, it would mean that they had achieved an overall result equal to or better than 75% of the applicants for that year. The rank provided by the ATAR places every student in Victoria along a continuous line from highest (99.95) to lowest (0.00).

The VCE studies that are used to calculate an ATAR are: Up to six Unit 3 & 4 studies from all VCE studies, including some VET<sup>1</sup> certificates.

<sup>1</sup> VET certificates can be counted in different ways depending on the Certificate. Discuss this with your course counsellor.

## VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) Certificates are courses of study that are nationally recognised and accredited. VET enables students to gain industry oriented training in preparation for further learning or entry into the workforce (e.g. Certificate III in Music Industry). Most Certificate programs run over two years and are made up of a number of Units of Competence.

A VET in Schools program is usually made up of VCE/VET Units that are delivered by an RTO at the student's school or another school within the Hobsons Bay Cluster.

### Contribution to the VCE

VET is fully incorporated into the VCE. Key features include:

- VET programs usually have a Unit 1 - 4 structure.
- Up to 13 Units VCE/VET Units can contribute to a student's VCE. This includes two Unit 3 & 4 sequences.
- VET programs contribute directly to the ATAR with a study score derived from scored assessment or as 10% increment as a 5th or 6th subject. However, in some instances there is nil contribution towards ATAR when units are at 1 & 2 level only.

### Selecting A VET Study

VET units contribute to satisfactory completion of the VCE so long as there is no undue overlap between VET units and the VCE units to which they are linked. Where there is a lot of overlap, you will be able to do both studies, but only one will count towards the minimum 16 units you need to graduate. Despite this, your results in both studies will be shown on your Statement of Results.

If you are thinking about taking any combinations of VET and VCE studies, talk to the Pathways and Transition Leader about the credit arrangements. Each VET program may require you to have some Work Experience, which gives you a chance to learn more about the industry and the skills it requires. Successfully completing a VET certificate provides you with a nationally recognised certificate that can lead directly into employment and higher certificate level TAFE courses. VET courses can even provide you with credit for some Tertiary institutions. Students in Year 10 may only access internal WHS VET subjects. Students in Year 11 or Year 12 VCE or VCAL can access either internal or external VET subjects. Students cannot enter a VET course at the Units 3 & 4 level.

### Assessment In VET

*'Students receive an S for a Unit of Competency if they have demonstrated competence as assessed by their registered training organisation (RTO). Students receive an S for a module if they have demonstrated achievement of all the learning outcomes as assessed by the RTO. Satisfactory completion of VCE/VET Units is calculated automatically as students satisfactorily complete units of competency/modules. Most VCE/VET programs consist of four VCE/VET Units containing one Unit 3 & 4 sequence.'*

- VCE and VCAL Administrative Handbook (2017)

The VET studies are assessed by the subject teacher against a nationally accredited set of competencies. If a student is competent, they receive a satisfactory grade. If a student cannot demonstrate their competence in an area, then they can be re-assessed at a later time after further practice. Where possible, assessment should be a practical task or based on a practical task.

Please Note:

1. Students in Year 10 may only access internal WHS VET subjects.
2. Students selecting a VET subject may need to change their other VCE subjects in order make their program work within the Williamstown High School timetable.
3. See the Hobsons Bay VET Cluster 2018 VET Application Form in the Appendices for a full list of VET subjects.

Students interested in learning more about VET should contact Ms. Anna Bovdis, Pathway & Transition Leader

## Vocational Education Training (VET)

### USI: Unique Student Identifier



As of 1 January 2015 all students doing a nationally recognised training need to have a Unique Student Identifier (USI). This includes students doing Vocational Education Training (VET) at school (VET for secondary students). If students don't have a USI they will not receive their qualification or statement of attainment. In order to apply students must go to:

<https://www.usi.gov.au/students/create-your-usi>

Students will create an account and this will generate a 10 digit code. **STUDENTS MUST SUBMIT THIS CODE TO THE VET COORDINATOR AND THEIR VET TEACHER.** See the Hobsons Bay VET Cluster 2018 VET Application Form in the Appendices.

The online application requires one identity document and takes only 5-10 minutes provided that you have the identity proof at hand.

A USI is then allocated on the spot on screen, and is also emailed to the student instantly. Students are strongly advised to record this code.

## VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

The Victorian Certificate of Applied Learning (VCAL) provides an alternative to the VCE for students at senior secondary level, who now have the choice of two recognised certificates. Students who complete VCAL are likely to be interested in going on to training at TAFE (Technical and Further Education) institutes, doing an apprenticeship or traineeship or getting a job after finishing school.

### What are the aims of VCAL?

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

The principles underpinning the VCAL are:

- Accredited pathway for secondary students.
- Tailoring a program to suit student interest.
- Personal development.
- Development of work related and industry specific skills.

In VCAL these principles are shown through:

- The development of knowledge and employability skills that help prepare students for work and for participation in a broader society – family, community and lifelong learning.
- The development of knowledge and skills that assist students to make informed vocational choices and facilitate pathways to further learning and employment.

### What are the qualifications?

VCAL is accredited at three levels: Foundation, Intermediate and Senior. Williamstown High School currently offers both the Intermediate and Senior Certificates. In 2018 there will be a Foundation Certificate available. The certificates cater for a range of students with different abilities and interests. They also provide a progression of skills, knowledge and attitudinal development.

### Intermediate Level

At Intermediate level, the focus is on knowledge and employability skills development that leads to independent learning, confidence and a higher level of transferable skills.

### Senior Level

At the Senior level, the focus is on knowledge and employability skills that lead to a high level of interpersonal skills, independent action and achievement of tasks that require decision-making and leadership.

### How is the week structured?

Williamstown High School runs the VCAL program over three days. Students complete their core course work during these three days and attend VET and Work Placement on the other two days.

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

- Literacy and Numeracy Skills - school units
- Industry Specific Skills - VET units
- Work Related Skills - school units
- Personal Development Skills - school units

A student's VCAL learning program must include elements of each strand.

# WHAT MUST STUDENTS DO TO RECEIVE A VCAL QUALIFICATION?

A student is awarded a Certificate when they gain credits for 10 units that fulfill the minimum requirements for a student's learning program. A credit is gained for the successful completion of a unit of study. A unit of study can be either a VCAL school unit or a VCAL VET unit.

## Minimum requirements for a student's learning program

A student's VCAL learning program must include:

- At least one Literacy unit (must include Reading and Writing unit)
- At least one Numeracy unit
- At least one Industry Specific Skills (VET) unit
- At least one Work Related Skills unit
- At least one Personal Development Skills unit

Williamstown High School also incorporates a VCE Maths Unit (Foundation Maths) into the Intermediate Certificate.

## A sample Intermediate Curriculum at Williamstown High School

LITERACY & NUMERACY	INDUSTRY SPECIFIC	WORK RELATED	PERSONAL DEVELOPMENT
Literacy Units 1 & 2 VCE Foundation Maths Unit 1 Numeracy Unit 1	VET Certificate II Building & Construction Units 1 & 2	Work Related Skills Units 1 & 2	Personal Development Units 1 & 2
4 Units	2 Units	2 Units	2 Units

Similar to the VCE, VCAL is an accredited secondary Certificate. It is important to note that the VCAL program incurs a cost to the individual student to cover the VET fees. This cost will be dependent on the VET course undertaken and can range from \$500 - \$1500. Refer to the Hobsons Bay VET Cluster 2018 VET Application form for the indicative student charge.

Upon successfully completing the learning program students will receive a VCAL Certificate for Intermediate or Senior level. They will also receive a Statement of Results, listing VCAL units successfully completed as part of the VCAL course, and a Statement of Attainment for VET. These list all units and modules successfully completed as part of the student's VCAL program.

The VET programs on offer for VCAL students are either within the Hobsons Bay VET Cluster or at a TAFE subject to demand placed on the providers. Check with the VET Coordinator Anna Bovdis for an updated list.

*NOTE: The VET courses form part of the VCAL program and are run at different Registered Training Organisations (RTO) - ranging from Victoria University to Kangan TAFE. The day the student attends VET will depend on the RTO. Students are expected to catch up on any missed classwork.*

## Structured Workplace Learning (SWL)

Students undertake work with an employer who enables the student to demonstrate their acquired skills and knowledge in an industry setting. During the Structured Workplace Learning, a student will have specific tasks to undertake in order to demonstrate competence. Students will be regularly monitored and may be assessed on the job. The Structured Workplace Learning is a compulsory element for all students at all three levels. It is the responsibility of the student to obtain a placement and complete the required hours.

Students interested in learning more about VCAL should contact the VCAL Coordinator, Mathew Grossman situated at the Pasco campus.

# FAQS

## Do I have to do Maths?

Yes and No. Year 10 Maths is compulsory for the whole year, however students can choose to complete either Year 10 Maths Standard or Year 10 Maths Advance. or Year 10 Maths A. Some tertiary courses require it or recommend it, but there is no compulsion to do Maths in either Year 11 or 12. Check your tertiary entry requirements for prescribed Maths requirements in University and TAFE courses. VCAL students need to complete approved Numeracy studies within their VCAL program.

## Do I have to do English?

Yes. Year 10 English is compulsory for the whole year. In VCE you must undertake specific studies within the English group of subjects, but there are choices. VCAL students need to complete approved Literacy studies within their VCAL program.

## Does a VET subject count towards my VCE or VCAL Certificate?

Yes. You can have an unlimited number of VET studies in your VCE program. You need to be aware that VTAC places restrictions on certain combinations of VCE and VET studies. If you intend applying for an ATAR at the end of your VCE, you will need to be aware of these restrictions. All VCAL students must incorporate some VET studies within their VCAL program.

## Can I change from VCAL to VCE in the following year if I wish?

Yes. If you find your needs are better met in the VCE program you can gain credit for any successfully completed VCAL and VET units in your new VCE program. You may find that you will require more time to complete the requirements for VCE than the regular two year period.

## Can I change from VCE to VCAL in Semester 2 or in the following year?

Not midyear. Maybe at the end of Year 11, again if you find your interests changing in your VCE program and you now wish to explore an applied learning program. Your successful VCE and VET units can gain you credit in your VCAL program. It should be noted however, that students wishing to transfer to VCAL are required to have successfully completed 100 hours of a VET program, Unit 1 English and a Unit 1 Maths (any) study for credit in the Literacy, Numeracy and VET components of the VCAL program.

## Can I change subjects if I don't like what I have chosen?

Yes. There is a formal process to follow to change subjects and there are cut-off dates that are set by the VCAA for changes to programs. If you want to change shortly after beginning a Unit or change your mind at the end of Unit 1, you can choose subjects from classes on the existing timetable and where places are available. At the end of Year 11 you will have the opportunity to evaluate your choices and adjust your program.

## Do I get study periods?

No and Yes. Generally Year 11 students will be studying six units per semester and will not have any spare time throughout the week. In most cases Year 12 students usually take five subjects with one block spare. They will spend this block in the VCE Study Centre. VCAL students undertake a fulltime program at both Intermediate (Year 11) and Senior (Year 12) level.

## What's it all about?

In this course students will explore early to mid-20th Century developments in dramatic theory and practice, and use skills to shape their own performance projects. Students explore both naturalist and non-naturalist theatre. Students explore how society/audience is impacted by drama, and devise works that will be presented to a wider audience. Students will also analyse and interpret the structure, content and aesthetic qualities of drama and analyse the characteristics and role of drama in different settings.



## What will I learn?

DRAMA PRACTICE	FORM AND STYLE
<ul style="list-style-type: none"> <li>Acting workshops</li> <li>Theatre sports</li> </ul>	<ul style="list-style-type: none"> <li>Dramatic elements</li> <li>Play scripts</li> </ul>
ACTING AND STAGECRAFT IN PERFORMANCE	PLAY-BUILDING
<ul style="list-style-type: none"> <li>Theatrical brief</li> <li>Evaluation of stagecraft in performance</li> </ul>	<ul style="list-style-type: none"> <li>Performance</li> <li>Improvisation</li> </ul>

## What type of things will I do?

Method Acting, Laban movement, Performance styles, Improvisation, Monologue, Theatrical Brief, Performing in front of audience, Evaluate stagecraft

## What can this lead to?

Entrepreneur, Critical Thinker, Humanitarian, Entertainer, Educator, Designer – set/dress/make up, Actor, Writer

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Acting Out
YEAR 11	Drama
YEAR 12	Drama

## Why choose this subject?

Choose this subject if you are interested in learning about: Problem Solving, Creativity, Analytical Skills, Social Commentary, Team Work

## What's it all about?

This visual art subject will examine the practical and theoretical domains of photography. Students will learn how to use manual settings on Digital SLR camera to increase their understanding of compositional techniques, depth of field and shutter speed. They will engage in the design process to develop their own folio and respond creatively to a number of prompts, including telling stories with images and creative portraiture. This course will examine post printing manipulation, both analogue and digital. Students will study the history of photography, modern and contemporary photographers and photographers from different cultures to enhance their understanding and practical work.



## What will I learn?

DEVELOPING	HISTORICAL AND CONTEMPORARY PHOTOGRAPHY
<ul style="list-style-type: none"> <li>Darkroom orientation</li> <li>How to set up and use a darkroom</li> <li>Printing their own photograms</li> </ul>	<ul style="list-style-type: none"> <li>How photography has changed across history</li> <li>Why artists choose film or digital</li> <li>What artists want to communicate through their work</li> </ul>
DIGITAL PHOTOGRAPHY	DIGITAL AND ANALOGUE MANIPULATION
<ul style="list-style-type: none"> <li>Camera orientation</li> <li>Use of the manual settings on a digital SLR</li> <li>Elements and principles</li> <li>Lighting and composition</li> </ul>	<ul style="list-style-type: none"> <li>Photoshop editing and manipulation</li> <li>Analogue techniques for altering an image</li> </ul>

## What type of things will I do?

Take Photographs, Develop images, Use computers to change imagery, Visit Photographic exhibitions, Analyse Photographs from different time periods, Create a visual diary to develop concepts and learn how to annotate them, Research assignments

## What can this lead to?

University and TAFE courses in: Fine Arts (Photography), Art department/Props film or theatre, Special effects, Suitable for VCE Access

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Film and Darkroom Photography
YEAR 11	Studio Arts, Media
YEAR 12	Studio Arts, Media

## Why choose this subject?

Choose this subject if you are interested in learning about: Art/Media/Film, Photography, New and old techniques, ICT, Art

## What's it all about?

This subject introduces students to the senior Media curriculum and covers video and print media. Students will learn about media spin and bias in print and television news and apply this knowledge to creating their own newspaper front page. Students will learn about current copyright laws and debate their validity in the face of the internet. Students will create their own music video, using camera techniques to engage the audience. Finally, students will carry out an in depth analysis of how production elements are used in professionally created feature film.



## What will I learn?

NEWSPAPER FRONT PAGE	FILM NARRATIVE
<ul style="list-style-type: none"> <li>Media bias and how selecting or omitting certain facts can change a story</li> <li>How to use Adobe InDesign</li> <li>Create your own front page for The Age or the Herald Sun</li> </ul>	<ul style="list-style-type: none"> <li>How camera, acting, lighting and sound create meaning in films</li> <li>Analysis of scripts and characters</li> <li>Examining the construction of professional films</li> </ul>
MUSIC VIDEO	COPYRIGHT
<ul style="list-style-type: none"> <li>Preproduction skills and planning</li> <li>Production scheduling and filming</li> <li>Post production editing and presentation</li> </ul>	<ul style="list-style-type: none"> <li>What it is and what it is for</li> <li>How new media technologies have increased piracy</li> <li>How new technologies have made new products through remixing</li> </ul>

## What type of things will I do?

Analyse films, Write for specific audiences, Scriptwriting, Create Videos, Create print work, Create print ads, Use film editing software, Use Photoshop and InDesign, Storyboarding

## What can this lead to?

Film/TV and Print production, Advertising, Journalism, Marketing, Public Relations

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Media
YEAR 11	Media
YEAR 12	Media

## Why choose this subject?

Choose this subject if you are interested in learning about: Film, Journalism, Piracy, Advertising, Media Production

## What's it all about?

This course focuses on building performance and musicianship skills. Students practise and present performances of group and solo music works using one or more instruments including voice and reflect on ways to improve their own approach to performance. They research and present the work of Australian performers and/or composers. They identify technical, expressive and stylistic challenges relevant to works they are preparing for performance and practice technical work to address these challenges. They develop skills in creating their own music through composing or improvising. Students study aural, theory and analysis concepts to develop their knowledge and appreciation of music.



## What will I learn?

INSTRUMENTAL AND VOCAL SKILLS	MUSIC LANGUAGE (THEORY) AND AURAL PERCEPTION
<ul style="list-style-type: none"> <li>Solo Performance skills</li> <li>Group Performance strategies</li> <li>Performance experience</li> </ul>	<ul style="list-style-type: none"> <li>Theory on Music</li> <li>Aural perception on Auralia software</li> <li>Theory textbooks</li> </ul>
COMPOSING AND ARRANGING SKILLS	RECORDING
<ul style="list-style-type: none"> <li>Composing on Garage Band/Logic Pro</li> <li>Arranging on Sibelius</li> </ul>	<ul style="list-style-type: none"> <li>Composing on Garage Band/Logic Pro</li> </ul>

## What type of things will I do?

Researching Australian Music, Researching music from non-western cultures, Presenting investigation to the class, Group and Solo Rehearsals/Performances

## What can this lead to?

Advertising/jingle writer, Arranger, Composer, Conductor, Entertainer, Musician (singer or instrumentalist), Music Director, Music Programmer/Sampler, Music Software Designer, Music Teacher, Music Therapist, Orchestra Musician, Sound Engineer

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Music
YEAR 11	Music Performance VET Music Industry
YEAR 12	Music Performance Music Investigation VET Music Industry

## Why choose this subject?

Choose this subject if you are interested in learning about: Music listening/appreciation, Music Performance & musicianship, Music Technology, Online music research, Composing, arranging and recording

## What's it all about?

This visual art subject will take students through an exploration of time and space through installation, site specific work and time based media. Students will plan and create their own unique traditional and contemporary works using a variety of materials. Students will also study traditional and contemporary practice. Students will visit galleries and new media spaces such as ACMI.



## What will I learn?

INSTALLATION	HISTORICAL AND CONTEMPORARY PRACTICE
<ul style="list-style-type: none"> <li>A variety of either made or found objects exhibited in a site specific space</li> <li>How to realise abstract and realistic forms</li> </ul>	<ul style="list-style-type: none"> <li>How sculpture /Art films has changed across history</li> <li>Why artists choose the materials they do</li> <li>What artists want to communicate through their work</li> </ul>
THE INTERVENTION OF MEDIA IN SOCIETY	MINIATURES/ SNOW GLOBES/ DIORAMAS
<ul style="list-style-type: none"> <li>The roles that Media plays in contemporary society</li> <li>Case studies of media/installation artists that work outside traditional spaces</li> <li>The cause and effect of taking Art outside the gallery</li> </ul>	<ul style="list-style-type: none"> <li>Why artists chose to work in miniature and how they make their work have high impact despite its small scale</li> <li>How to understand the impact of scale on sculpture</li> </ul>

## What type of things will I do?

Make sound or video Art pieces, Create assemblage of found objects, Make a Snow Dome, Visit the National Gallery, Compare sculptures/new media/film from different artists, Create a visual diary to develop concepts, Research assignments, Learn how to analyse

## What can this lead to?

University and TAFE courses in: Fine Arts(Sculpture), Art department/Props film or theatre, Special effects, Suitable for VCE Access

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Sculpture: Space Invaders
YEAR 11	Studio Arts, Media
YEAR 12	Studio Arts, Media

## Why choose this subject?

Choose this subject if you are interested in learning about: Art/Media/Film, Space and Time, Variety of materials, Making things, New techniques

## What's it all about?

This visual art subject introduces students to traditional and contemporary art making techniques, from studio processes such as drawing, painting and printmaking to methods commonly seen in street-art such as paste-up posters. Students will develop their own imagery for artworks, and will be encouraged to take a creative approach to making art. Students will look to other artists such as illustrators and street artists for inspiration and will also learn about some of the key 20th century art movements and styles. They will also visually analyse works of traditional and contemporary art, and reflect upon and evaluate their own work.



## What will I learn?

ETCHING DESIGN PROCESS	ART MOVEMENTS
<ul style="list-style-type: none"> <li>How to creatively approach an idea</li> <li>How to draw and develop original imagery</li> <li>How to design and print an original etching</li> </ul>	<ul style="list-style-type: none"> <li>Features of Impressionism, Pointillism, Fauvism, Futurism, Cubism</li> <li>How to paint in the style of these movements</li> </ul>
WRITING ABOUT ART	STREET ART PROJECT
<ul style="list-style-type: none"> <li>How to analyse and describe an artwork</li> <li>How to interpret the meaning of artwork</li> </ul>	<ul style="list-style-type: none"> <li>How to create a street art inspired artwork</li> <li>How to work collaboratively</li> </ul>

## What type of things will I do?

Sketch ideas for original artworks, Make final artworks, Keep a visual diary, Undertake creative thinking exercises, Write reflective evaluations of your own work, Look at and discuss art

## What can this lead to?

Further study in the creative arts, Any course or career which requires creative thinking and problem solving skills, Fine Arts degrees and diplomas, Careers in design, art, illustration

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Art and Illustration Studio
YEAR 11	Studio Arts
YEAR 12	Studio Arts

## Why choose this subject?

Choose this subject if you are interested in learning about: Drawing, Art history, Printmaking, Painting, Street Art

## What's it all about?

In this course students develop skills in a range of drawing and illustration techniques used to produce visual presentations. They will use a range of graphic methods, materials and media and apply knowledge of design elements and principles to produce visual solutions to set tasks and design briefs. During the semester they will practice freehand and technical drawing methods as well as computer aided methods. Students will apply skills and knowledge in two design projects. One of these will have a graphic design context and the other will have an environmental design context.



