



WILLIAMSTOWN
HIGH SCHOOL

LATER YEARS
COURSE SELECTION
HANDBOOK

2025

PRINCIPAL'S MESSAGE

Diversity is one of our school's values. We place a high importance on providing a broad range of subject offerings to allow our students to select 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 their 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





LATER YEARS COURSE SELECTION HANDBOOK 2025

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Compiled by

Later Years Curriculum Leader
Williamstown High School

INTRODUCTION

This handbook contains information about Year 10, the Victorian Certificate of Education (VCE), the VCE Vocational Major (VCE VM) 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 at 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 Centenary Theatre
 - o A dedicated Performing Arts Centre of Excellence
 - 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 Pathways and Transition Leader/Careers Coordinator
 - o Home Group structure and two Year Level Coordinators at each year level
 - o Student Welfare 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:

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COURSE SELECTION TIMELINE

IMPORTANT DATES

PROGRAM DETAILS

TERM 3 DATES

WEEK 2

Wednesday 24 July

Year 9 to 10 Course Selection Information Evening

Thursday 25 July

Year 10 to 11 Course Selection Information Evening

WEEK 3

Thursday 1 August

Year 9 to 10 Transition Afternoon

Friday 2 August

VCE Access Application Form Due

WEEK 5

Thursday 15 August

Year 10 to 11 Course Counselling Day

WEEK 6

Monday 19 August

Year 10 to 11 Course Selections Due

Thursday 22 August

Year 9 to 10 Course Counselling Day

- Year 9 to 10 Course Selection Forms due

TERM 4 DATES

WEEK 7

Thursday 21 November

2025 Year 11 & 12 Headstart Program commences

WEEK 9

Wednesday 4 December

Year 9 students notified of Year 10 subjects for 2025
2025 Year 11 & 12 Headstart Program concludes

WEEK 10

Thursday 5 December

2025 Year 10 Headstart Program commences

Friday 13 December

2025 Year 10 Headstart Program concludes

GLOSSARY

ATAR (AUSTRALIAN TERTIARY ADMISSION 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.

CAT (COMMON ASSESSMENT TASK)

Pieces of work that are undertaken over a designated period of time and are graded to determine the student's level of performance.

GAT (GENERAL ACHIEVEMENT TEST)

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)

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

SAT (SCHOOL- ASSESSED TASKS)

Tasks which 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 ranking which shows how well you have performed in a study at Unit 3 and 4 level, compared to all students in Victoria who took that study. Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR. The maximum study score is 50.

UNIT

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

VCAA

Victorian Curriculum and Assessment Authority.

VCE

Victorian Certificate of Education.

VCE VM

Victorian Certificate of Education Vocational Major.

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/VCE VM/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/VCE VM in the number and range of units required,
- Enable you to successfully complete the VCE/VCE VM,
- 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