## What will I learn?

<ul style="list-style-type: none"> <li>Freehand sketching skills</li> <li>Visualisation drawings</li> </ul>	<ul style="list-style-type: none"> <li>One point perspective drawing</li> <li>Two point perspective drawing</li> </ul>
<ul style="list-style-type: none"> <li>Visual design elements and principles</li> <li>Isometric drawing</li> </ul>	<ul style="list-style-type: none"> <li>Design project</li> <li>Orthogonal projection</li> </ul>

## What type of things will I do?

Generate and refine ideas for visual solutions to design briefs, Design and present finished graphic communications appropriate to stated purpose and given audience, Work as a team to produce visual solutions to a real life design brief

## What can this lead to?

VCD provides pathways to training and tertiary study in design and design-related studies, including graphic design, industrial (product) and architectural design and communication design, Engineering disciplines such as mechanical, production and civil, Areas of the construction industry requiring an understanding of graphic communication

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Visual Communication Design
YEAR 11	Visual Communication Design
YEAR 12	Visual Communication Design

## Why choose this subject?

Choose this subject if you are interested in learning about: Design process, Drawing methods, Illustration, CAD/CAG, The Design industry

## What's it all about?

Dance is the language of movement. In this course, students are given the opportunity to discover the body's potential for physical and artistic expression. Students develop technical and physical skills, build a personal movement vocabulary, and learn how to apply choreographic principles to create their own original dance works. They analyse and consider cultural influences on the expressive intention, form and movement vocabulary of original or learnt dance works in a range of styles and/or traditions. Students perform dance analysis through written, oral or multimedia formats as well as perform choreographed or learnt solo and group dance works using different dance-making processes.



## What will I learn?

<b>UNIT 1:</b> <ul style="list-style-type: none"> <li>To identify and describe the expressive intention (what is the movement saying or expressing?) in a range of dance works</li> <li>To use improvisation to create dances</li> <li>The safe use, maintenance and physiology of the dancer's body</li> </ul>	<b>UNIT 2:</b> <ul style="list-style-type: none"> <li>How the elements of movement (time, space &amp; energy) can be manipulated to create an expressive intention</li> <li>To choreograph using the elements of movement</li> <li>To manipulate the elements of movement to create dances</li> </ul>
<b>UNIT 3:</b> <ul style="list-style-type: none"> <li>To analyse cultural influences on solo dance works</li> <li>To choreograph, rehearse and perform a solo dance work</li> <li>To learn, rehearse and perform a big group dance</li> </ul>	<b>UNIT 4:</b> <ul style="list-style-type: none"> <li>To analyse the cultural influences on prescribed group dance works</li> <li>To choreograph and perform a solo with accuracy and expressive performance skills</li> </ul>

## What type of things will I do?

Learn dance techniques, Explore choreography workshops, Choreograph and perform an original solo, Learn and perform a big group dance, Watch dance performances and learn to write about them, Explore different dance styles (eg, modern, classical, jazz, street/hip hop), Explore how culture influences dance styles

## What can this lead to?

University and TAFE courses in: Dance, Dancer or Choreographer for TV, Film, Rehearsal Director / Theatre or Dance, Dance Instructor, Dance Therapist

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 11	Dance
YEAR 12	Dance

## Why choose this subject?

Choose this subject if you are interested in learning about: Dancing, Choreographing, Directing, Performing Arts, Fitness

# DRAMA

# UNITS 1-4

## What's it all about?

The study of Drama focuses on the creation and performance of characters and stories in naturalistic and non-naturalistic ways. Students draw on a range of stimulus material and play-making techniques to develop and present devised work. Students also explore a range of performance styles and conventions, dramatic elements and stagecraft. They use performance and expressive skills to explore and develop role and character. Students analyse the development of their own work and performances by other drama practitioners.



Please note that some after school and holiday time will be needed for rehearsals.

## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Using acting and stagecraft in devised ensemble performance</li> <li>Evaluation of acting &amp; stagecraft</li> <li>Viewing a play</li> </ul>	<ul style="list-style-type: none"> <li>Using acting stagecraft to realise a scene</li> <li>Form and Style</li> <li>Realisation of stagecraft in performance</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>Use of two areas of stagecraft to realise a play in front of an audience</li> <li>Evaluation of stagecraft in performance</li> <li>Play-building techniques</li> </ul>	<ul style="list-style-type: none"> <li>Create, develop and perform a self-devised solo performance</li> <li>Theatrical brief on the creation of a solo performance</li> </ul>

## What type of things will I do?

Analyse Plays, Improvisation, School Production, Acting workshops, Interpret Stagecraft, Set construction, Solo, Theatre Sports, Make up and costume

## What can this lead to?

Designer, Artist, Playwright, Actor

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Acting Out
YEAR 11	Drama
YEAR 12	Drama

## Why choose this subject?

Choose this subject if you are interested in learning about: Set Design, Lighting and tech, Costume Design, Acting, Performance

# MEDIA

# UNITS 1-4

## What's it all about?

VCE Media provides students with the opportunity to analyse and create media products and concepts. Students consider media texts, technologies and processes from various perspectives. They examine industry production and distribution context, audience reception and the media's contribution to and impact on society. VCE Media supports students to develop and refine their analytical, critical, creative thinking and expression. Students strengthen their communication skills and technical knowledge.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>How to create representations in film and print</li> <li>How the media creates meaning</li> <li>How Australian Stories are structured in media forms</li> </ul>	<ul style="list-style-type: none"> <li>Understand narrative, style and genre</li> <li>Examine narrative in multiple Media forms</li> <li>Design and produce narratives</li> <li>The influence of new media in society</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>How to analyse two feature films</li> <li>How to discuss the ideologies present in media texts</li> <li>How to research and design a major media production</li> </ul>	<ul style="list-style-type: none"> <li>How to produce a major media production</li> <li>How the media influences audiences</li> <li>How audiences influence the media</li> <li>How ethical and legal issues effects media production</li> </ul>

## What type of things will I do?

Make Media products (film, posters, photographs, comic books), Analyse films, Examine Facebook, Twitter, Use professional video editing software, Use professional image editing software, Scripting and storyboarding, View the media critically, Evaluate the influence of media, Evaluate reasons for media regulation

## What can this lead to?

Film and Television Production, Advertising, Scriptwriting, Journalism, Advertising, Graphic Design, Marketing and Public Relations, Media theory and criticism, Philosophy, Sociology, Politics, Professional Communications and Photography

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Media
YEAR 11	Media
YEAR 12	Media

## Why choose this subject?

Choose this subject if you are interested in learning about: Film Production, Communications and Media Industries, Print design and production, Magazine production, Journalism, Advertising



## What's it all about?

In this course students select a work from a prescribed list as the basis for an investigation of a Focus Area. They explore the Focus Area through three complementary areas of study: Investigation, Composition/arrangement/improvisation and Performance. Area of Study 1, Investigation involves research into background contextual issues relevant to performance practice, critical listening to recordings of performances and examination of texts including musical scores. Area of Study 2, Composition/arrangement/improvisation involves applying these research findings to create a folio of exercises, sketches or recorded improvisations that demonstrate understanding of the characteristics of the Focus Area. Students plan, rehearse and perform a program of works that are representative of the Focus Area and in doing so develop relevant instrumental and performance techniques and apply performance practices at an advanced skill level.



## What will I learn?

UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>Focus on a specific area of music performance</li> <li>Solo Performance or group skills/strategies and Performance experience</li> <li>Performance Technique for the focus area</li> </ul>	<ul style="list-style-type: none"> <li>In depth research into a very specific area of music performance</li> <li>Composing, arranging and improvising in a focus area of study</li> <li>Advanced use of music technology</li> </ul>

## What type of things will I do?

High level performance, Advanced composing, arranging and improvising, High level research/investigation, Advanced use of music technology

## What can this lead to?

Advertising/jingle writer, Arranger, Composer, Conductor, Entertainer, Musician (singer or instrumentalist), Music Director, Music Teacher, Music Therapist, Orchestra Musician

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Music
YEAR 11	Music Performance
YEAR 12	Music Investigation Music Performance

## Why choose this subject?

Choose this subject if you are interested in learning about: A specific area of music performance, High level music performance, Advanced composing, arranging or improvising, Music analysis, Music Technology

## What's it all about?

In Music Performance students build and refine their performance and musicianship skills for both group and solo music works using one or more instruments to work towards presenting convincing performances. Students study the work of other performers through listening and analysis and use specific strategies to optimise their own approach to performance. They also study, develop and refine strategies for developing technical and expressive performance skills and identify technical, expressive and stylistic challenges relevant to works they are preparing for performance. Students develop skills in performing previously unseen music and study specific concepts to build their musicianship knowledge and skills including aural perception, transcription, theory and analysis.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Solo Performance skills</li> <li>Group Performance strategies</li> <li>Performance Technique</li> <li>Performance experience</li> </ul>	<ul style="list-style-type: none"> <li>Topics such as chords, chord progressions, intervals, rhythms, scales and melody</li> <li>Extensive use of theory software such as Musition and Auralia</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>Song-writing, composition, arranging and improvisation</li> <li>Extensive use of music software for composing and arranging such as Sibelius</li> </ul>	<ul style="list-style-type: none"> <li>Recording to evaluate performance or to produce quality MP3s, CDs or DVDs with software such as Pro Tools in conjunction with the Music Industry classes</li> </ul>

## What type of things will I do?

Performing, Composing, arranging and improvising, Researching and practising performance technique, Recording, Practising theory and aural skills

## What can this lead to?

Advertising/jingle writer, Arranger, Composer, Conductor, Entertainer, Musician (singer or instrumentalist), Music Director, Music Programmer/Sampler, Music Software Designer, Music Teacher, Music Therapist, Orchestra Musician, Sound Engineer

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Music
YEAR 11	Music Performance
YEAR 12	Music Investigation Music Performance

## Why choose this subject?

Choose this subject if you are interested in learning about: Performing and recording, Composing, arranging, Music Technology, Music styles, Music theory

# STUDIO ARTS

# UNITS 1-4

## What's it all about?

In Studio Arts, students are taught how to seek inspiration in the work of other artists to help them develop their own approach to creative art making. They learn how to describe and manipulate materials and the art elements and principles to help them design and develop artwork. Students learn to use a visual diary to help them record their design process. They compare the works of artists and investigate how an artist's historical or cultural context influences their work.

*Please note: Studio Arts at Williamstown High School is offered in two streams. Students can choose from either Studio Arts (Photography) or Studio Arts depending on which artistic medium they are most interested in. Studio Arts focuses on drawing, painting and printmaking, whilst Studio Arts (Photography) focuses predominantly on digital photography with some darkroom and mixed-media activities. You may select either Studio Arts (Photography) OR Studio Arts, but not both.*



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Use a range of art materials - either photographic materials, or painting and drawing materials</li> <li>Compare how different artists have used materials and responded to inspiration</li> <li>Use various stimuli for creative inspiration</li> </ul>	<ul style="list-style-type: none"> <li>Creatively explore ideas in numerous ways</li> <li>Evaluate the best direction for a finished artwork</li> <li>Identify and describe the art elements and principles</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>Write an exploration proposal that plans your own creative ideas for the Unit</li> <li>Explore your own theme creatively, focusing on the art form of your choice</li> <li>Research and discuss artists and their work</li> </ul>	<ul style="list-style-type: none"> <li>Use your exploration from Unit 3 to produce finished artworks in your chosen medium</li> <li>Reflect upon the success of your work</li> <li>Discuss how galleries and art display spaces work</li> </ul>

## What type of things will I do?

Experiment with art materials, Reflect upon trials with materials and techniques, Design artworks, Analyse artworks, Visit one or two exhibitions, Complete finished artwork ready for exhibition, Evaluate your own work

## What can this lead to?

Artist, Designer, Commercial art – photography, illustration, Careers which require problem solving and creative abilities

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	The Art and Illustration Studio Sculpture: Space Invaders Film and Darkroom Photography
YEAR 11	Studio Arts Studio Arts (Photography)
YEAR 12	Studio Arts Studio Arts (Photography)

## Why choose this subject?

Choose this subject if you are interested in learning about: Art, Aesthetics, Materials, Galleries, Ideas in art

# VISUAL COMMUNICATION AND DESIGN UNITS 1-4

## What's it all about?

Visual communication design can inform people's decisions about where and how they live and what they buy and consume. The visual presentation of information influences people's choices about what they think, what they need or want. The study provides students with the opportunity to develop informed, critical and discriminating approaches to understanding and using visual communications, and nurtures their ability to think creatively about design solutions. Design thinking, which involves the application of creative, critical and reflective techniques, supports skill development in areas beyond design, including science, business, marketing and management.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Draw for different purposes using a range of methods, media, materials and technical skills</li> <li>Apply design elements and principles to create visual communications</li> <li>Understand the social and historical influences on visual communication design</li> </ul>	<ul style="list-style-type: none"> <li>Create presentation drawings to technical drawing conventions</li> <li>Use type and images to create visual communications suitable for print/screen</li> <li>Employ a design process to create a visual communication to a given brief</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>Analyse existing visual communications</li> <li>Create new visual communications for specific contexts, purposes and audiences</li> <li>Understand how visual communications are designed and produced in industry</li> <li>Prepare a brief, undertake research and generate a range of ideas relevant to a brief</li> </ul>	<ul style="list-style-type: none"> <li>Develop design concepts, select and refine them to satisfy a brief</li> <li>Produce final visual communication presentations</li> <li>Devise a pitch to present and explain your visual communications to an audience</li> </ul>

## What type of things will I do?

Folios for design projects, Technical drawing, Computer aided graphics, Architectural illustration, Architectural drawings, 2D graphic presentations, Use design elements & principles, Visual analysis tasks, Research and analysis

## What can this lead to?

VCD provides pathways to training and tertiary study in design and design-related studies, including graphic design, industrial (product) and architectural design and communication design, Engineering disciplines such as mechanical, production and civil, Areas of the construction industry requiring an understanding of graphic communication

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Visual Communication Design Other visual arts electives Technology electives
YEAR 11	Visual Communication Design VET Interactive Digital Media
YEAR 12	Visual Communication Design VET Interactive Digital Media

## Why choose this subject?

Choose this subject if you are interested in learning about: Illustration, Architecture, Product design, Graphic design, Design process

# THE ARTS

## VET MUSIC INDUSTRY (TECHNICAL PRODUCTION) UNITS 1-4

### What's it all about?

Certificate III in Technical Production provides students with the practical skills and knowledge to record, mix and edit sound sources. The course includes developing music industry knowledge, establishing contractual and work relationships, and following health, safety and security practices, as well as creating music using technology. Students undertake Units of Competence that include; editing sound using digital systems, operating sound mixing consoles, operating sound reinforcement systems and mixing sound sources.



### What will I learn?

UNIT 1	UNIT 2
<ul style="list-style-type: none"> <li>Work effectively with others</li> <li>Manage my own work and learning</li> <li>Source and apply entertainment music knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Follow occupational health and safety procedures</li> <li>Implement copyright arrangements</li> <li>Perform basic sound editing</li> </ul>
UNIT 3	UNIT 4
<ul style="list-style-type: none"> <li>Plan a career in the creative arts industry</li> <li>Incorporate music technology into performance</li> </ul>	<ul style="list-style-type: none"> <li>Assist with sound recordings</li> <li>Provide event staging support</li> </ul>

### What type of things will I do?

Sound track laying, Stage management, Event staging support, Digital editing and mixing, Working with others, Compile audio replays, Equipment operations, Basic sound editing, Compose simple songs

### What can this lead to?

Work in the music industry in areas such as: Sound technician, Tour crew member, Studio engineer, Audio technician, Work in theatre, radio, recording studios

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Music
YEAR 11	VET Music Music Performance
YEAR 12	VET Music Music Performance

### Why choose this subject?

Choose this subject if you are interested in learning about: Recording, Music, Sound, Radio, Entertainment

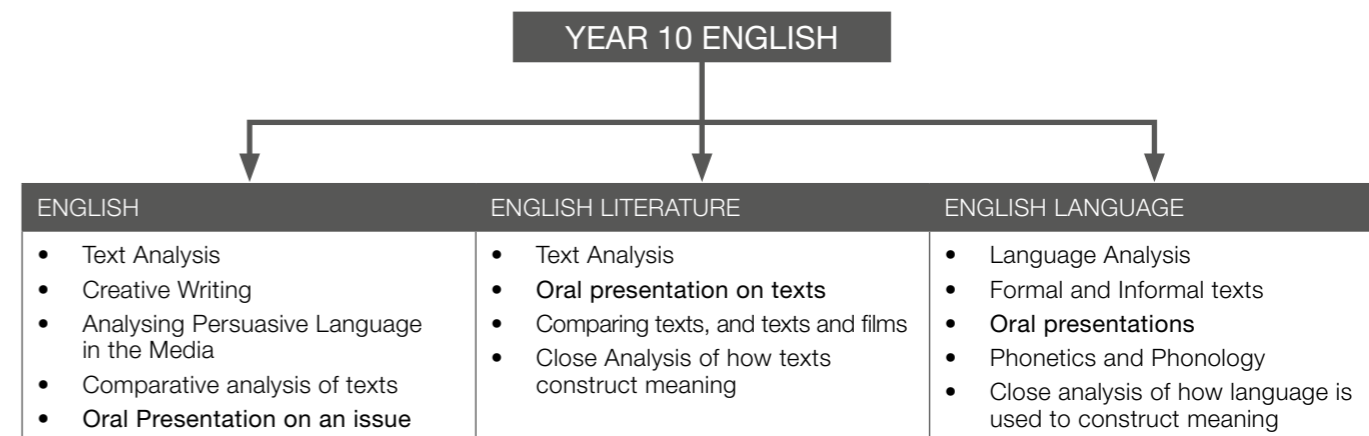
# ENGLISH

## ENGLISH AT VCE

In VCE all students must complete two units of English at Year 11 and two units at Year 12.

The English subjects offered are:

- English (Units 1 & 2; Units 3 & 4)
- English Language (Units 1 & 2; Units 3 & 4)
- Literature (Units 1 & 2; Units 3 & 4)



Students are advised that both English Language and Literature are specialist subjects and should not be viewed as a 'soft option' in place of English. It is recommended that students should have achieved strong results for Year 10 English before considering either English Language or Literature instead of, or alongside English.

Before making their decision, students are advised to find out about each course from the respective VCE Study Designs. Students who require further information or clarification should see their English teachers or the English Coordinator.

### Subject summaries

**ENGLISH:** This is the style of English you are used to. If you struggle a little with English or feel more comfortable with familiarity it is recommended that you remain in English. If, however, you are curious about Language or Literature, consider undertaking one of them in conjunction with mainstream English. This will leave your options open for Year 12.

**ENGLISH LANGUAGE:** This subject is also recommended to strong English students who enjoy and excel at analysing language and its uses in depth. English Language is based on linguistics so takes an objective, analytical look the nature and functions of language. There is a strong emphasis on Australian English with a range of both spoken and written texts studied at Year 11 and Year 12.

**LITERATURE:** Literature is recommended to strong English students who enjoy reading and analysing a range of texts in depth with specific focus on how authors create meaning through close analysis. There is also a strong emphasis on historical and cultural contexts, views and values, adaptations and endorsing or refuting differing perspectives.

## What's it all about?

English aims to develop critical understanding and competency in the use of the English language. It helps students explore a wide range of issues and ideas in the world and develop your ability to think critically and creatively. They will read, write and speak on a range of topics, films and texts. Students will be involved in a range of activities including oral presentations, class discussion and debates, and analytical essays examining media issues. They will present their own oral points of view, analysing the way both newspapers and television use visuals to persuade their audiences. Students will also look at the creative techniques of published writers, analysing and comparing texts and the characters and themes within those texts.



## What will I learn?

READING AND RESPONDING	CREATIVE WRITING
<ul style="list-style-type: none"> <li>How to analyse characters and themes in a number of texts</li> <li>How to write a text response essay and compare texts</li> </ul>	<ul style="list-style-type: none"> <li>The key elements of creative writing pieces</li> <li>How to construct a narrative</li> <li>About metaphors and similes</li> </ul>
ORAL PRESENTATIONS	ANALYSING ARGUMENT
<ul style="list-style-type: none"> <li>How to research and understand key issues that affect society today</li> <li>How to construct and deliver a point of view speech on a key issue</li> </ul>	<ul style="list-style-type: none"> <li>How to analyse media texts</li> <li>How to identify the ways that authors create texts to manipulate audiences</li> <li>How to write an analysis essay</li> </ul>

## What type of things will I do?

Read different texts; novels, plays, poems. Engage in class debates and discussions, Watch films, Listen to and analyse songs, Group work, Learn how to analyse media texts, Give oral presentations, Write creative pieces, Edit writing pieces

## What can this lead to?

Wide variety of University and TAFE courses, English acts as a foundation, and support, for all other subjects at the Pasco campus

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	English
YEAR 11	Language/Literature/English
YEAR 12	Language/Literature/English

## Why choose this subject?

Choose this subject if you are interested in learning about: Writing, Reading, Stories, Analysis, Current issues

## What's it all about?

Literature is about a love of books, of reading, writing and discussing your ideas. We study a range of texts including poetry, plays, prose and film. In this elective, undertaken additionally to Year 10 English, you will look at texts from different periods of time, and respond in a range of modes, including creative responses, to the ideas of those times. It gives you the tools to analyse and appreciate a wide range of literature, and introduces you to work that you may never otherwise have a chance to explore. If you already enjoy English, and are thinking about studying Literature in VCE, then this class is for you.



## What will I learn?

### IN THIS ELECTIVE YOU WILL:

- Examine a range of literary texts; plays, novels, stories, films and poems
- Explore how readers develop their understandings of literary texts
- Read and discuss challenging texts and explore how literature represents the world in distinctive ways
- Begin to develop skills in the close analysis of literary language
- Identify the specific features of a text and how these lead the reader to an interpretation

## What type of things will I do?

Read and respond to a variety of texts, including poetry, plays, film and novels, Discuss the texts and their ideas and concerns, Interpret and evaluate the views and values of a variety of texts, Write in a variety of modes, including creative and analytical responses

## What can this lead to?

Journalism, Professional writing, Publishing, Teaching, Script writing

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	English/ Literature Elective
YEAR 11	English/Literature/Language
YEAR 12	English/Literature/Language

## Why choose this subject?

Choose this subject if you are interested in learning about: Reading, Writing, Stories, Philosophy, Social issues

What's it all about?

English aims to develop your critical understanding and use of the English language and to help you communicate in a wide range of social contexts. The focus of the English language is the reading of texts (novels, plays, films and media texts) with understanding, enjoyment and a critical perspective. You will also create a range of your own written and oral texts across many genres and forms. You will learn to analyse arguments in the media, to present your own point of view persuasively and to listen actively to the views of others. EAL students will complete similar activities to students of mainstream English, but study fewer texts, and instead conduct an aural listening and comprehension task.



What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>• Reading and creation of set texts</li> <li>• Analyse the way authors use written and visual language to persuade</li> </ul>	<ul style="list-style-type: none"> <li>• Study written and visual texts and make comparisons</li> <li>• Analyse arguments in texts</li> <li>• Present a point of view in a text</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>• Examine and analyse structures, features and conventions used by authors to create meaning</li> <li>• Create written creative responses to set texts</li> <li>• Analyse arguments in texts</li> <li>• Respond to an Aural text (EAL only)</li> </ul>	<ul style="list-style-type: none"> <li>• Read and make comparisons between set texts</li> <li>• Oral presentation on recent topical issue or media event accompanied by a statement of intention</li> </ul>

What type of things will I do?

Debate an issue, Study a range of texts, Analyse spoken and written texts, Listen and respond to others, Oral presentations, Examine electronic texts, Read a range of books, Class discussions, Text response essays

What can this lead to?

Journalist, Editor, Publisher, Teacher, Screen Writer, Author, University: Arts degree

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	English
YEAR 11	English, English Language, Literature
YEAR 12	English, English Language, Literature

Why choose this subject?

Choose this subject if you are interested in learning about: Writing, Literature, Debating, Media, Drama

What's it all about?

This is primarily a linguistics subject and has a strong emphasis on grammar. Students read widely from a myriad of different text types in order to develop their analytical skills and understanding of linguistics. The range of texts includes, narratives, advertisements, social media, legal documents, bureaucratic documents, literature and speeches. Students study the structure, functions and history of the English language and the way it has developed and changed. They investigate the way others use language and the way it is structured for specific audiences and purposes.



What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>• The nature and functions of language</li> <li>• Language acquisition</li> </ul>	<ul style="list-style-type: none"> <li>• English across time</li> <li>• Englishes in contact</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>• Informal language</li> <li>• Formal language</li> </ul>	<ul style="list-style-type: none"> <li>• Language variation in Australian society</li> <li>• Individual and group identities</li> </ul>

What type of things will I do?

Learn about grammar: Nouns, pronouns, adjectives, verbs, adverbs, auxiliaries, prepositions and determiners. Learn about the subsystems: Phonology, morphology & lexicology, syntax, semantics and discourse analysis. Learn about sentence structures. Learn about sentence types. Analyse these features in any given text.

What can this lead to?

Writing of any kind, History, Philosophy, Sociology and any other kind of study of humanity, Journalism, Law, Teaching

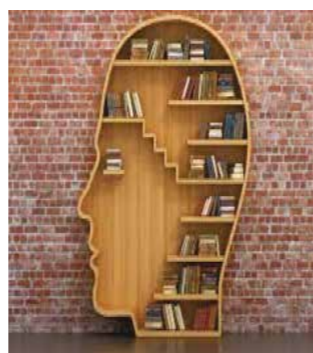
POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	English
YEAR 11	English Language
YEAR 12	English Language

Why choose this subject?

Choose this subject if you are interested in learning about: Grammar, Sentence construction, Political language, Analysing spoken texts, Analysing written texts

What's it all about?

VCE Literature focuses on the meaning derived from texts, the relationship between texts, the contexts in which texts are produced and read, and the experiences the reader brings to the texts. We study a range of texts including poetry, plays, prose and film. VCE Literature looks at texts from different periods of time, and asks you to respond in a range of modes, including creative responses, to the ideas of those times. It gives you the tools to analyse and appreciate a wide range of literature, and introduces you to work that you may never otherwise have a chance to explore. If you already enjoy English, and you like reading and discussing your ideas, then Literature is for you.



What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Examine a range of literary texts; plays, novels, stories and poems</li> <li>Examine the differences between initial reading and more considered, secondary readings of texts</li> <li>Consider how texts reflect and sometimes criticise society and social groups</li> <li>Investigate and discuss 'Southern Gothic' genre.</li> </ul>	<ul style="list-style-type: none"> <li>Read and discuss challenging texts and explore how literature represents the world in distinctive ways</li> <li>Explore texts to understand their points of view and what they reflect or comment on.</li> <li>Investigate and analyse how language features and structures influence different interpretations of texts.</li> <li>Study 'Existentialism' through literature.</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>Analyse how meaning changes when the form of a text changes</li> <li>Respond imaginatively to a text</li> </ul>	<ul style="list-style-type: none"> <li>Analyse, interpret and evaluate views and values</li> <li>Critically analyse features of a text</li> </ul>

What type of things will I do?

Read and respond to a variety of texts, including poetry, plays, film and novels. Respond to texts through Oral presentations, Discuss the texts and their ideas and concerns. Interpret and evaluate the views and values of a variety of texts. Write in a variety of modes, including creative and analytical responses.

What can this lead to?

Journalism, Professional writing, Publishing, Teaching, Script writing

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	English
YEAR 11	English/Literature/Language
YEAR 12	English/Literature/Language

Why choose this subject?

Choose this subject if you are interested in learning about: Reading, Writing, Stories, Philosophy, Social issues

What's it all about?

The ADVANCE program is a Government initiative that aims to develop students' initiative skills, teamwork, leadership, personal recreation and community involvement. As part of this subject students will complete units based on the areas of Physical Recreation, Skill Building, Adventurous Journey and Community Connection. There is a \$400 subject fee to cover the costs of all practical activities and the first aid course.



What will I learn?

PHYSICAL RECREATION	ADVENTUROUS JOURNEY
<ul style="list-style-type: none"> <li>How to participate in a variety of physical recreation pursuits</li> <li>Why people participate in particular recreation activities</li> </ul>	<ul style="list-style-type: none"> <li>Menu planning</li> <li>Risk assessment</li> <li>Budgeting</li> <li>Understanding of the environment you're participating in</li> </ul>
ACTING AND STAGECRAFT IN PERFORMANCE	PLAY-BUILDING
<ul style="list-style-type: none"> <li>First Aid Course</li> </ul>	<ul style="list-style-type: none"> <li>Deeper understanding of local community</li> <li>How I can make a positive impact on a community and it's environment</li> </ul>

What type of things will I do?

Participate in a variety of physical recreation activities, Plan and participate in a camp, Undertake a community volunteer project, Complete a Level 2 First Aid Certificate

What can this lead to?

University and TAFE courses in: Outdoor Recreation, Pathways in Community Service work

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	ADVANCE
YEAR 11	Outdoor Education/ VET: Community Services/ VCAL
YEAR 12	Outdoor Education/ VET: Community Services/ VCAL

Why choose this subject?

Choose this subject if you are interested in learning about: Physical Recreation, Community Engagement, Camp planning, Teamwork / Leadership, Natural Environments

## What's it all about?

Health is a dynamic condition that is influenced by complex interrelationships between individuals and behavioural factors as well as the environments that we live in. In this unit students develop skills and investigate issues that influence personal health related to the adolescent stage of the lifespan. The subject is based on the education of mental, social and physical health of Australian Youth, providing students with the knowledge, skills and behaviours necessary for the pursuit of lifelong involvement in health and well-being.



This is an excellent introduction into VCE Health and Human Development.

## What will I learn?

WHAT IS HEALTH?	PHYSICAL HEALTH
<ul style="list-style-type: none"> <li>Health Organisations</li> <li>Dimensions of Health</li> <li>Australia's Health</li> <li>National Health Priority Area</li> </ul>	<ul style="list-style-type: none"> <li>Nutrition</li> <li>Physical Activity</li> <li>Lifestyle factors</li> <li>Adolescence</li> </ul>
SOCIAL HEALTH	MENTAL HEALTH
<ul style="list-style-type: none"> <li>Risk Taking</li> <li>Identity</li> <li>Relationships</li> </ul>	<ul style="list-style-type: none"> <li>Concerns</li> <li>Protective factors</li> <li>Strategies for health</li> </ul>

## What type of things will I do?

Analyse case studies, View media linked to health, Design information sheets, Look at relevant data, Research health issues, Review health resources, Look at lifestyle influences on health, Develop personal reflections in regard to health

## What can this lead to?

University and TAFE courses in: Health Promotion, Nutrition, Education, Early Childhood, Sport, Nursing, Dietician, health care worker, Suitable for VCE access

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Health
YEAR 11	Health and Human Development
YEAR 12	Health and Human Development

## Why choose this subject?

Choose this subject if you are interested in learning about: Health, Development, Nutrition, Disease / Illness, Lifespan Health

## What's it all about?

In Year 10 Physical Education students will explore personal fitness through practical and theoretical sessions. Students undertake their own fitness testing, learn about the different components of fitness and develop training programs. A range of body systems are studied with a focus on acute (short term) and chronic (long term) responses. Students will also enhance their knowledge of sports injuries.



*PLEASE NOTE: In 2018 female students will have the option of selecting GIRLS ONLY PE if they prefer being in a single sex class. In the event that student numbers are insufficient to run a single sex class, all girls will be transferred into co-ed PE classes.*

## What will I learn?

COMPONENTS OF FITNESS	RESPONSES TO EXERCISE
<ul style="list-style-type: none"> <li>What is fitness?</li> <li>Components of fitness</li> <li>Fitness testing</li> </ul>	<ul style="list-style-type: none"> <li>Immediate responses</li> <li>Long term responses</li> <li>Benefits of exercise</li> </ul>
BODY SYSTEMS	
<ul style="list-style-type: none"> <li>Muscular and Skeletal Systems</li> <li>Energy Systems</li> <li>Cardiovascular System</li> </ul>	

## What type of things will I do?

RPM class, Practical sport sessions, Gym sessions, Internet research, Theory classes, Fitness activities, Data analysis, Laboratory reports, Pilates

## What can this lead to?

Personal Trainer, Physiotherapist, Nurse, Athlete advisor, Physical Education Teacher, Health Professional

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Physical Education
YEAR 11	Physical Education Health and Human Development Outdoor & Environmental Ed. VET: Community Services
YEAR 12	Physical Education Health and Human Development Outdoor & Environmental Ed. VET: Community Services

## Why choose this subject?

Choose this subject if you are interested in learning about: Body Systems, Exercise Physiology, Personal Fitness, Sports Injuries, Components of Fitness

# HEALTH AND HUMAN DEVELOPMENT UNITS 1-4

## What's it all about?

The Health and Human Development subject looks to investigate how health, human development and wellbeing needs to be promoted at the individual, community, national and global levels, to get the best possible health outcomes. The subject in particular promotes the role nutrition and health promotion campaigns influencing both health status and human development.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Health perspectives and influences</li> <li>Health and nutrition</li> <li>Youth health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Developmental transitions</li> <li>Health care in Australia</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>Understanding health and wellbeing</li> <li>Promoting health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Health and wellbeing in a global context</li> <li>Health and the Sustainable Development Goals</li> </ul>

## What type of things will I do?

Case Studies, Data Analysis, Guest speakers, Investigation Projects, Multimedia Presentations, Excursion, Debate, Podcasts, Written Responses

## What can this lead to?

Nutritionist, Nursing, Childcare, Teaching, Youth/Welfare and Social Service, Health Science, Occupational Therapy, Health and Fitness Industry, Health Promotion

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Health Food
YEAR 11	Health and Human Development VET: Community Services
YEAR 12	Health and Human Development VET: Community Services

## Why choose this subject?

Choose this subject if you are interested in learning about: Health, Nutrition, Promotion of Health (Aust), Promotion of Health (Globally), Lifespan stages

# OUTDOOR & ENVIRONMENTAL STUDIES UNITS 1-4

## What's it all about?

VCE Outdoor and Environmental Studies is concerned with the way humans interact with and relate to the outdoor environments. The study enables students to make informed comments on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts. The study also examines human impacts on outdoor environments and nature's impact on humans. Practical outdoor experiences are an essential component of this course, with a subject charge of \$900 - \$1,100 per year covering associated costs.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Motivations for seeking outdoor experiences</li> <li>Types of outdoor environments</li> <li>Technology in the outdoors</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of outdoor environments</li> <li>Environmental action groups</li> <li>Codes of conduct while in the outdoors</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>Historical relationships with outdoor environments</li> <li>Environmental Groups</li> <li>The media's response to misadventure in the outdoors</li> </ul>	<ul style="list-style-type: none"> <li>Healthy Outdoor environments</li> <li>Conflicts of interest between people using the outdoors</li> <li>Management strategies for maintaining healthy outdoor environments</li> </ul>

## What type of things will I do?

Oral presentations, Tests, Research assignments, Case studies, Rock climbing, Sea kayaking, Mountain bike riding, Skiing, Bushwalking

## What can this lead to?

Outdoor activities leader, Outdoor Education teacher, Environmental Science, Park Management

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Outdoor Education Units 1 & 2
YEAR 11	Outdoor Education Units 3 & 4

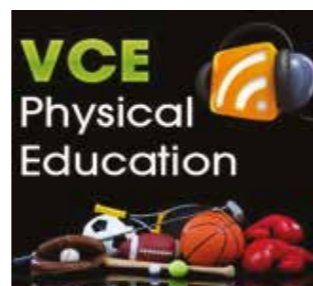
## Why choose this subject?

Choose this subject if you are interested in learning about: Outdoor activities, Environmental issues, Conservation, Outdoor Environments, Tourism



## What's it all about?

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>How does the musculoskeletal system work to produce movement?</li> <li>How does the cardiorespiratory system function at rest and during physical activity?</li> </ul>	<ul style="list-style-type: none"> <li>What are the relationships between physical activity, sport, health and society?</li> <li>What are the contemporary issues associated with physical activity and sport?</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>How are movement skills improved?</li> <li>How does the body produce energy?</li> </ul>	<ul style="list-style-type: none"> <li>What are the foundations of an effective training program?</li> <li>How is training implemented effectively to improve fitness?</li> </ul>

## What type of things will I do?

Practical Laboratory, Data Analysis, Game Analysis, Investigation Projects, Training Programs, Peer Teaching, Coaching, Case Studies, Practical Classes

## What can this lead to?

Physical Education Teacher, Fitness Industry / Instructor, Sports Coaching, Sports Administration, Sports Psychologist, Biomechanist, Sports Science

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Physical Education
YEAR 11	Physical Education Health and Human Development Outdoor & Environmental Ed. VET: Community Services
YEAR 12	Physical Education Health and Human Development Outdoor & Environmental Ed. VET: Community Services

## Why choose this subject?

Choose this subject if you are interested in learning about: Human Body, Physical Activity, Energy and how it is produced, Analysing and enhancing performance, Recovery in Sport

## What's it all about?

The aims of the VCE/VET Sport and Recreation program are to:

- Provide participants with the knowledge and skills to plan, organise and deliver sport and recreation sessions.
- Enable participants to gain a recognised qualification in the Sport and Recreation Industry.



On completion of this TWO year program, students will be awarded a Certificate III in Sport and Recreation. Please note that there is a cost payable on enrolment in this course.

## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Sport and Recreation Industry</li> <li>Occupational Health and Safety</li> <li>Provide customer service to sport and recreation participants</li> </ul>	<ul style="list-style-type: none"> <li>First Aid</li> <li>Coaching</li> <li>ICT in the Sport &amp; Recreation Industry</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>Officiating and Umpiring</li> <li>Risk Analysis</li> <li>Leading Sport &amp; Recreation Sessions</li> </ul>	<ul style="list-style-type: none"> <li>Delivering Warm-Up &amp; Cool-Downs</li> <li>Delivering PT sessions</li> <li>Facilitating participant groups</li> </ul>

## What type of things will I do?

Lead Sport and Recreation Sessions. Play, umpire and coach a range of sports. Projects and Assignments. Internet research. Group work, First Aid, PT Training, Practical and Written Activities, Plan a group session, Excursion, Conduct a group session, Keep a journal

## What can this lead to?

Employment in Aquatics centres, Employment in Fitness centres, Sport and Recreation Program leader, Personal Trainer

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	VCE/VET Sport and Recreation
YEAR 11	VCE/VET Sport and Recreation
YEAR 12	VCE/VET Sport and Recreation

## Why choose this subject?

Choose this subject if you are interested in learning about: Fitness, Coaching, Sport, Umpiring, Personal Training, Leadership, Sport Science, Health, First Aid

## What's it all about?

The VET/VCE Community Services program gives students the opportunity to gain both theoretical knowledge and practical skills. It allows them to demonstrate competency in a range of areas and prepares them to work in various settings within the Community Services industry. The three key areas of the Community Services industry that students will gain an understanding of will include: early childhood education and care, disability care and support, aged care.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Organise and complete daily work activities</li> <li>Provide first point of contact</li> <li>Work with diverse people</li> <li>Participate in workplace health and safety</li> </ul>	<ul style="list-style-type: none"> <li>Communicate and work in health or Community Services</li> <li>Read and respond to routine workplace information (Early childhood education)</li> <li>Use strategies to respond to routine workplace problems (Disability care and support)</li> <li>Interact effectively with others (Aged care)</li> <li>Provide first aid</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>Respond to client needs</li> <li>Implement participation and engagement</li> </ul>	<ul style="list-style-type: none"> <li>Work within a community development framework</li> </ul>

## What type of things will I do?

Create a staff roster, Analyse case studies, Data analysis, Excursions to local kindergarten and childcare, Research how law is made, Design a healthy meal plan for children, Investigation Activity, How children play and develop, Analysis of scenarios of how to greet clients, Design activities for children with special needs.

## What can this lead to?

A career in the field of: Kindergarten assistant, Childcare worker, Youth Worker, Aged Care worker, Social Worker, Counsellor, Home care assist, Family support worker

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Units 1 & 2 VCE/VET Certificate II Community Services
YEAR 11	Units 1 & 2 VCE/VET Certificate II Community Services
YEAR 12	Units 3 & 4 VCE/VET Certificate III Community Services (option of scored assessment)

## Why choose this subject?

Choose this subject if you are interested in learning about: Working with clients in different settings, Health in the workplace, Child care and Aged care work settings, Collaborating with colleagues, Disability care and support, Daily work activities, Youth Health Care services

## What's it all about?

In this unit, students explore their place in a diverse global community. They will learn about Australia's legal and democratic processes and their rights before the law. Students will examine a range of challenges that Australians face in the global community and their impacts on local issues. They will evaluate a range of factors that influence their ability to be active and informed citizens in today's modern society.



## What will I learn?

THE LEGAL SYSTEM	PERSONAL RIGHTS
<ul style="list-style-type: none"> <li>Court System</li> <li>Interpretation of the Law</li> <li>Resolving disputes</li> </ul>	<ul style="list-style-type: none"> <li>Equality before the Law</li> <li>Right of Appeal</li> <li>International and Legal obligations</li> </ul>
CITIZENSHIP	DEMOCRACY
<ul style="list-style-type: none"> <li>Aspects of Citizenship</li> <li>Groups and cultures</li> <li>Global responsibility</li> </ul>	<ul style="list-style-type: none"> <li>Challenges to democracy</li> <li>Influence of the media</li> <li>Global influence on identity</li> </ul>

## What type of things will I do?

Analyse case studies, Presentations, Debates, Visit Victorian courts, Advocacy, Democracy in action, Mock trial, Research tasks

## What can this lead to?

University and TAFE courses in: Law, Criminology, Legal Administration. Court Personnel, Solicitor, Policing, Law Enforcement. Suitable for VCE Access

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Being a Good Citizen
YEAR 11	Legal Studies, Australian and Global Politics
YEAR 12	Legal Studies, Global Politics

## Why choose this subject?

Choose this subject if you are interested in learning about: Criminal Justice, Global events, International rights, Media influences, Citizenship

# ENVIRONMENTS, CHANGE AND HUMAN WELLBEING YEAR 10

## What's it all about?

In this unit, students will explore the many environmental changes that have been caused by humans, such as pollution, land degradation and impacts on aquatic environments. They will consider various points of view on many of these changes. Students will consider the life chances and wellbeing variations from place to place and around the world. They will learn the ways in which human wellbeing is measured and why there are such variations. Students will examine programmes that attempt to improve wellbeing in Australia and other countries.



## What will I learn?

ENVIRONMENTAL CHANGE AND MANAGEMENT	GEOGRAPHIES OF HUMAN WELLBEING
<ul style="list-style-type: none"> <li>Different types of environmental changes</li> <li>Causes and consequences of environmental change</li> <li>Environmental worldviews and environmental management</li> </ul>	<ul style="list-style-type: none"> <li>Different ways of measuring and mapping human wellbeing and development</li> <li>Issues affecting the development of places and their impact on human wellbeing</li> <li>Interconnecting causes of variation between countries in selected indicators of human wellbeing</li> </ul>

## What type of things will I do?

Use special concepts, Use geographic media: maps, photographs, satellite images, tables, graphs. Use internet and video support material, Multimedia presentations, Research reports, In-class tests, Fieldwork

## What can this lead to?

University and TAFE, Education (Teaching), Community projects, Environmental management, Environmental policy

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Environments, Change and Human Wellbeing
YEAR 11	Geography
YEAR 12	Geography

## Why choose this subject?

Choose this subject if you are interested in learning about: Environmental change, Humans and their environment, Human wellbeing, Geo-spatial skills, Analysing data

# MONEY, MARKETS AND FINANCE

# YEAR 10

## What's it all about?

This course will focus on understanding the management of money, investments and trade. Students will investigate the element of risk involved in potential investment opportunities. They will also examine the role of Australia in the global economy and the impacts global events have on financial markets and events domestically. Students will investigate financial goal setting and investment options in property and the share market. Students will apply their knowledge of Australia's economic performance to explain the link between Australia's economic situation and living standards.



## What will I learn?

AUSTRALIA'S ECONOMY	PERSONAL INVESTMENT
<ul style="list-style-type: none"> <li>Australia as a trading nation</li> <li>Australia's economic performance</li> </ul>	<ul style="list-style-type: none"> <li>Importance of budgeting and financial planning</li> <li>Understand the role of savings and investment</li> <li>Evaluate investment opportunities</li> </ul>
CONSUMER AWARENESS	
<ul style="list-style-type: none"> <li>Financial traps for consumers</li> <li>Management of financial risk</li> </ul>	

## What type of things will I do?

Movie analysis, Written reports, Share-market Game, Tests, Research reports, Visual analysis

## What can this lead to?

University and TAFE courses related to: Accounting, Finance, Banking, Insurance

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Money, Markets and Finance
YEAR 11	Accounting, Economics Business Management
YEAR 12	Accounting, Economics Business Management

## Why choose this subject?

Choose this subject if you are interested in learning about: Money, Finance, Banking, Investment, Economics

## What's it all about?

Students investigate how rights and freedoms have been ignored, demanded or achieved in Australia and in the broader world context. They investigate the origins and significance of the Universal Declaration of Human Rights, including Australia's involvement, the background to the struggle of Aboriginal and Torres Strait Islander people for rights and freedoms before 1965 and the influence of the US civil rights movement on Australia. Students analyse methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander people and the continuing efforts to secure civil rights and freedoms in Australia and throughout the world.



## What will I learn?

RIGHTS AND FREEDOMS	CIVIL RIGHTS CAMPAIGNERS
<ul style="list-style-type: none"> <li>The significance of how the Universal Declaration of Human Rights shaped the modern world</li> <li>The significance of the 1967 Referendum, Reconciliation, Mabo decision, the Stolen Generations and the 2008 Apology</li> </ul>	<ul style="list-style-type: none"> <li>Investigation of the roles played by individuals including HV Evatt, Charles Perkins and Martin Luther King in bringing the struggle for rights and freedoms to national attention</li> <li>The inspiration of the US Freedom on civil rights campaigners in Australia</li> </ul>

## What type of things will I do?

Visual analysis, Examine Cause and Effect in historical analysis, Present arguments supported by evidence, Explain the context for people's action in the past, Analyse historical perspectives, Visual presentations

## What can this lead to?

University and TAFE courses related to: History, Sociology, Arts, Politics

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Right To Protest
YEAR 11	Australian and Global Politics History
YEAR 12	Australian and Global Politics History

## Why choose this subject?

Choose this subject if you are interested in learning about: Civil Rights, Activism, Protests, Politics, Leaders

## What's it all about?

This subject provides a unique opportunity to learn about the creation and management of an original business. Using real-life case studies, students will explore the nature of innovation, entrepreneurship and business management. Students will use this knowledge to develop and present their own innovative product or service. Theoretical aspects of the course will be supplemented by a practical project which will culminate in the students presenting their idea to a panel similar to the popular TV show "The Shark Tank"



## What will I learn?

AN INTRODUCTION TO ENTREPRENEURSHIP	FAMOUS ENTREPRENEURS
<ul style="list-style-type: none"> <li>Definition of entrepreneurship</li> <li>Risk versus Reward</li> <li>Support networks and government initiatives</li> </ul>	<ul style="list-style-type: none"> <li>Notable entrepreneurs</li> <li>Their innovations</li> <li>Ethics and entrepreneurs</li> </ul>
YOUR INNOVATION	
<ul style="list-style-type: none"> <li>How to develop a business plan</li> <li>How to source funding</li> <li>How to develop an original product or prototype</li> </ul>	

## What type of things will I do?

Multimedia presentations, Written reports, Panel presentations, Tests, Research reports, Visual analysis

## What can this lead to?

University and TAFE courses related to: Accounting, Commerce, Marketing, Business management

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Business and Entrepreneurship
YEAR 11	Accounting, Economics Business Management
YEAR 12	Accounting, Economics Business Management

## Why choose this subject?

Choose this subject if you are interested in learning about: Enterprise, Business strategies, Innovation, Investment, Marketing

## What's it all about?

This unit will explore the impact of Australia's involvement in World War Two. Students will undertake an in-depth study of how and why Australia became involved in the most devastating conflict in world history. Students will examine how our involvement in the war influenced Australia's international relationships in the twentieth century with particular reference to Britain, the USA, Asia and the United Nations. Students will study the impact of the war in relation to social, economic and political changes in the post-war period with particular emphasis on migration and national identity



## What will I learn?

<ul style="list-style-type: none"> <li>Causes of World War Two and the reasons Australians enlisted to go to war</li> <li>Significant events, turning points of World War Two and the nature of warfare</li> </ul>	<ul style="list-style-type: none"> <li>Effects of World War Two, with particular emphasis on the changes and continuities brought to the Australian home front and society</li> <li>Significant places where Australians fought</li> </ul>
<ul style="list-style-type: none"> <li>The significance of World War Two to Australia's international relationships in the Twentieth Century</li> </ul>	<ul style="list-style-type: none"> <li>The social, economic and political impacts of war</li> <li>Post-war migration</li> </ul>

## What type of things will I do?

Research, Analyse historical material, Write essays, Critically evaluate leaders decisions, Develop you own opinions, Read interesting material, Watch contemporary films and documentaries

## What can this lead to?

Liberal Arts at university and TAFE, Education (Teaching), Journalism, Law, Foreign Affairs, International Relations

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Right to Protest
YEAR 11	History, Australian and Global Politics
YEAR 12	History, Global Politics

## Why choose this subject?

Choose this subject if you are interested in learning about: History of Australia's involvement in war in the 20th century, How war has impacted ordinary Australians, How the past can affect the future, Critically evaluating military history, Developing your ability to analyse and communicate

## What's it all about?

VCE Accounting focuses on the financial recording, reporting and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. Financial data will be collected and recorded, and accounting information reported, using both manual and information and communications technology (ICT) methods. Students will develop skills in the use of information and communications technology in an accounting system and acquire accounting skills to successfully operate a small business.



## What will I learn?

<b>UNIT 1:</b> <ul style="list-style-type: none"> <li>Focus on setting up a service business and its financial management</li> <li>Record and report financial information</li> <li>Make informed decisions about price setting, quoting customers, budgeting and investing</li> </ul>	<b>UNIT 2:</b> <ul style="list-style-type: none"> <li>Focus on businesses that sell products for cash and credit</li> <li>Evaluate business performance and provide financial advice</li> <li>Use of ICT</li> </ul>
<b>UNIT 3:</b> <ul style="list-style-type: none"> <li>Double entry recording and reporting of financial information</li> <li>Enhanced the decision-making process of a business</li> <li>Focus on the management of stock</li> </ul>	<b>UNIT 4:</b> <ul style="list-style-type: none"> <li>Focus on financial planning (budgeting)</li> <li>Focus on decision-making (analysis of business performance)</li> </ul>

## What type of things will I do?

Recording financial data, Reporting financial information, Folio of exercises, Stock market game, Establishing own business, Giving advice to business owners, Calculations of financial indicators, Controlling the stock and debts of a business

## What can this lead to?

University and TAFE courses in: Accounting, International trade, Business, Banking. Traineeships in: Retail, Financial Services, Business, Administration. Suitable for Acceleration in Year 10 and 11. Opportunity to apply for Monash University Enhancement Studies Program in Accounting.

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Economics and Finance Business and Entrepreneurship
YEAR 11	Accounting
YEAR 12	Accounting

## Why choose this subject?

Choose this subject if you are interested in learning about: Running own business, Saving for the future, Making money, Business career

## What's it all about?

VCE Business Management examines the ways businesses manage resources to achieve organisational objectives. It follows the process from the first idea of a business concept, to planning and establishing a business, the day-to-day management and also considers the changes that need to be made to ensure a business remains a viable entity. A range of management theories are considered and compared with contemporary case studies relevant to the curriculum content.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Personal motivation behind starting a business</li> <li>Innovation, entrepreneurship and market opportunities</li> <li>The contribution that businesses make to the economic and social well-being of a nation</li> </ul>	<ul style="list-style-type: none"> <li>An overview of the legal requirements for establishing a business</li> <li>The features and values of building customer relations</li> <li>Identification of staffing needs within a business</li> <li>Employee and employer expectations</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>The key functional areas of a business including finance, human resources and sales and marketing</li> <li>The different types of management styles and skills needed in business operations</li> <li>Corporate social responsibility considerations in a business operating system</li> </ul>	<ul style="list-style-type: none"> <li>The driving forces of change within a business</li> <li>The importance of leadership in change management</li> <li>Low and high-risk strategies when implementing change</li> <li>Key principles of the Three Step Change Model</li> <li>The effect of change on stakeholders</li> </ul>

## What type of things will I do?

Analyse Case Studies, Experience running your own school based business, Presentations, Research assignments, Guest Speakers, Determine key measurements of successful businesses, Marketing campaigns

## What can this lead to?

University and TAFE courses in a wide range of business fields. Traineeships in retail, finance and administration. Direct employment. Suitable for acceleration in Year 10 and 11

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Money Money Money
YEAR 11	Business Management
YEAR 12	Business Management

## Why choose this subject?

Choose this subject if you are interested in learning about: Running your own business, Career in business, How businesses operates, Making Money

## What's it all about?

The study of economics focuses on decisions about how production occurs, how resources are allocated and how the proceeds of production are distributed. These are economic decisions, taken by individuals, groups, businesses and governments, which not only affect the wellbeing of particular nations and their people but also increasingly influence living standards regionally and globally. Students investigate economic activity in Australia and the factors that affect the achievement of the Australian Government's economic objectives which concentrates on budget/fiscal, monetary and microeconomic reform policies.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Economic markets</li> <li>Economic decision making</li> <li>Wealth, income, inflation</li> </ul>	<ul style="list-style-type: none"> <li>Australia's economic partners</li> <li>Global economic issues</li> <li>Contemporary issues</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>Price stability, full employment</li> <li>Australian Government economic objectives</li> <li>Economic theory</li> </ul>	<ul style="list-style-type: none"> <li>Management of the Australian economy</li> <li>Australian budget analysis</li> <li>Microeconomic reform policies</li> </ul>

## What type of things will I do?

Media analysis, Data reports, Presentations, Visit Immigration Museum, Federal Budget analysis, Apply economic models, Investigate potential investment opportunities, Applied economic exercises, Research assignments

## What can this lead to?

University and TAFE courses in: Economics, Business, Commerce. Investments, Banking, Insurance, Financial Consultant, Accountant, Assets Management, Economist

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Money, Markets and Finance
YEAR 11	Economics
YEAR 12	Economics

## Why choose this subject?

Choose this subject if you are interested in learning about: Globalisation, Trade, Production, Government policy, Investments

## What's it all about?

Through the study of Geography students learn to participate effectively as global citizens, through sustainable use and management of the world's resources. Geography addresses the key questions of: What is there? Where is it? Why is it there? What are the effects of it being there? How is it changing over time? Should it be like this? What will it be like in the future? Students will study the interaction between human and natural processes, where geographical features are located and why they are there, and what makes one place different from another, and how and why these differences matter.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Geographic characteristics of natural environments and landforms and the processes that shape the earth's surface</li> <li>How natural and human interactions can change natural environments</li> </ul>	<ul style="list-style-type: none"> <li>Characteristics of rural and urban environments which are developed by human activities</li> <li>The interactions between natural and human environments</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>Characteristics of resources and the concept of region</li> <li>Processes and relationships operating in the past, present and future</li> </ul>	<ul style="list-style-type: none"> <li>Global phenomena and responses to them</li> <li>The actions of people or organisations addressing the effects of global phenomena such as El Nino, migration, ICT, genetic modification of crops, pandemics etc</li> </ul>

## What type of things will I do?

Fieldtrips, Collect data outside of the school environment, Role plays, Use ICT, Interpret visual sources, Multimedia presentations, Mapping, Oral presentations

## What can this lead to?

Park Ranger, Cartographer, Town Planner, Meteorologist, Environmental Consultant, Tourism Industry

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Environments, Change and Human Wellbeing
YEAR 11	Geography
YEAR 12	Geography

## Why choose this subject?

Choose this subject if you are interested in learning about: The world, People, The environment, Resources, Maps

## What's it all about?

VCE Global Politics is the study of contemporary power at both national and global levels. Through this study students explore, explain and evaluate national and global political issues, problems and events, the forces that shape these and responses to them. Global Politics offers students the opportunity to engage with key political, social and economic issues and to become informed citizens, voters and participants in their local, national and international communities. Global Politics is the study of forces that shape interactions between state and non-state actors in the twenty-first century.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>The study of politics and power</li> <li>Democracy</li> <li>Exercising and challenging power</li> <li>Political movements</li> </ul>	<ul style="list-style-type: none"> <li>Global citizenship</li> <li>Global community</li> <li>Global connectedness and globalisation</li> <li>Global cooperation and conflict</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>Key actors: aims, roles and power</li> <li>States, intergovernmental organisations: UN; NGOs: Amnesty, terrorist movements; TNCS: Shell, Lockheed Martin</li> <li>National interest and power globally and in the region</li> </ul>	<ul style="list-style-type: none"> <li>Ethical issues and debates: human rights, arms control, people movement, development</li> <li>Global crises and responses: armed conflict, terrorism, environmental degradation, economic instability</li> </ul>

## What type of things will I do?

Inquiry based activities, Read a range of texts, including journals and academic papers, Documentaries, External student seminars, Model UN Security Council, Guest speakers, Research tasks, tests, essays, multimedia assessment tasks

## What can this lead to?

University and TAFE courses: Education, Journalism, Political activism, Public Service: Department of Foreign Affairs and Trade, ASIO, Defence. Intergovernmental organisations: UN, ICC. NGO projects: Amnesty, Greenpeace

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Right to Protest, Global conflict and Identity
YEAR 11	Australian and Global Politics
YEAR 12	Global Politics

## Why choose this subject?

Choose this subject if you are interested in learning about: World affairs, Global issues, Global crisis, Politics, Ideologies

## What's it all about?

History is the practice of understanding and making meaning of the past. Students learn about their historical past, their shared history and the people, ideas and events that have created societies and cultures. Students will develop their understanding of historical events through a combination of written, oral and visual forms. Students are encouraged to make links between contemporary and historical events.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Explore the nature of political, social, and cultural change in the period between the wars</li> <li>Examine the consequences of the peace treaties that ended World War 1</li> <li>Evaluate the impact of ideologies on nations and the events that led to World War Two</li> <li>The factors which influenced social change and culture in the inter-war years</li> </ul>	<ul style="list-style-type: none"> <li>Explore the causes of the Cold War in the aftermath of World War Two</li> <li>To explain the ideological divisions in the post-war period and analyse the nature, development and impact of the Cold War on nations and people</li> <li>The significant causes of challenge and change in existing political orders in the second half of the twentieth century</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>What is a revolution?</li> <li>What were the causes of the French Revolution?</li> <li>The extent of change brought to France as a consequence of the revolution</li> </ul>	<ul style="list-style-type: none"> <li>What were the causes of the Russian Revolution?</li> <li>Did the new society change lives for better or for worse?</li> <li>How have historians interpreted the Russian Revolution?</li> </ul>

## What type of things will I do?

Annotate maps, Film reviews, Research, Essays, Short reports, Response to written texts, Biographical studies, Multimedia presentations, Class discussions

## What can this lead to?

Universities and TAFE courses in Arts, Humanities, International Studies, Education. Suitable for Acceleration in Year 10 and 11

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Global conflict and Identity Right to Protest
YEAR 11	Twentieth century History
YEAR 12	Revolutions

## Why choose this subject?

Choose this subject if you are interested in learning about: Historical events, People and movements, Politics, Power and resistance, Society and change

## What's it all about?

Legal Studies examines the justice system in Australia. Students learn about the concepts of justice and power, the origins and nature of Australia's legal system, law making bodies, criminal and civil laws, the court system, the jury and consequences for actions that breach laws. Students consider reasons why laws are necessary and the impact of the Commonwealth Constitution on the operation of the legal system. Students evaluate the strengths and weaknesses of law-making bodies, the processes used to influence change and reform and the effective operation of the Victorian legal system.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Legal foundations</li> <li>The presumption of innocence</li> <li>Civil liabilities</li> </ul>	<ul style="list-style-type: none"> <li>Types of sanctions</li> <li>Purpose of remedies</li> <li>Protection of rights</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>The Victorian Criminal Justice System</li> <li>The Victorian Civil Justice System</li> </ul>	<ul style="list-style-type: none"> <li>The People and the Australian Constitution</li> <li>The People, the Parliament and the Courts</li> </ul>

## What type of things will I do?

Analyse case studies, Presentations, Debates, Visit the County court, Extended responses, Evaluate and Analyse, Visit Loddon Prison, Visit Parliament, Research assignments

## What can this lead to?

University and TAFE courses in: Law, Criminology, Legal Administration. Court Personnel, Solicitor, Policing, Law Enforcement. Suitable for VCE Access

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Being a Good Citizen
YEAR 11	Legal Studies
YEAR 12	Legal Studies

## Why choose this subject?

Choose this subject if you are interested in learning about: Crime, Courts, Parliament, Dispute resolution, Justice



## What's it all about?

Philosophy provides students with the opportunity to read and understand some of the powerful ideas that have shaped our culture. This course introduces students to methods of philosophical argument and analysis, and their application to contemporary issues. The study also focuses on philosophers and philosophical ideas in different stages of history. Philosophy grapples with some of the most profound questions, such as: What is the nature of reality? Is it possible to obtain absolute certainty about anything? Are right and wrong simply matters of culture? Philosophy demands independent thinking and good writing skills.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Explore metaphysical questions related to the mind and body, the self and reality</li> <li>Explore questions on knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Ethics and philosophical investigation focusing on moral values</li> <li>Exploration of the nature of aesthetics</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>Philosophical analysis of the Mind/Body problem</li> <li>Human Identity and the Self</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of the Good Life-Ancient and Modern texts</li> <li>The Good life in the 21st Century</li> </ul>

## What type of things will I do?

Read texts, Research, Analyse films, Essays, Class discussions, Short reports, Debates, Think critically, Study great thinkers

## What can this lead to?

Universities and TAFE courses in Arts, Humanities and Education. Opportunity to apply for University Enhancement Study Programs. Suitable for accelerated learners.

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	
YEAR 11	Philosophy
YEAR 12	Philosophy

## Why choose this subject?

Choose this subject if you are interested in learning about: Great ideas, Great thinkers, Ethics, Aesthetics, Religion

## What's it all about?

Year 10 French will provide students with a rewarding opportunity to put all of their prior French learning into practice and to enhance their understanding of the French language and French-speaking cultures. Students will develop their listening, speaking, reading and writing skills in French by studying topics including Family, Interests, School life, Health and Lifestyles. In Year 10 French students will study all of the key vocabulary and grammar to prepare them to confidently step into VCE French as well as providing an excellent foundation in French for general travel and work needs for later life. By studying Year 10 LOTE students will also become more informed global citizens by developing an understanding of cultures beyond their own. LOTE has proven cognitive benefits, such as improved problem solving abilities, and clear literacy benefits due to the concentrated study of grammar and text type structures, which will enhance students' achievement in all subject areas.



## What will I learn?

<ul style="list-style-type: none"> <li>Students will learn to write in a variety of text types, such as letters, journals, articles, brochures and personal profiles</li> <li>Students will learn how to develop a broad vocabulary relevant to a wide range of practical uses in life</li> </ul>	<ul style="list-style-type: none"> <li>Students will learn how to become confident speakers of French</li> <li>Students will learn techniques to improve their comprehension of written and spoken French in a range of contexts</li> </ul>
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## What type of things will I do?

Take part in class discussions, role-plays, Oral presentations and debates, Order crêpes from our visiting French chef, Watch films in French, Write letters, journals, brochures, articles and personal profiles, Regular homework, revision and writing of grammar summaries, Listen to French texts and music, Take class notes to understand grammar, Build vocabulary lists to consolidate understanding

## What can this lead to?

Students must complete French as an uninterrupted sequence, which acknowledges the cumulative nature of language learning

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	French
YEAR 11	French
YEAR 12	French

## Why choose this subject?

Choose this subject if you are interested in learning about: The French language, French culture, Your own language, Your own culture, Travel

## What's it all about?

Indonesia is our closest neighbour and offers significant employment opportunities for Australians. Our relationship spans broad areas ranging from Politics through to Trade, Engineering and Law and is set to continue to play an important role in our future. As Indonesia's economy booms, learning about their Language and Culture are critical for Australians. In Year 10, you will focus on learning about topics like Ceremonies, Student Exchange, Health, Village and City Life as well as some of Indonesia's History. Along the way, you will have opportunities to connect with Indonesian people through exchange programs and study tours and to stay in touch via the internet.



## What will I learn?

BEING AN EXCHANGE STUDENT	HEALTH
<ul style="list-style-type: none"> <li>Applying for exchange and being interviewed by a school paper</li> <li>Staying with a host family</li> <li>Making friends and hanging out</li> </ul>	<ul style="list-style-type: none"> <li>Visiting the doctor and buying medicine</li> <li>Traditional medicine in Indonesia-</li> <li>Compare health care in the two countries</li> </ul>
VILLAGE AND CITY LIFE	INDONESIA'S HISTORY
<ul style="list-style-type: none"> <li>What's it like to live in one of the world's largest cities? What's it like in a very remote village?</li> <li>Learn about very different lifestyles to yours</li> </ul>	<ul style="list-style-type: none"> <li>Find out about some of Indonesia's National Heroes</li> <li>Research a resistance hero of your choice</li> <li>Choose your favourite Hero</li> </ul>

## What type of things will I do?

Learn to write a variety of text types and styles, Take part in an interview, Watch an Indonesian film, Learn how to use a dictionary, Go on an excursion

## What can this lead to?

Diplomatic Services, University and TAFE courses in arts and language, Government Administration, Interpreter, Work in tourism, travel and hospitality

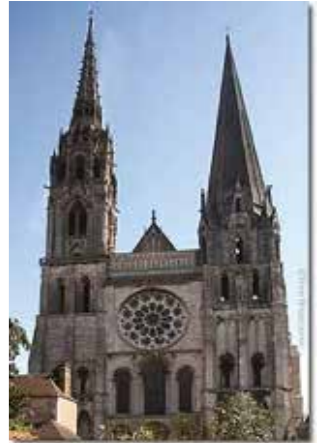
POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Indonesian
YEAR 11	Indonesian
YEAR 12	Indonesian

## Why choose this subject?

Choose this subject if you are interested in learning about: Languages, Culture, Communication, International Relations, Travel and Adventure

## What's it all about?

This study further develops students' ability to use and understand a global language as well as increasing their access to the rich and varied culture of French speaking nations. It comprises themes and topics as contexts for grammar, text type, vocabulary and kinds of writing. Students establish and maintain spoken and written exchanges, listen to, read and obtain information from written and spoken text and produce personal responses to texts focusing on real or imaginary experience. Compulsory themes continued are: Personal World, Education and Aspirations, Personal Opinions and Values, Lifestyles, Historical Perspectives, Arts and Entertainment, Social Issues, World of Work, Scientific and Technological Issues. Every effort is put into developing and using a rich vocabulary, practising for the oral exam, listening to native speakers and writing original text, practising in the different text types and different kinds of writing. Students read widely from French newspapers, observe different forms of French television and film and experience social networking in French.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Personal world and family life</li> <li>School life</li> </ul>	<ul style="list-style-type: none"> <li>Health and Fitness</li> <li>French -speaking countries</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>Personal world and careers</li> <li>Environment</li> <li>Poverty and unemployment</li> </ul>	<ul style="list-style-type: none"> <li>Detailed study of Nouvelle Vague</li> <li>Music and Entertainment / Media</li> </ul>

## What type of things will I do?

Write letters and emails, Essay writing, Speaking, Do a role-play, Presentation, Listening, Excursion to a French film, Interview with a teacher

## What can this lead to?

University and TAFE courses in arts and language, Interpreter, Work in tourism, travel and hospitality, Government Administration, Diplomatic Services

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	French
YEAR 11	French
YEAR 12	French

## Why choose this subject?

Choose this subject if you are interested in learning about: Language, Foreign cultures, Communication, International issues, Travel and Adventure

# INDONESIAN

# UNITS 1-4

## What's it all about?

Indonesia is our closest neighbour and offers significant employment opportunities for Australians. Our relationship spans broad areas ranging from Politics through to Trade, Engineering and Law and is set to continue to play an important role in our future. As Indonesia's economy booms, learning about their Language and Culture are critical for Australians. In VCE Indonesian, you will continue to develop your general conversation skills as well as focusing on topics including Student exchange, Workers' Rights, Transmigration and Deforestation. Along the way, you will have opportunities to connect with Indonesian people through exchange programs and study tours, and to stay in touch via the internet.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Talking about yourself and your world</li> <li>Visiting Indonesia</li> <li>Customs and Traditions</li> </ul>	<ul style="list-style-type: none"> <li>Stories from the Past- Independence</li> <li>Detailed Study- Environmental issues</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>Education and Aspirations</li> <li>Arts and Entertainment</li> <li>Western Influence</li> </ul>	<ul style="list-style-type: none"> <li>Lifestyles and Health</li> <li>Detailed Study- Social issues</li> </ul>

## What type of things will I do?

Speaking and Listening, General conversation, Prepared Interviews, Reading and responding, Listening and responding, Writing across a range of familiar text types- letters, diary entries, speeches, reports

## What can this lead to?

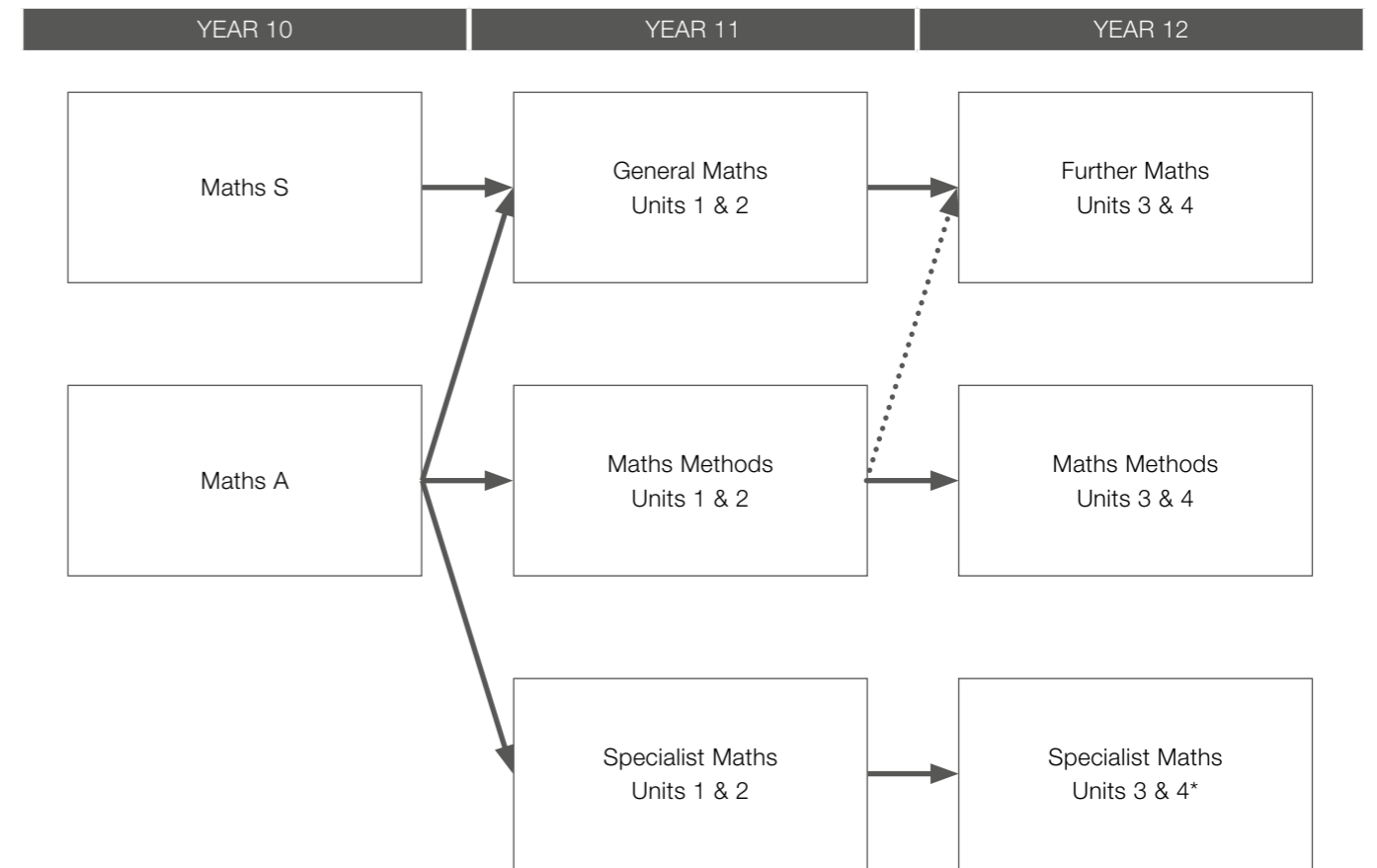
Diplomatic Services, University and TAFE courses in arts and language, Government Administration, Interpreter, Work in tourism, travel and hospitality

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Indonesian
YEAR 11	Indonesian
YEAR 12	Indonesian

## Why choose this subject?

Choose this subject if you are interested in learning about: Languages, Culture, Communication, International Relations, Travel and Adventure

# THE MATHS PATHWAY



.....> Requires additional work prior to the course

## What's it all about?

This subject will have a more extensive algebra component and the classes will complete more topics than students doing Year 10 Maths S. It will be based on the skills required to do Maths Methods in Year 11 and Year 12, and perhaps Specialist Maths in Year 11 and Year 12. A computer Algebra System (CAS) will be used by students to assist them in their learning and understanding. Assessment for satisfactory completion of the course involves tests and assignments.



## What will I learn?

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> <li>Algebraic manipulation and linear equations</li> <li>Linear graphs and their properties</li> <li>Geometry</li> <li>Indices and surds</li> <li>Quadratic equations and factorization</li> </ul>	<ul style="list-style-type: none"> <li>Trigonometry</li> <li>Probability</li> <li>Revision of measurement</li> <li>Parabolas and other graphs</li> </ul>

## What type of things will I do?

Solve a wide range of linear equations. Investigate the properties of linear graphs. Formulate proofs of angle properties. Solve quadratic equations in a range of ways. Solve assorted problems using trigonometry. Determine the probabilities of events. Solve assorted problems linked to area, volume and capacity.

## What can this lead to?

Further Maths 1 & 2, and then 3 & 4. Maths Methods 1 & 2, and then 3 & 4. Specialist Maths 1 & 2, and then 3 & 4. The requirements of many tertiary courses. VET course. Apprenticeships

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Maths A
YEAR 11	Any Maths in Year 11
YEAR 12	Maths Methods Units 3 & 4 OR Maths Methods and Specialist Units 3 & 4 OR Further Maths Units 3 & 4

## Why choose this subject?

Choose this subject if you are interested in learning about: Linear equations and graphs, Probability, Trigonometry and its uses, Quadratics and parabolas, CAS

## What's it all about?

This subject will have a smaller algebra component and the classes will complete fewer topics than students doing Year 10 Maths A. It will be based on the skills required to do General Maths 1 & 2 in Year 11 and Further Maths 3 & 4 in Year 12.

A computer Algebra System (CAS) will be used by students to assist them in their learning and understanding

Assessment for satisfactory completion of the course involves tests and assignments.



## What will I learn?

SEMESTER 1	SEMESTER 2
<ul style="list-style-type: none"> <li>Statistics</li> <li>Linear equations</li> <li>Linear graphs</li> <li>Geometry</li> </ul>	<ul style="list-style-type: none"> <li>Measurement</li> <li>Number systems and exponents</li> <li>Trigonometry</li> <li>Business Maths</li> </ul>

## What type of things will I do?

Analyse graphical data, Create graphical data, Solve linear equations, Examine the properties of linear graphs, Calculate, area, volume and capacity, Apply Pythagoras' Theorem, Use Trigonometry to solve problems, Carry out a range of business calculations

## What can this lead to?

General Maths Units 1 & 2, Further Maths Units 3 & 4, Requirement for many tertiary courses, General employment, Apprenticeships.

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Maths S
YEAR 11	General Maths Units 1 & 2
YEAR 12	Further Maths Units 3 & 4

## Why choose this subject?

Choose this subject if you are interested in learning about: Statistics, Equation solving, Trigonometry, Business Maths, CAS

## What's it all about?

General Maths Units 1 & 2 provide for a range of courses of study involving non-calculus based topics for a broad range of students and may be implemented in various ways to reflect student interests in, and applications of, mathematics. They incorporate topics that provide preparation for Further Maths Units 3 & 4.

A computer Algebra System (CAS) will be used by students to assist them in their learning and understanding

Assessment for satisfactory completion of units 1 & 2 is by student assessed coursework (SACS)



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>• Practical arithmetic and business applications</li> <li>• Algebraic solution of linear equations</li> <li>• Representation and interpretation of univariate data</li> <li>• Number patterns and recursion</li> </ul>	<ul style="list-style-type: none"> <li>• Matrices and their applications</li> <li>• Linear graphs and models</li> <li>• Inequalities and linear programming</li> <li>• Representation and interpretation of bivariate data</li> </ul>

## What type of things will I do?

Basic number calculations, Financial arithmetic and its applications, Plot, sketch and interpret graphs, Display, summarise and interpret data, Correlations and regression of data, Applications of matrices, Use of a Computer Algebra System (CAS).

## What can this lead to?

Requirement for many tertiary courses, General employment, Apprenticeships.

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Maths S OR Maths A
YEAR 11	General Maths Units 1 & 2
YEAR 12	Further Maths Units 3 & 4

## Why choose this subject?

Choose this subject if you are interested in learning about: Uses of data, Interpreting graphs, Matrices, Business Maths, Problem solving and algebraic representation

## What's it all about?

Further Maths Units 3 & 4 are designed to be widely accessible and comprise a combination of non-calculus based content from a prescribed core and a selection of two from four possible modules across a range of application contexts. They provide general preparation for employment or further study, in particular where data analysis, recursion and number patterns are important.

A computer Algebra System (CAS) will be used by students to assist them in their learning and understanding. Assessment for satisfactory completion of Units 3 & 4 is by student assessed coursework (SACS)



## What will I learn?

UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>• Univariate Data</li> <li>• Bivariate Data</li> <li>• Regression &amp; Time Series</li> <li>• Recursion and financial modelling</li> </ul>	<ul style="list-style-type: none"> <li>• Matrices and their applications</li> <li>• Graphs and relations</li> <li>• Including Inequalities</li> <li>• Linear Programming</li> </ul>

## What type of things will I do?

Use statistical techniques, Model relationships between data, Correlations and regression of data, Matrix representation and arithmetic, Minimisation in problems associated with time and distance, Use of a Computer Algebra System (CAS).

## What can this lead to?

Prerequisite for many tertiary courses, VET, Apprenticeships

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Maths S OR Maths A
YEAR 11	General Maths Units 1 & 2 OR Maths Methods Units 1 & 2
YEAR 12	Further Maths Units 3 & 4

## Why choose this subject?

Choose this subject if you are interested in learning about: Number computation and application, Uses of data, Interpreting graphs, Matrices, CAS

## What's it all about?

Maths Methods Units 1 & 2 are completely prescribed and provide an introductory study of simple elementary functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Maths Methods Units 3 & 4 and cover assumed knowledge and skills for those units.

A computer Algebra System (CAS) will be used by students to assist them in their learning and understanding

Assessment for satisfactory completion of Units 1 & 2 is by student assessed coursework (SACS)



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>• Functions and graphs of polynomials and power functions</li> <li>• Relations, functions and transformations</li> <li>• Rates of change, average and instantaneous</li> <li>• Random experiments, simulation and the rules of probability</li> </ul>	<ul style="list-style-type: none"> <li>• Review of trigonometry</li> <li>• Exponential and logarithmic functions and laws</li> <li>• First principles, derivatives, differentiation and integration</li> <li>• Combinatorics, addition and multiplication principles</li> </ul>

## What type of things will I do?

Apply a range of algebraic techniques and skills, Graph assorted polynomial functions, Apply the laws of indices and logarithms, Manipulate and graph the circular functions, Be introduced to the theories of calculus and integration, Apply probability theory.

## What can this lead to?

Maths Methods Units 3 & 4, Maths Methods Units 3 & 4 and Specialist Units 3 & 4, Further Maths Units 3 & 4, VET

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Maths A
YEAR 11	Maths Methods Units 1 & 2 OR Methods and Spec Units 1 & 2
YEAR 12	Maths Methods Units 3 & 4 OR Methods and Spec Units 3 & 4 or Further Maths Units 3 & 4

## Why choose this subject?

Choose this subject if you are interested in learning about: Functions, Circular functions, Calculus, Interpreting graphs, CAS

## What's it all about?

Maths Methods Units 3 & 4 are completely prescribed and extend the study of simple elementary functions to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. They also provide background for further study in, for example, science, humanities, economics and medicine.

A Computer Algebra System (CAS) will be used by students to assist them in their learning and understanding.

Assessment for satisfactory completion of units 3 & 4 is by student assessed coursework (SACS)



## What will I learn?

UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>• Functions and graphs of polynomials.</li> <li>• Review of the algebra of polynomials, functional notation, composition of functions.</li> <li>• Transformation of a range of functions.</li> <li>• Circular, exponential and logarithmic functions and their graphs.</li> </ul>	<ul style="list-style-type: none"> <li>• Rates of change and derivatives of circular, exponential and logarithmic functions.</li> <li>• Applications of differential and integral calculus.</li> <li>• Discrete and continuous random variables, binomial distributions, normal distributions.</li> <li>• Statistical inference.</li> </ul>

## What type of things will I do?

Apply a range of algebraic techniques and skills, Graph assorted polynomial functions, Apply the laws of indices and logarithms, Manipulate and graph the circular functions, Use the theories of calculus and integration, Calculation and interpretation of central measures and measures of spread, Statistical inference for sample proportions.

## What can this lead to?

Prerequisite for many tertiary courses, Science, Engineering, Economics, Physics, Actuarial studies, Maths modelling and research

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Maths A
YEAR 11	Maths Methods Units 1 & 2 OR Methods and Spec Units 1 & 2
YEAR 12	Maths Methods Units 3 & 4 OR Methods and Spec Units 3 & 4

## Why choose this subject?

Choose this subject if you are interested in learning about: Functions and graphs, Algebra of polynomials, Calculus, Discrete and random variables, Statistical inference

## What's it all about?

Specialist Maths Units 1 & 2 comprise a combination of prescribed and selected topics and provide courses of study for students interested in advanced study of mathematics, with a focus on mathematical structure and reasoning. They incorporate topics that, in conjunction with Maths Methods Units 1 & 2, provide preparation for Specialist Maths Units 3 & 4.

A Computer Algebra System (CAS) will be used by students to assist them in their learning and understanding.

Assessment for satisfactory completion of Units 1 & 2 is by tests, analysis tasks and Student Assessed Coursework (SAC's).



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>• Circular and triangular geometry and proof</li> <li>• Sets, sequences, series and proof</li> <li>• Matrices</li> <li>• Transformations with trigonometry and matrices</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate geometry and rational graphs</li> <li>• Simulation, sampling and sampling distributions</li> <li>• Vectors and geometric proof</li> <li>• Kinematics</li> </ul>

## What type of things will I do?

Perform operations on complex numbers, Apply geometry to applications and proofs, Use matrices on assorted transformations and to solve simultaneous equations, Sketch and interpret graphs, Simulate events and calculate sample statistics, Use vectors in proofs and to solve problems, Solve a range of kinematics problems.

## What can this lead to?

Specialist and Methods Units 3 & 4 or Methods Units 3 & 4, Engineering, Physics, Actuarial studies, Maths research and modelling, Data analysis

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Maths A
YEAR 11	Specialist and Methods Units 1 & 2
YEAR 12	Specialist and Methods Units 3 & 4 OR Methods Units 3 & 4 OR Further Maths Units 3 & 4

## Why choose this subject?

Choose this subject if you are interested in learning about: Proof, Vectors, Kinematics, Matrices Conic sections

## What's it all about?

Specialist Maths Units 3 & 4 are designed to be taken in conjunction with Maths Methods Units 3 & 4. The areas of study include rational and other quotient functions as well as other advanced mathematics topics such as complex numbers, vectors, differential equations, mechanics and statistical inference.

A Computer Algebra System (CAS) will be used by students to assist them in their learning and understanding.

Assessment for satisfactory completion of Units 3 & 4 is by student assessed coursework (SACS)



## What will I learn?

UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>• Rational graphs</li> <li>• Circular functions</li> <li>• Complex numbers</li> <li>• Vectors in 2 and 3 dimensions</li> <li>• Differential calculus</li> </ul>	<ul style="list-style-type: none"> <li>• Integral calculus</li> <li>• Differential equations</li> <li>• Kinematics and parametric graphs</li> <li>• Dynamics</li> <li>• Statistics and sampling distributions</li> </ul>

## What type of things will I do?

Sketch and interpret graphs, Perform operations on complex numbers, Apply geometry to applications, Use vectors to solve problems, Solve differential equations, Solve a range of kinematics problems, Problems involving Newton's laws of motion, Use CAS to assist with learning.

## What can this lead to?

Engineering, Physics, Actuarial studies, Maths research and modelling, Data analysis

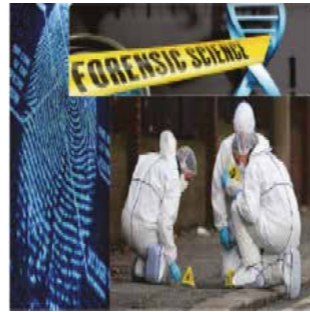
POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Maths A
YEAR 11	Specialist and Methods Units 1 & 2
YEAR 12	Specialist and Methods Units 3 & 4 OR Methods Units 3 & 4

## Why choose this subject?

Choose this subject if you are interested in learning about: Calculus, Applications of geometry, Vectors, Kinematics, Dynamics

### What's it all about?

Students will explore the application of science in the context of Forensics. They will explore areas of Biology, Physics and Chemistry seeing how forensic scientists collect and interpret evidence that can be used in a court of law. This unit has a strong focus on practical techniques and interpretation of data.



### What will I learn?

FORENSICS TOOL KIT	PHYSICS
<ul style="list-style-type: none"> <li>Experimental Design (including the difference between random vs systematic errors)</li> <li>Hair and synthetic &amp; natural fibres</li> <li>Fingerprint patterns Analysis</li> <li>Basics of Light and Electron Microscopes</li> </ul>	<ul style="list-style-type: none"> <li>Speed, Distance, Displacement &amp; Velocity</li> <li>Blood Spatter</li> <li>Ballistics</li> <li>Trajectory: Introduction to motion in 2-dimention</li> </ul>
BIOLOGY	CHEMISTRY
<ul style="list-style-type: none"> <li>Blood Evidence Analysis</li> <li>Structure of DNA</li> <li>Polymerase Chain Reaction</li> <li>Restriction Enzymes and Gel Electrophoresis</li> <li>DNA Profiling</li> </ul>	<ul style="list-style-type: none"> <li>Acidity Tests</li> <li>Flame Tests</li> <li>Chromatography applications</li> <li>Solubility Tests</li> </ul>

### What type of things will I do?

Use computers to research information, Use Mathematica to simulate the trajectory of bullets under different influences, Work in groups to investigate scientific phenomenon, Carry out experiments, Design investigations, Observe characteristics of blood spatters and fingerprints, Use microscopes to observe fibres and hairs, Written theory, Written Test on the theory, Experimental Investigation tasks, Solve a "murder case"

### What can this lead to?

Forensic Scientist, Police Officer, Medical Science, Science based careers, Private investigator

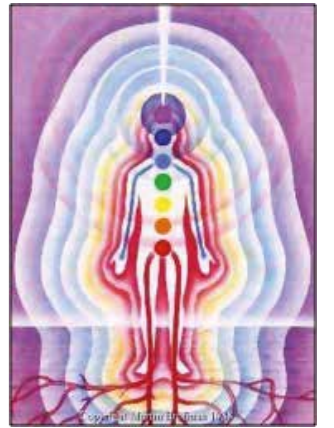
POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Core Science OR Forensics
YEAR 11	Chemistry, Physics
YEAR 12	Chemistry, Physics

### Why choose this subject?

Choose this subject if you are interested in learning about: Forensics Sciences, Chemistry, Biology, Microscopes, DNA

### What's it all about?

Students will explore the way their minds and bodies control their actions and influence behaviour, on a day-to-day basis. This elective will involve the study of both Biology and Psychology in activity based lessons. Students will explore the basic structure and function of the body systems, with a focus on the immune and nervous systems. The Psychology component will examine memory and learning, brain function and sleep and dream theories, along with the components used when performing psychological research.



### What will I learn?

BIOLOGY	PSYCHOLOGY
<ul style="list-style-type: none"> <li>Relationship between cells and systems</li> <li>Pathogens, disease and the immune system</li> <li>Neurons and the Nervous System</li> </ul>	<ul style="list-style-type: none"> <li>Brain structure and function</li> <li>Memory and Learning</li> <li>Sleep</li> </ul>
EXPERIMENTAL DESIGN	EXPERIMENTAL DESIGN IN PSYCHOLOGY
<ul style="list-style-type: none"> <li>Develop hypotheses</li> <li>Record and analyse data</li> <li>Form valid conclusions</li> </ul>	<ul style="list-style-type: none"> <li>Empirical Research Activities</li> <li>Designing psychology experiments</li> <li>How variables influence experimental design</li> </ul>

### What type of things will I do?

Research tasks, Design and perform experiments, Project work, Investigations, Problem solving, Quizzes, Practical work, Games

### What can this lead to?

A career in health science such as nursing and medicine, A career in psychology such as a counsellor, social worker, or psychologist. Research science such a microbiology or neuropsychology, Epidemiology (studying disease transmission)

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Core Science OR Mind and Body
YEAR 11	Biology, Psychology
YEAR 12	Biology, Psychology

### Why choose this subject?

Choose this subject if you are interested in learning about: Biology, Body Systems, Personal health and wellbeing, Psychology, Memory, Sleep, Behaviour, How to design experiments



What's it all about?

Students extend their knowledge of Biology, Chemistry and Physics whilst exploring how this knowledge applies to the world around them. They will examine a range of real life contexts in a topic-based course. Students will undertake both practical and theoretical work as they investigate scientific concepts. Course content includes: genetics, evolution, atomic structure and bonding, chemical reactions, energy transfer and transformation, forces and motion.



What will I learn?

CHEMISTRY	BIOLOGY
<ul style="list-style-type: none"> <li>The structure of the atom</li> <li>Balancing and interpreting chemical equations</li> <li>Chemical bonding, focusing on ionic bonds</li> <li>Variables that effect reaction rates</li> </ul>	<ul style="list-style-type: none"> <li>Cells, DNA and protein synthesis</li> <li>Genetics and patterns of inheritance</li> <li>Evolution and the evidence supporting it</li> </ul>
PHYSICS	EXPERIMENTAL DESIGN
<ul style="list-style-type: none"> <li>Newton's laws</li> <li>Energy transfers and transformations</li> <li>Calculating the speed and acceleration of objects</li> </ul>	<ul style="list-style-type: none"> <li>How to design fair experiments</li> <li>To present and analyse data effectively</li> <li>To develop valid conclusions</li> </ul>

What type of things will I do?

Practical Work, Investigation, Project Work, Tests, Interpreting graphs & data, Quizzes, Design experiments, Conduct chemical reactions, Examination

What can this lead to?

University and TAFE courses in: Medicine, Pharmacy, Engineering, Physical Sciences, Biological Sciences, Nursing Veterinary Science, Agricultural Science. Teaching(Secondary/Primary), Research Sciences working in a laboratory, Specialised fields of science (eg Forensics)

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Core Science
YEAR 11	Chemistry, Physics, Biology
YEAR 12	Chemistry, Physics, Biology

What's it all about?

Students will be given the opportunity to develop an understanding of how scientific theory has developed with respect to Space, Earth and Life. Students extend their knowledge of Biology, Chemistry and Physics whilst taking a journey from the creation of the universe, the formation of stars and galaxies to the formation of the Earth and its life systems. The latter will give a deeper understanding of one of biology's greatest theories, Evolution. We will conclude with a study of the ramifications of releasing more and more carbon dioxide into our atmosphere, namely Global Warming.



What will I learn?

BIOLOGY	CHEMISTRY
<ul style="list-style-type: none"> <li>Evolution and the diversity of life on earth.</li> </ul>	<ul style="list-style-type: none"> <li>Geological processes and timescales within and between Earth's spheres, with a particular emphasis on Global Warming.</li> </ul>
PHYSICS	EXPERIMENTAL DESIGN
<ul style="list-style-type: none"> <li>Astronomy and basic astrophysics</li> </ul>	<ul style="list-style-type: none"> <li>Safe, technical use of scientific equipment/chemicals and methodical practical reports.</li> </ul>

What type of things will I do?

Practical work, Excursion, Tests, Exam, Develop your skills in problem solving.

What can this lead to?

Develop the skills necessary for further science study. Compliments, physics, chemistry and biology. Provide a motivational foundation for selection of university level study. Have an excellent understanding of processes regarding the formation and development of the Universe.

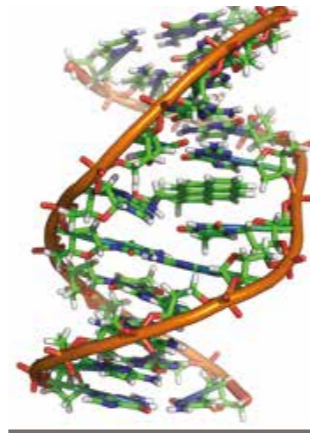
POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Core Science
YEAR 11	Biology, Physics, Chemistry
YEAR 12	Biology, Physics, Chemistry

Why choose this subject?

Choose this subject if you are interested in learning about: Astronomy, Astrophysics, Global warming, Evolutionary biology, Problem solving skills

## What's it all about?

Biology is the study of living things, from the minute detail of single cells through to the complex relationships between organisms in ecosystems. In this subject you will investigate the composition, structure and function of cells. You will complete experiments to help you understand cellular processes such as photosynthesis, respiration and movement across membranes. To gain an understanding of genetics you will use microscopes to examine cell replication and use molecular tools for manipulating DNA. Body systems and their contribution to homeostasis will be explored through both practical and theory based work. You will conduct fieldwork to learn about relationships between organisms and energy flow within ecosystems. You will also investigate how DNA expression affects an organism's chance of survival leading to evolution.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Cellular composition, structure and processes</li> <li>Functioning systems in animals and plants</li> <li>Survival through adaptations and regulation</li> <li>Classification and relationships in ecosystems</li> </ul>	<ul style="list-style-type: none"> <li>The cell cycle, growth, and differentiation</li> <li>Asexual and sexual reproduction</li> <li>Explaining genetics and predicting inheritance</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>Cellular composition, structure and processes</li> <li>Gene regulation and signal transduction</li> <li>Disease and Immune Responses</li> <li>Biochemical pathways</li> </ul>	<ul style="list-style-type: none"> <li>DNA and Genetic heredity</li> <li>Changes in populations &amp; biodiversity</li> <li>Evolution: processes and evidence</li> <li>Biotechnology and DNA manipulation</li> </ul>

## What type of things will I do?

Design experiments, Conduct experiments, Write scientific reports, Participate in field work, Present and analyse data, Use microscopes, Perform dissections, Learn biological theory, Comprehend and apply concepts to new situations, Use scientific terminology, Practice tests and exams

## What can this lead to?

A career in health sciences such as nursing, physiotherapy, sports science or medicine. A career in research science (eg microbiology, biochemistry, molecular genetics, medicine). A career in ecology monitoring environments. A career in specialised fields such as forensics, veterinary science, marine science or botany.

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Core Science, Mind and Body, Forensics
YEAR 11	Biology Units 1 & 2
YEAR 12	Biology Units 3 & 4

## Why choose this subject?

Choose this subject if you are interested in learning about: Cells, Biochemistry, Genetics, Body Systems, Evolution

Please Note: To access this course you must have completed Unit 3 & 4 Biology as a VCE access subject and therefore completed Unit 3 & 4 as a Year 11 student. There is also an application process and for more information please contact Adam Potter, Assistant Principal at the Pasco campus.

## What's it all about?

UMEP Biology is available to Year 12 students who have demonstrated outstanding performance in VCE Biology. In this subject you will investigate the evolution of cellular life. You will complete experiments to help you understand cellular processes such as photosynthesis and cardiac anatomy within the laboratories of the University of Melbourne. To gain an understanding of genetics you will use microscopes to examine phenotypic variations and use molecular tools for manipulating DNA. Body systems and their contribution to homeostasis will be explored through both practical and theory based work. You will learn about relationships between organisms and their environment and the impact of human activity on genetic variation. You will also investigate how DNA expression affects an organism's chance of survival leading to evolution.



## What will I learn?

SEMESTER 1: BIOL 10004 BIOLOGY OF CELLS AND ORGANISMS	SEMESTER 2: BIOL 10005 GENETICS AND THE EVOLUTION OF LIFE
<ul style="list-style-type: none"> <li>Cellular composition, structure and processes</li> <li>Functioning systems in animals and plants</li> <li>Survival through adaptations and regulation</li> <li>The cell cycle, growth, and differentiation</li> <li>Asexual and sexual reproduction</li> <li>Signalling systems signal transduction</li> <li>Disease and Immune Responses</li> </ul>	<ul style="list-style-type: none"> <li>Explaining genetics and predicting inheritance</li> <li>Classification and relationships in ecosystems</li> <li>DNA and Genetic heredity</li> <li>Evolution: speciation and evidence</li> <li>Molecular Evolution</li> <li>Biotechnology and DNA manipulation</li> <li>Human impact: preserving habitats and genetic variation</li> </ul>

## What type of things will I do?

Conduct experiments, Write scientific reports, Present and analyse data, Use microscopes, Perform dissections, Learn biological theory, Comprehend and apply concepts to new situations, Use scientific terminology, Complete tests and exams

## What can this lead to?

A career in health sciences such as nursing, physiotherapy, sports science or medicine. A career in research science (e.g. microbiology, biochemistry, molecular genetics, medicine). A career in ecology monitoring environments. A career in specialised fields such as forensics, veterinary science, marine science or botany.

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Biology Units 1 & 2
YEAR 11	Biology Units 3 & 4
YEAR 12	UMEP

## Why choose this subject?

Choose this subject if you are interested in learning about: Cells, Biochemistry, Genetics, Body Systems, Evolution

## What's it all about?

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of atoms. Students will learn about the history of Chemistry and the development of the periodic table. They will also investigate chemical reactions that take place by conducting practical activities on precipitation, acid-base reactions and redox reactions such as corrosion. Students will assume the role of an analytical Chemist and determine the concentration of calcium in milk and caffeine in soft drink. They will also learn about different forms of renewable energy.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>• Elements and the periodic table</li> <li>• Structure and Bonding</li> <li>• Quantities in Chemistry</li> <li>• Nomenclature of organic compounds</li> </ul>	<ul style="list-style-type: none"> <li>• Acids and Bases</li> <li>• Redox Reactions</li> <li>• Chemical analysis using HPLC and AAS</li> <li>• Stoichiometry</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>• Obtaining energy from fuels</li> <li>• Using chemical reactions to provide energy</li> <li>• Industrial Chemistry</li> <li>• Energy changes in reactions</li> </ul>	<ul style="list-style-type: none"> <li>• Organic naming and chemical pathways</li> <li>• Chemistry of food</li> <li>• Metabolism of biomolecules</li> </ul>

## What type of things will I do?

Experiments, Extended Investigations, Lab reports, Analyse data, Construct molecular models, Excursions, Tests, Examinations, Group investigations

## What can this lead to?

A career in Health sciences such as Medicine, Pharmacy, Physiotherapy or Nursing. Careers in Engineering. A career in Research Science such as biochemistry, chemistry or medical research. A career in applied science such as forensic science, biotechnology or nanotechnology.

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Core Science Forensics
YEAR 11	Chemistry
YEAR 12	Chemistry

## Why choose this subject?

Choose this subject if you are interested in learning about: Practical investigations, Reactions, Atomic Theory, Bonding, Electrochemistry

## What's it all about?

Environmental Science is a great subject for students who would like to do a general science subject or are interested in ecology or the environment. You will learn and apply knowledge and skills from Biology, Chemistry, Physics, Geology, Geography and Maths. Practical and research activities will help you connect this knowledge so that you develop an in-depth understanding about how biological systems and humans interact and affect each other. In this course, you will investigate all aspects of the natural world. This includes how living organisms rely on and interact with each other as well as their dependence on the physical environment. There is a strong emphasis on how humans affect ecosystems including the examination of strategies that humans use to maintain and protect the health of the environment.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>• Local ecosystems and the interactions between ecological components over different timescales.</li> <li>• Practical investigation related to ecosystem monitoring and/or change.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate pollution and associated impacts on Earth's four systems through global, national and local perspectives</li> <li>• Managing air, soil and water pollution.</li> </ul>
UNITS 3:	UNIT 4:
<ul style="list-style-type: none"> <li>• Biodiversity and its significance in sustaining ecological integrity</li> <li>• Sustainability and environmental management.</li> </ul>	<ul style="list-style-type: none"> <li>• The social and environmental impacts of energy production and use on society and the environment.</li> <li>• The consequences of natural and enhanced greenhouse effects</li> </ul>

## What type of things will I do?

Participate in field work, Present and analyse data, Write scientific reports, Learn environmental science theory, Use scientific terminology, Apply scientific knowledge in real world applications, Practice tests and exams

## What can this lead to?

Resource management, A career as a park ranger or ecologist, A career with an environmental focus working in law, business, government, industry or mining, Environmental monitoring or impact assessment

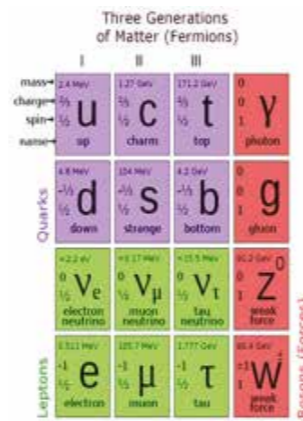
POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Core Science
YEAR 11	Environmental Science
YEAR 12	Environmental Science

## Why choose this subject?

Choose this subject if you are interested in learning about: Ecology, Wildlife, Global warming, Sustainability, General science

## What's it all about?

Physics is the study of the laws of nature that govern the behaviour of the universe, from the very smallest scales of sub-atomic particles to the very largest scales of cosmology. It applies these laws to the solution of practical problems and to the development of new technologies. Physics is an intellectually challenging and rewarding subject. Its study instructs a person in the process of critical thinking, how to pose questions and how to solve problems. Physics is at the heart of almost every facet of modern life. Physics provides training for a vast range of careers, where it is either employed directly, or where the skills developed can be applied in innovative ways in other fields. This versatility can lead to careers ranging from engineering to financial statistical analysis.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Thermodynamics</li> <li>Electricity</li> <li>The study of matter (particle physics &amp; astrophysics)</li> </ul>	<ul style="list-style-type: none"> <li>Kinematics (motion)</li> <li>Flight</li> <li>Practical investigation (chosen at time of study)</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>Study of electrical, magnetic and gravitational fields.</li> <li>Electrical energy generation.</li> <li>Motion and related energy transformations.</li> <li>Einstein's theory of relativity.</li> </ul>	<ul style="list-style-type: none"> <li>Wave theory and applications (eg light)</li> <li>Light and Matter</li> <li>Practical investigation. (chosen at time of study)</li> </ul>

## What type of things will I do?

Experiments, Modelling, Excursions, Problem solving, Report writing, Critical thinking, Using mathematical skills, Tests, Exams: a midyear exam and end of year exam for Units 1 & 2. One end of year exam for Units 3 & 4

## What can this lead to?

Engineering/ Mining, Science/Environmental science/Medicine, Technical trades (e.g., electronic technician, aircraft maintenance engineer.) Research (PhD and postgraduate work)

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Core Science/Maths
YEAR 11	Physics/Maths
YEAR 12	Physics/Maths

## Why choose this subject?

**Choose this subject if you are interested in learning about:** Understanding Einstein's theory of relativity. Why the universe is as it is. Developing your experimental skills. Electrical devices and how they work. Understanding flight. How things work. Problem solving. The Maths of motion and energy transformations.

## What's it all about?

VCE Psychology enables students to explore the scientific study of human behaviour through biological, psychological and social perspectives and the systematic application of this knowledge to personal and social circumstances in everyday life. Students will develop an understanding on the connection between the brain and behaviour through classical and contemporary research and the use of imaging technologies, models and theories. In addition, they will engage in a range of inquiry tasks that may be self-designed, develop key science skills (including those of problem solving and critical evaluation) and look at the links between theory, knowledge and practice.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Role of the brain in mental processes and behaviour</li> <li>Brain plasticity and brain damage</li> <li>The complexity of psychological development</li> <li>Atypical psychological development</li> <li>Student directed research investigation</li> </ul>	<ul style="list-style-type: none"> <li>Sensation and perception (including distortions)</li> <li>Social cognition</li> <li>Social influences on behaviour</li> <li>Student directed research investigation</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>Nervous system functioning</li> <li>Stress as an example of a psychobiological process</li> <li>Learning and Memory</li> </ul>	<ul style="list-style-type: none"> <li>Nature of consciousness including sleep</li> <li>Mental Health and wellbeing</li> <li>Consolidating scientific enquiry</li> <li>Student directed research investigation</li> </ul>

## What type of things will I do?

Folio of activities, Visual and/or oral presentations, Tests, Practical activities, Media responses, Student directed research investigation, Reporting conventions

## What can this lead to?

A career in the field of: Psychology or Psychiatry, Health Sciences, Education, Counselling, Sociology

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Core Science, Mind and Body
YEAR 11	Psychology
YEAR 12	Psychology

## Why choose this subject?

**Choose this subject if you are interested in learning about:** Develop knowledge about self and others, How groups can influence individuals, The brain and how it influences behaviour, Development across the lifespan, Memory reliability and decline, How people learn, Mental health disorders, Sleep (including sleep disorders).

### What's it all about?

Students will study how to code using programming languages using GameMaker and Xcode. They will develop skills in programming but completing a number of folio tasks. Their major assessments will be based on: creating their own computer game and an app for a mobile device.



### What will I learn?

CONCEPT OF COMPUTER PROGRAMMING	HOW TO PROGRAM
<ul style="list-style-type: none"> <li>Process of writing computer code</li> </ul>	<ul style="list-style-type: none"> <li>Develop skills in Object Oriented Computer Languages</li> </ul>

### What type of things will I do?

Investigate, Research, Presentations, Use programming languages to create programs and games, Create an electronic folio

### What can this lead to?

University and TAFE courses in Information Technology. Computer Programmer, Network Technician, Systems Analyst, Computer Technician

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	App Development Web Development
YEAR 11	Computing
YEAR 12	Computing: Informatics Computing: Software Development

### Why choose this subject?

Choose this subject if you are interested in learning about: Computers, Networking, Programming, Game Design

### What's it all about?

The purpose of this course is for students to become familiar and confident in the design and development of web pages to communicate and interact over the internet and to be aware of the applications and implications of this technology. Students will study a variety of web page development tools including HTML scripting, CSS, Javascript, Dreamweaver and online resources.



### What will I learn?

EFFECTIVE WEB DESIGN	WEB PAGE CREATION
<ul style="list-style-type: none"> <li>Effective web design elements</li> <li>Types of web pages</li> </ul>	<ul style="list-style-type: none"> <li>Create Web pages / sites using coding and web page authoring software</li> <li>Social impact of web pages</li> </ul>

### What type of things will I do?

Investigate, Research, Presentations, Create Web sites, Create an electronic folio

### What can this lead to?

University and TAFE courses in Information Technology, Web Design, Multi media

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	App Development Web Development
YEAR 11	Computing
YEAR 12	Computing: Informatics Computing: Software Development

### Why choose this subject?

Choose this subject if you are interested in learning about: Computers, Social Media, Communication, Multimedia, Web Design

## What's it all about?

This semester long unit focuses on the presentation and styling of food. Students investigate tricks of the trade, unconventional ingredients, cupcake decorating and garnishes. Students will select, produce and photograph a recipe that will be used towards developing a 'food promotion task' and for a 'cupcake competition' task. Students investigate Australian food innovators within the food styling industry.



## What will I learn?

<ul style="list-style-type: none"> <li>Australian Food Innovators</li> <li>Tricks of the Trade</li> <li>Safety and Hygiene</li> <li>Food styling techniques</li> </ul>	<ul style="list-style-type: none"> <li>Plating and Presentation Techniques</li> <li>Food ordering and time planning</li> <li>Garnishing Basics</li> <li>Cupcake decorating</li> </ul>
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## What type of things will I do?

A food promotion task, Produce food safely and hygienically, Develop culinary skills, Food photography Analysis, Style and photograph food, Write food orders, Evaluate productions, Write time plans, Design Briefs, Cupcake decorating task

## What can this lead to?

Food Science and Technology, Consumer Science / Home Economics, Nutrition and Health Studies, Child Care and Education, Community Services and Aged Care, Hospitality and Food Manufacturing Industries

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Food Styling Make A Meal
YEAR 11	Food Studies
YEAR 12	Food Studies

## Why choose this subject?

Choose this subject if you are interested in learning about: Food Styling, Food Safety and Hygiene, Cooking, Food photography, Recipe Design

## What's it all about?

Students in Make a Meal investigate the challenges involved in providing interesting and healthy family meals. Students will investigate eating practices for different stages of the lifespan, different nutritional requirements across the lifespan and resource management in menu planning. Students investigate Australian Food Selection Models. They also alter recipes to make them healthier, suit individual dietary needs, and cater to different serving sizes. Students investigate dietary related diseases.



## What will I learn?

<ul style="list-style-type: none"> <li>Food Safety and Hygiene in the kitchen</li> <li>Nutrition basics</li> <li>Food selection Models</li> <li>Lifespan Nutrition</li> <li>Food labelling</li> </ul>	<ul style="list-style-type: none"> <li>Individual dietary needs</li> <li>Meal Planning</li> <li>Design briefs</li> <li>Modifying recipes for dietary requirements</li> <li>Food Production skills</li> </ul>
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## What type of things will I do?

Prepare a range of meals, Design and create your own bread recipe, Dietary Analysis, Design and create meals that are nutritious, Develop food production skills, Time plan productions, Evaluate meals created, Analyse food labels, Investigate dietary related diseases

## What can this lead to?

Consumer science / Home Economics, Nutrition and Health Studies, Food Science and Technology, Child Care and Education, Community Services and Aged Care, Hospitality and Food Manufacturing Industries

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Make A Meal Food Styling
YEAR 11	Food Studies
YEAR 12	Food Studies

## Why choose this subject?

Choose this subject if you are interested in learning about: Food, Cooking, Food Safety and Hygiene, Nutrition, Recipe Design

## What's it all about?

This semester long unit focuses on students experimenting with techniques such as felting, fabric dyeing and incorporating art in textile design. Students investigate fibre classifications and Australian care labelling standards. They complete a folio, based on a garment they create. Students design a garment within the parameters given by the teacher. Students safely produce, analyse and evaluate the garment. Finally they create a care label so as to care for the garment they have produced.



## What will I learn?

<ul style="list-style-type: none"> <li>Fibre classification</li> <li>Garment Production and Evaluation</li> <li>Care labelling</li> <li>Understanding basic commercial patterns</li> <li>Fabric dyeing</li> </ul>	<ul style="list-style-type: none"> <li>Using a sewing machine and overlocker safely</li> <li>Design Folio</li> <li>Natural and Synthetic Fibres</li> <li>Art in textile design</li> </ul>
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## What type of things will I do?

Felting, Fabric dyeing, Sew a garment, Research: art in textiles, Safely use a sewing machine and overlocker, Use a commercial pattern, Fashion drawing, Complete a Folio, Purchase fabric, Evaluate my garment, Make a care label

## What can this lead to?

Textile Designer, Fashion Designer, Costume Designer, Pattern Maker, Dressmaker / Tailor

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Fashion Design Textiles
YEAR 11	Product Design and Technology
YEAR 12	Product Design and Technology

## Why choose this subject?

Choose this subject if you are interested in learning about: Design, Materials, Fashion, Garment construction, Folio

## What's it all about?

This semester long unit focuses on students designing and making a garment for 'an event'. Each student chooses the event, within the parameters given by the teacher. Students complete a folio, based on the garment they create. At the completion of this unit, students will photograph their garment in a 'flat lay' fashion shoot. Students study care labelling for garments in Australia and create a care label for their garment. Students study the elements and principles of design and then analyse an Australian fashion designer's garment based on these elements and principles.



## What will I learn?

<ul style="list-style-type: none"> <li>Elements and Principles of Design</li> <li>Australian Fashion Designers</li> <li>Garment Production and Evaluation</li> <li>Care labelling</li> </ul>	<ul style="list-style-type: none"> <li>Using a sewing machine and overlocker safely</li> <li>Design Folio</li> <li>Natural and Synthetic Fibres</li> </ul>
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## What type of things will I do?

Investigate an Australian fashion designer, Analyse garment: Elements & Principles of Design, Safely use a sewing machine and overlocker, Complete a Folio, Use a commercial pattern, Fashion Drawing, Purchase fabric, Sew a garment, Evaluate my garment, Make a care label

## What can this lead to?

Textile Designer, Fashion Designer, Pattern Maker, Dressmaker / Tailor

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Fashion Design Textiles
YEAR 11	Product Design and Technology
YEAR 12	Product Design and Technology

## Why choose this subject?

Choose this subject if you are interested in learning about: Design, Materials, Fashion, Garment construction, Folio

## What's it all about?

Students will be involved in designing and making products in wood. They will investigate material properties and uses as well as a range of construction techniques and associated equipment. Students will follow a design process and use a range of sketching and drawing techniques to present their ideas for solutions to identified needs. They will then plan and manufacture their products in the workshop. This course allows students to develop both design and practical skills and knowledge.



## What will I learn?

<ul style="list-style-type: none"> <li>Material classification</li> <li>Safe use of equipment including hand and electric tools</li> <li>Conventional drawing techniques</li> </ul>	<ul style="list-style-type: none"> <li>The purpose and components of design briefs</li> <li>Developing a design folio</li> <li>Methods of research</li> </ul>
<ul style="list-style-type: none"> <li>Identification of tools and their purpose</li> <li>How to apply the technology process</li> </ul>	<ul style="list-style-type: none"> <li>Correct selection and use of tools</li> <li>Joining and finishing techniques</li> </ul>

## What type of things will I do?

Making/designing various models including storage units, clocks, wooden toys and students own choice, Learn how to use the electric and hand tools, Learn various joining and finishing techniques, Learn different drawing techniques, Write design briefs, Develop a design folio, Analyse and evaluate products

## What can this lead to?

University and TAFE courses in design. Furniture design/making, Architecture, Carpentry, Building Trades

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Wood
YEAR 11	Product Design and Technology
YEAR 12	Product Design and Technology

## Why choose this subject?

Choose this subject if you are interested in learning about: Design, Manufacturing, Solving design problems, Working with materials, Working as a designer/maker

## What's it all about?

In this course students focus on how data, information and networked digital systems can be used to meet a range of users' current and future needs. They will also study how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students will learn how to create a number of information solutions using different software and skills. After completing Units 1 & 2 Computing students have the choice of selecting either Informatics or Software Development for Units 3 & 4.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Manipulating Data and creating Infographics</li> <li>Computer Networks</li> <li>Issues arising from the use of IT</li> <li>How to manage a large project</li> <li>Creating a Website</li> </ul>	<ul style="list-style-type: none"> <li>Computer Programming or Scripting</li> <li>Problem solving in ICT</li> <li>Data management and using databases</li> <li>Gather and present data in Visual form</li> </ul>

## What type of things will I do?

Produce an electronic publication, Design a computer network, Work in a team to produce a publication on an IT issue, Write computer programs, Describe computer networks and the data flow, Solve a problem for a client, Analyse large repositories of Data, Create a personalised database

## What can this lead to?

Further studies in ICT at TAFE or University, Subjects which require IT problem solving skills, Careers which require efficient use of IT

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	App Development Web Development
YEAR 11	Computing
YEAR 12	Computing: Informatics Computing: Software Development

## Why choose this subject?

Choose this subject if you are interested in learning about: Project Management, Software, Computer networks, Websites, Programming



## What's it all about?

In Informatics Units 3 & 4 students focus on data, information and information systems. In Unit 3 students consider data and how it is acquired, managed, manipulated and interpreted to meet a range of needs. In Unit 4 students focus on strategies and techniques for manipulating, managing and securing data and information to meet a range of needs. Students will complete a large project that consists of investigating a topic and creating a website to present the findings.



## What will I learn?

UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>Problem solving using Database software</li> <li>Acquire, prepare, manipulate and interpret complex data to confirm or refute a hypothesis</li> <li>Formulate a project plan for a multimodal online solution</li> </ul>	<ul style="list-style-type: none"> <li>Problem solving to develop a multimodal online solution</li> <li>Evaluate the effectiveness of problem solving strategies</li> <li>Evaluate data and information security</li> </ul>

## What type of things will I do?

Design and create a relational database, Investigate a topic of your choosing, Gather large amounts of data, Manipulate and interpret data to support a hypothesis, Manage large projects, Design and produce a multimodal web site, Investigate aspects of data security.

## What can this lead to?

Further studies in ICT at TAFE or University, Subjects which require IT problem solving skills, Careers which require efficient use of IT

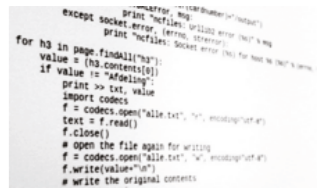
POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	App Development Web Development
YEAR 11	Computing
YEAR 12	Computing: Informatics Computing: Software Development

## Why choose this subject?

Choose this subject if you are interested in learning about: Project Management, Software, Computer networks, Websites • Data Analytics

## What's it all about?

In Software development Units 3 & 4 students focus on the application of a problem-solving methodology and underlying skills to create purpose-designed solutions using a programming language. In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. In this unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment.



## What will I learn?

UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>Functions and capabilities of a programming language.</li> <li>Analyzing the needs of a real world situation</li> <li>Methods of planning and designing computer programs</li> </ul>	<ul style="list-style-type: none"> <li>Creating a program to solve a real world problem using a programming language.</li> <li>Investigate aspects of data security</li> </ul>

## What type of things will I do?

Produce working modules using a computer programming language, Find a real world need to solve with an information solution, Analyse and design a solution to solve a real world problem, Produce a working solution using a programming language, Manage large projects, Investigate threats to data and information on the internet

## What can this lead to?

Further studies in ICT at TAFE or University, Subjects which require IT problem solving skills, Careers which require efficient use of IT

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	App Development Web Development
YEAR 11	Computing
YEAR 12	Computing: Informatics Computing: Software Development

## Why choose this subject?

Choose this subject if you are interested in learning about: Project Management, Software, Computer networks, Networking, Programming

# FOOD STUDIES

# UNITS 1-4

## What's it all about?

Emphasis is on extending food knowledge and the application of practical food skills. Students make informed and confident food selections and prepare food keeping in mind the various food influences and choices people face today. Students explore food from a wide range of perspectives.

They study: past and present patterns of eating; Australian and global food production systems; the physical and social functions and roles of food.

They research: economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends.

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.



## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Food around the world</li> <li>Food in Australia</li> </ul>	<ul style="list-style-type: none"> <li>Food industries</li> <li>Food in the home</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>The science of food</li> <li>Food choice, health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>Environment and ethics</li> <li>Navigating food information</li> </ul>

## What type of things will I do?

Production work, Designing and developing a solution in response to a design brief, Practical tests, Short written reports, Sensory analysis, Migrant interview, School assessed coursework, Exam

## What can this lead to?

Food Science and Technology, Home Economist, Nutrition and Health Studies, Child Care and Education, Community Services and Aged Care, Hospitality and Food Manufacturing Industries

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Make a Meal Food Styling
YEAR 11	VCE Food Studies
YEAR 12	VCE Food Studies

## Why choose this subject?

Choose this subject if you are interested in learning about: Food, Nutrition, Food Safety, Design Process, Cooking

# PRODUCT DESIGN AND TECHNOLOGY: TEXTILES

# UNITS 1-4

## What's it all about?

Designers play an important part in our daily lives. They determine the form and function of the products we use. Designers transform ideas into drawings and plans for the creation and manufacture of useful products that fulfill human needs and wants. In recent history the use of resources to create an ever-increasing array of products has given designers an increased responsibility to think sustainably. Students develop an understanding of the consequences of product design choices. Students develop the necessary skills to critically analyse existing products and to develop their own creative solutions. Students can select this study in textiles or resistant materials (wood).



Students cannot select both PDT: Textiles and Wood.

## What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Analyse and redesign an existing product</li> <li>Producing and evaluating a redesigned product</li> <li>Investigate the sustainability of the original product</li> </ul>	<ul style="list-style-type: none"> <li>Design as a team</li> <li>Producing and evaluating a collection of collaboratively designed products</li> <li>Investigate historical and cultural design movements, eg. Art Deco and Gothic</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>The designer, client and/or end-user in product development</li> <li>Product development in industry</li> </ul>	<ul style="list-style-type: none"> <li>Product Analysis and comparison</li> <li>Product Manufacture</li> <li>Product Evaluation</li> </ul>

## What type of things will I do?

Develop design briefs for design problems, Develop design folios in response to design briefs, Investigate aspects of the fashion industry, Investigate factors that affect fashion designers, Develop products in response to design briefs, Evaluate products and processes, Investigate designs and their products, Analyse products, Carry out research and testing

## What can this lead to?

Fashion designer, Textile designer, Clothing production, Costume maker, Patternmaker

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Fashion Design Textiles
YEAR 11	Product Design and Technology: Textiles
YEAR 12	Product Design and Technology: Textiles

## Why choose this subject?

Choose this subject if you are interested in learning about: Design, Manufacture, Solve design problems, Materials, Work as a designer/maker

# PRODUCT DESIGN AND TECHNOLOGY: WOOD

## UNITS 1-4

### What's it all about?

Designers play an important part in our daily lives. They determine the form and function of the products we use. They transform ideas into drawings and plans for the creation and manufacture of useful products that fulfill human needs and wants. In recent history the use of resources to create an ever-increasing array of products has given designers an increased responsibility to think sustainably. Students develop an understanding of the consequences of product design choices. They develop the necessary skills to critically analyse existing products and to develop their own creative solutions. Students can select this study in textiles or resistant materials (wood).



Please note students cannot select either PDT: Textiles or Wood.

### What will I learn?

UNIT 1:	UNIT 2:
<ul style="list-style-type: none"> <li>Analyse and redesign an existing product</li> <li>Producing and evaluating a redesigned product</li> <li>Investigate the sustainability of the original product</li> </ul>	<ul style="list-style-type: none"> <li>Design as a team</li> <li>Producing and evaluating a collection of collaboratively designed products</li> <li>Investigate historical and cultural design movements, eg. Art Deco and Bauhaus</li> </ul>
UNIT 3:	UNIT 4:
<ul style="list-style-type: none"> <li>The designer, client and/or end-user in product development</li> <li>Product development in industry</li> </ul>	<ul style="list-style-type: none"> <li>Product Analysis and comparison</li> <li>Product Manufacture</li> <li>Product Evaluation</li> </ul>

### What type of things will I do?

Develop design briefs for design problems, Develop design folios in response to design briefs, Investigate aspects of the manufacturing industry, Investigate factors that affect fashion designers, Develop products in response to design briefs, Evaluate products and processes, Investigate designs and their products, Analyse products, Carry out research and testing

### What can this lead to?

University and TAFE courses in design. Furniture design/making, Architecture, Carpentry, Building Trades

POSSIBLE PATHWAY	
Year	Courses Offered
YEAR 10	Wood
YEAR 11	Product Design and Technology: Wood
YEAR 12	Product Design and Technology: Wood

### Why choose this subject?

Choose this subject if you are interested in learning about: Design, Manufacturing, Carpentry, Production, Teamwork



WILLIAMSTOWN  
HIGH SCHOOL

## APPENDICES

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Williamstown High School  
Year 10 (2018) Course Selection Form

Student Name: ..... Home Group (2017): .....  
Parent Contact Number: ..... Student Mobile Number: .....

My preferred Maths option is: Year 10 Maths / Year 10 Maths A  
School recommendation: Year 10 Maths / Year 10 Maths A  
To be completed by the Course Counsellor

**My Year 10 Course Selections** - Record your choices in *preferential* order. Your ranking tells us what you value most.

	Compulsory	Compulsory	Compulsory	Compulsory		
	English (all year)	Maths (all year)	Core Science (one semester)	Humanities: (one semester) Write below: _____		
Number of Units	2	2	1	1		
	1 <sup>st</sup> Elective Preference	2 <sup>nd</sup> Elective Preference	3 <sup>rd</sup> Elective Preference	4 <sup>th</sup> Elective Preference	5 <sup>th</sup> Elective Preference	6 <sup>th</sup> Elective Preference
Electives						
Number of Units						

**All Year 10 students must have a total number of 12 units calculated above - Students study 6 units per semester.**  
Please note the following when filling in your elective preferences:  
1. English and Maths are compulsory subjects and run all year - therefore requiring 2 units.  
2. Core Science is compulsory and is a semester based subject - therefore requiring 1 unit.  
3. A minimum of one Humanities subject is compulsory and each subject is semester based - therefore requiring 1 unit.  
4. All VCE, VET and Year 10 LOTE subjects run all year - therefore requiring 2 units.  
5. All other Year 10 subjects are semester based - therefore requiring 1 unit.  
Not all subject choices are guaranteed due to clashes with other subjects based on timetable constraints. All elective subjects including Core Science and Humanities may be timetabled in either semester.  
Provide four backup subjects: 1. .... 2. ....  
3. .... 4. ....  
**Extremely important, especially for students requesting VCE Access as subjects may not be available due to Year 11 student choice.**



Williamstown High School  
Year 10 (2018) Course Selection Form

**Girls-only English Class** (dependent on student selections and timetable restrictions)  
 I would prefer to be placed in a girls-only English class.

**Expression of Interest in a VCE Unit 1 & 2 Subject**  
I am very keen to do a VCE subject in 2018:  
Preference #1: .....  
Preference #2: .....  
Students will need to submit a **VCE Access Application Form** to their Course Counsellor by no later than **Tuesday 15 August**

Checklist for Parents/Carers	
Minimum of 1 Humanities elective	YES / NO
Maximum of 2 units from any curriculum area <i>Except when requesting VCE Access</i> <b>Students can therefore do a maximum of 3 units</b> e.g. Unit 1 and 2 Legal Studies – 2 units and Humanities Money – 1 unit	YES / NO
VCE Access Application	YES / NO

**Student Signature**  
I understand that I am committing to this course of study for 2018.  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent / Carer Signature**  
I have discussed my child's course / subject selections and am satisfied it is appropriate.  
Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Course Counsellor**  
Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Submit to your Course Counsellor**  
**Due Date: Tuesday 15 August 2017**



**Williamstown High School**  
**VCE/VET ACCESS**  
**Application Form 2018**



Name: \_\_\_\_\_ 2017 HG: \_\_\_\_\_

First Preference: \_\_\_\_\_ Units: 1 & 2

Second Preference: (Optional) \_\_\_\_\_ Units: 1 & 2

**This application must be submitted with:**

- A photocopy of the student's Semester 1, 2017 report.

All applications will be assessed based on the criteria below and a range of school-based data including exam results, school reports, literacy and numeracy data (NAPLAN, PAT) and attendance data and recommendations from other teachers.

**Note:** This application or a positive panel recommendation does not guarantee a VCE Access place at Williamstown High School. Not all requests can be granted due to the inability of a student to fully demonstrate the requirements of the criteria or due to no places being available in the requested subject.

**STUDENT RESPONSE**

Criteria	Response
<p><b>1. Career aspirations</b>            Outline your career plans for life after WHS.            Identify what pathway/s you intend to take to help you achieve your career plans.            Eg. University, TAFE, Employment...</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>2. Key Understandings</b>            Outline your knowledge of the subject requested.            Discuss how it could assist your career aspirations.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

Criteria	Response
<p><b>3. Time Management</b>            Discuss an example of how you used your time management skills to prioritise work and meet deadlines.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>4. Improvements</b>            Outline one approach to your studies that you would like to address to assist you in being successful in your access study.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>
<p><b>5. Organisation</b>            Discuss a recent example of the steps you took to successfully complete a task at a high level.</p>	<hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/> <hr/>

- It is expected that if a student accesses a study at the Unit 1 & 2 level, they will continue with this study as an access subject at the Unit 3 & 4 level (subject to availability and performance).
- It is expected that VCE Access students continue to study a full program (5 subjects) whilst in Year 12 to maximise their ATAR by completing 6 Unit 3 /4 sequences by the end of Year 12.

**I understand the expectations of VCE Access and support this application.**

Parent/Carer Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**I understand the expectations of VCE Access.**

Student Signature: \_\_\_\_\_ Date: \_\_\_\_\_

To be submitted to your Course Counsellor by no later than  
**Wednesday 15 August**



Williamstown High School  
**Year 11 (2018) Course Selection Form**

**Student Name:** ..... **Home Group (2017):** .....  
**Home Phone Number:** ..... **Student Mobile Number:** .....

**Previous and Current VCE/VET Enrolment**  
 List all VCE/VET studies you have completed and record if you have received a satisfactory completion.

Subjects:				
Result:	S / N	S / N	S / N	S / N

**Career Interests**  
 Your subject preferences should be based on your career interests. Please provide details about your career choices, possible courses and ANY **prerequisites** these courses require.

Career Name	Qualification Required	Provider (TAFE / Uni)	Prerequisite Subjects
1.			
2.			
3.			

**Program Selection**  
 Tick **ONE** box for the program you intend to undertake.  
 A 2-year VCE program. This is the normal approach.  
 A 3-year VCE program. This selection will need to be approved by your course counsellor.  
 A 2-year VCAL program. Students must complete a **VCAL Expression of Interest Form**.

**VCE Course Selections**

- Must select at least one course from the English Group: English, EAL, English Language or Literature
- Record all other choices over the two years in *preferential* order.
- Include any courses you undertake out of school such as Distance Education, Victorian School of Languages and VET courses.
- All students are expected to undertake 6 subjects in Year 11 and 5 subjects in Year 12.

Year	Compulsory	1 <sup>st</sup> Preference	2 <sup>nd</sup> Preference	3 <sup>rd</sup> Preference	4 <sup>th</sup> Preference	5 <sup>th</sup> Preference
2018 (Year 11)	English Group					
2019 (Year 12)	English Group					

Record **one** other preference, in case one of the above is not available:

**VET Course Selection**  
 If you have included a VET Program in your selection please specify:

- The full course name: .....
- The provider: .....

**Access to a Unit 3 & 4 course**  
 In 2017 I have been studying VCE Unit 1 & 2: .....  
 In 2018 I wish to study VCE Unit 3 & 4: .....

**Access to VCE Unit 3 & 4 recommended by:**  
 Current Unit 1 & 2 Teacher:  
 Name: ..... Signature: ..... Date: .....

**Mathematics Recommendation:**

Year 11 General Mathematics  
 Year 11 Maths Methods  
 Year 11 Specialist Maths

\* Please note: Year 11 Maths is not compulsory.

**To be completed by Course Counsellor**

**Interview date: Thursday 10 August**  
**Time:** Book via COMPASS

Program includes 6 Unit 1 & 2 sequences and 5 Unit 3 & 4 sequences:	YES / NO	Minimum of 4 units from the English Group:	YES / NO
Course search prerequisites checked on <a href="http://www.vtac.edu.au">www.vtac.edu.au</a> 2020 prerequisites will be available online in mid-July through the Prerequisite and Course Explorer. <a href="http://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm">http://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm</a>	YES / NO	Minimum of 16 VCE units:	YES / NO
Mathematics recommendation accepted:	YES / NO	Minimum of 4 Unit 3 & 4 sequences of study:	YES / NO

Counsellor's Name: .....

Counsellor's Signature: .....

**Student Signature**  
 I understand that I am committing to this course of study for 2018.  
 Signature: ..... Date: .....

**Parent / Carer Signature**  
 I have discussed my child's course selections and am satisfied it is appropriate.  
 Signature: ..... Date: .....

**Payment of \$50 and form must be submitted to the General Office by: Thursday 10 August**



Williamstown High School  
**Year 12 (2018) Course Selection Form**

**Student Name:** ..... **Home Group (2017):** .....  
**Home Phone Number:** ..... **Student Mobile Number:** .....

**Previous and Current VCE/VET Enrolment**

List all VCE/VET studies you have completed and record if you have received a satisfactory completion.

Subjects:				
Result:	S / N	S / N	S / N	S / N
Subjects:				
Result:	S / N	S / N	S / N	S / N

**Career Interests**

Your subject preferences should be based on your career interests. Please provide details about your career choices, possible courses and ANY **prerequisites** listed on Course Search in [www.vtac.edu.au](http://www.vtac.edu.au)

Career Name	Qualification Required	Provider (Uni / TAFE)	Prerequisite Subjects
1.			
2.			
3.			

**VCE Course Selections**

- Must select at least one course from the English Group: English, EAL, English Language or Literature
- Record all other choices in *preferential* order.
- Include any courses you undertake out of school such as Distance Education, Victorian School of Languages and VET courses.
- All students are expected to undertake at least 5 Year 12 subjects.

Year	Compulsory	1 <sup>st</sup> Preference	2 <sup>nd</sup> Preference	3 <sup>rd</sup> Preference	4 <sup>th</sup> Preference	Year 12 subjects taken out of school
2018 (Year 12)	English Group					

Record **one** other preference, in case one of the above is not available: .....

**VET Course Selection (You must also complete a VET Application Form)**

If you have included a VET Program in your selection please specify:

- The full course name: .....
- The provider: .....

**Mathematics Recommendation:**

- Year 12 Further Maths
- Year 12 Maths Methods
- Year 12 Specialist Maths

\* Please note: Year 12 Maths is not compulsory.

**Student checklist:**

Program includes 5 Unit 3 & 4 sequences for Year 12:	YES / NO	Minimum of 4 units from the English Group over Year 11 & 12:	YES / NO
Subject prerequisites checked on <a href="http://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm">http://delta.vtac.edu.au/CourseSearch/prerequisiteplanner.htm</a> (on VTAC website – Explore course options) or Access Publications on <a href="http://www.vtac.edu.au">www.vtac.edu.au</a> for a pdf of all institutions and their prerequisites for 2019	YES / NO	Minimum of 16 VCE units over Year 11 & 12:	YES / NO
Undertaking <b>two or more</b> Year 12 subjects without having successfully completed the Year 11 component of the subject:	YES / NO →	Must see Careers Coordinator and/or SML and they sign below.	

**Signature:**

**Date:**

**Student Signature**

I understand that I am committing to this course of study for 2018.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent / Carer Signature**

I have discussed my child's course selections and am satisfied it is appropriate.

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

**DUE DATE**

**Payment of \$50 and form must be submitted to the General Office by:**

**Thursday 29 June**



Williamstown High School  
VCAL Expression of Interest Form 2018



STUDENT NAME: ..... Male / Female

2017 Home Group: .....

**SEMESTER RESULTS:**

June 2017: List the subjects you studied and your results (VELS: A – E)

Subject	Result	Subject	Result
English		Elective 1:	
Maths		Elective 2:	
Science		Elective 3:	

**CAREER PATH:**

What sort of employment / training / further study do you want to do after you leave school?  
Eg. apprenticeship - include the area eg. Plumbing, Beauty Therapy, Childcare, Automotive etc.

.....

**WHY DO YOU THINK VCAL IS THE RIGHT PROGRAM FOR YOU?**

.....  
.....  
.....  
.....  
.....

**VET (VOCATIONAL EDUCATION TRAINING – TAFE UNITS)**

VCAL STUDENTS MUST STUDY A VET SUBJECT AS PART OF THEIR COURSE.  
VCAL students attend VET classes on Wednesdays or Thursdays, depending on the provider.  
VET classes run at various times throughout the chosen day. VCAL students do not attend school on VET days.  
Students choose a VET course from the Hobson’s Bay cluster (see Hobsons Bay 2018 VET Application Form ) The course **must** be approved by the VCAL & VET Coordinator and **paid for by the due date- Friday 10<sup>th</sup> November 2017.**



Williamstown High School  
VCAL Expression of Interest Form



Read the list of VET subjects and indicate your first 3 choices (in order of preference) below AND you must apply for your VET subject using the **Hobsons Bay VET Cluster 2018 VET Application Form**. This must be submitted to the office with your deposit.

See the VET Cluster Handbook on the school website for further details about each Certificate course requirements.

Preference	Course Title	Venue/Delivery School	Year 1 Units 1&2	Year 2 Units 3&4
1 <sup>st</sup>				
2 <sup>nd</sup>				
3 <sup>rd</sup>				

**Please complete the following:**

I have read the VCAL information pages in the Later Years Course Selection Handbook 2017: YES / NO  
I understand that:

- I must find an employer in my chosen VET area for a work placement one day per week: YES / NO
- I may have to travel to a neighbouring school to study my VET subject: YES / NO
- I will have to pay additional fees for my VET subject: YES / NO
- I must pass all my VCAL units in order to gain the VCAL Certificate: YES / NO

Signed: ..... Student Date: .....  
..... Parent Date: .....

Please give this Expression of Interest Form to the VCAL Coordinator.  
**NOTE: This form is NOT a VCAL Enrolment Form.** You will be given an enrolment form for VCAL following further discussion with you, your parents, your coordinators and the VCAL Coordinator.



## Hobsons Bay VET Cluster 2018 VET Application Form

1. Submit this form to the main office by Thursday 10th August, 2017.  
(You will not be able to submit this VET application form if you have not obtained a USI number. Please refer to part 3 of this form).
2. Pay a \$200 deposit by the end of Term 3, 2017, the balance by Friday 10<sup>th</sup> November, 2017.

### Part 1: PERSONAL DETAILS (Please print clearly)

Surname: \_\_\_\_\_

Given Name: \_\_\_\_\_

Date of birth: \_\_\_\_/\_\_\_\_/\_\_\_\_ Year Level 2018: \_\_\_\_\_ VCE/VCAL: \_\_\_\_\_

Name of School enrolled at (HOME SCHOOL): \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Telephone: \_\_\_\_\_ Postcode: \_\_\_\_\_

Female  Male  (Please tick)

Student mobile: \_\_\_\_\_ Student email: \_\_\_\_\_

Parent mobile: \_\_\_\_\_ Parent email: \_\_\_\_\_

Emergency Contact Person: \_\_\_\_\_ Contact No. \_\_\_\_\_

Do you have any special needs/disability? Yes  No  (Please tick)

Please Specify: \_\_\_\_\_

Are you an ESL student Yes  No  (Please tick)

Are you Aboriginal or Torres Strait Islander? Yes  No

Which language is your first language: \_\_\_\_\_

### Part 2: VET PROGRAM DETAILS

I wish to apply for admission to (in preference order):

Preference	Course Title	Venue/Delivery School	Year 1 Units 1&2	Year 2 Units 3&4
1 <sup>st</sup>				
2 <sup>nd</sup>				
3 <sup>rd</sup>				

### Part 3: USI APPLICATION

Students MUST apply for a USI on [www.usi.gov.au](http://www.usi.gov.au) ALL VET students MUST apply and have a Unique Student Identifier if doing nationally recognized training like VET. The USI is a reference number made up of ten numbers and letters that: creates a secure online record of your recognized training and qualifications gained in Australia, from all training providers you undertake recognized training with, will give you access to your training records and transcripts, can be accessed online, anytime and anywhere, is free and easy to create and stays with you for life. Insert your 10 digit/letter USI code in the box below by writing clearly in block letters.

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### Part 4: PARENT'S ENDORSEMENT

I/We have read and understood the information regarding our child's application for a Hobsons Bay VET Cluster program in 2018 and agree to his/her application.

Parent Name: \_\_\_\_\_

Parent Signature: \_\_\_\_\_ Date \_\_\_\_\_

NOTE: A copy of this form will be forwarded to the Delivery School.

**Contract For Students Enrolled in VETiS Programs in Hobsons Bay VET Cluster in 2018**

Name of Student: \_\_\_\_\_

Home School: \_\_\_\_\_

Name of VETiS Certificate: \_\_\_\_\_

I agree to abide by the following conditions while I am enrolled in the above VETiS Certificate Course.

1. I will make payment of fees and course costs according to due dates.
2. I agree to punctually attend at least 90% of timetabled classes.
3. I will carry out the set work to the best of my ability and try to make as rapid progress as I can.
4. If I am unable to attend through illness or other cause I will inform the home school as soon as possible.
5. I will follow the instructions of the VETiS teachers and other teachers and behave sensibly and appropriately at all times both in class and when travelling to and from the VETiS venue.
6. I acknowledge that I may be travelling on my own to the delivery venue and that the school code of conduct applies whilst travelling to and from the delivery venue.
7. I agree to follow the rules of any school that I attend for VETiS programs.
8. I will wear correct home school uniform at all times. I will also wear protective clothing as required.
9. I will give my parents/guardian any notices or correspondence from the home school or the VETiS institution regarding fees to be paid, or any other matters.
10. I will organise and undertake appropriate work placement as part of my VETiS program if required at a time agreed upon by my home school.
11. I understand that if I do not keep to these conditions I may have to withdraw from the above VETiS Certificate.

Signed (student) \_\_\_\_\_

Signed (parent/guardian) \_\_\_\_\_

Date \_\_\_\_\_

**Return to School main office by Thursday 10th August, 2017.**

**Parental Consent and Confidential Medical Report**

for VET in Schools classes in the Hobsons Bay VET Cluster

[Please complete and return with this application on Thursday 10<sup>th</sup> August 2017]

I give consent for my son/daughter (please insert student's name) .....

to participate in the VET (specify type of VET program) .....

at Delivery School .....

Signed: ..... Print name of parent:.....

Date:...../...../2017

The following information is intended to assist the school in case of any medical emergency with your son/daughter. All information is held in confidence.

Student's Name: .....

Date of Birth: .... / .... / .... Home School :.....Year Level in 2018: .....

Parent's / Guardian's Full Name: .....

Address: ..... Postcode: .....

Emergency Telephone: Home: ..... Work: .....

Name of Family Doctor: .....

Address: .....

Medicare Number: .....

Medical / Hospital Insurance Fund: ..... Contribution Number: .....

Ambulance Subscription: Yes / No Membership Number:.....

Health care card holder: Yes / No Membership Number:.....

**Medication**

1. Is your student presently taking any medication? YES / NO

If YES, please state name of medication, dosage and possible side effects if known etc:

.....

.....

2. The teachers in charge of the class will expect the student to retain control of medication and will leave responsibility with the individual student. (Please label all medication with the student's name, dose to be taken and when it should be taken.)

**Consent to Medical Attention**

I authorise staff at the Hobsons Bay VET Cluster Delivery School to administer First Aid to my child, and for the teacher in charge of the VET in Schools program to consent, where it is impracticable to communicate with me, to the student receiving such medical or surgical treatment as may be deemed necessary by a medical practitioner and I agree to meet any costs or expense thereby incurred .

Signed: ..... Date: .... / .... / 2017

**Student Contract**

I.....agree to the following terms and conditions for participating in VET in Schools classes at the Delivery School:

- To behave in a manner that is expected of students at the VET Delivery School; and
- To comply with any lawful requests or instructions given by staff at the VET Delivery School.

Students Name:.....

Signed: ..... Date: .... / .... / 2017



**HOBSONS BAY VETiS Cluster Programs for 2018**

\* Times/days and student charges may be subject to change

Certificate	Venue	Year	Day	Indicative Student Charge
Certificate III in ALLIED HEALTH ASSISTANCE	The Gordon	Year 1	Wed 1:15-4:45pm	\$650
Certificate III in ALLIED HEALTH ASSISTANCE	The Gordon	Year 2	Wed 1:15-4:45pm	\$650
Certificate II in AUTOMOTIVE STUDIES Light Vehicles/Petrol	Bayside P-12 College	Year 1	Thurs 1:15-4:45pm	\$500 ++
Certificate II in AUTOMOTIVE STUDIES Light Vehicles/Petrol	Bayside P-12 College	Year 2	Thurs 1:15-4:45pm	\$500 ++
Certificate II in BUILDING & CONSTRUCTION CARPENTARY PPRE-APPRENTICESHIP	Bayside P-12 College	Year 1	Thurs 9am-5pm	\$ 650
Certificate II in BUILDING & CONSTRUCTION CARPENTARY PRE-APPRENTICESHIP	Bayside P-12 College	Year 2	Wed 11am-5pm	\$ 650 +\$200 (\$850 full pre-app) ++
Certificate II in COMMUNITY SERVICES WORK	Bayside P-12 College	Year 1	Thurs 1:15-4:45pm	\$400 *
Certificate III in COMMUNITY SERVICES WORK (partial completion)	Bayside P-12 College	Year 2	Thurs 1:15-4:45pm	\$400 *
Certificate III in INFORMATION TECHNOLOGY	Bayside P-12 College	Year 1	Thurs 1:15-4:45pm	\$300 *
Certificate III in INFORMATION TECHNOLOGY	Bayside P-12 College	Year 2	Wed 1:15-4:45pm	\$300 *
Certificate III in LABORATORY SKILLS	Bayside P-12 College	Year 1	Thurs 1:30-4:30pm	\$350
Certificate III in SCREEN & MEDIA	Bayside P-12 College	Year 1	Thurs 1:15-4:45pm	\$350 *
Certificate III in SCREEN & MEDIA	Bayside P-12 College	Year 2	Wed 1:15-4:45pm	\$350 *
Certificate III IN SPORT AND RECREATION	Bayside P-12 College	Year 1	Thurs 1:15-4:45pm	\$350
Certificate III IN SPORT AND RECREATION	Bayside P-12 College	Year 2	Wed 1:15-4:45pm	\$350
Certificate III in EARLY CHILDHOOD EDUCATION & CARE	Emmanuel College - Notre Dame	Year 1	Wed/Thurs	\$250
Certificate III in EARLY CHILDHOOD EDUCATION & CARE	Emmanuel College - Notre Dame	Year 2	Wed/Thurs	\$250
Certificate II in ELECTROTECHNOLOGY STUDIES (Pre-Vocational)	Emmanuel College - Notre Dame	Year 1	Thurs 8:30am-4:30pm	\$750 ++
Certificate II in ELECTROTECHNOLOGY STUDIES (Pre-Vocational)	Emmanuel College - Notre Dame	Year 2	Wed 8:30am-4:30pm	\$870 ++







**WILLIAMSTOWN**  
HIGH SCHOOL

**Bayview Campus (Middle Years)**

Bayview Street, Williamstown Victoria 3016

Phone 9399 9228

**Pasco Campus (Later Years)**

Pasco Street, Williamstown Victoria 3016

Phone 9397 1899

[www.willihigh.vic.edu.au](http://www.willihigh.vic.edu.au)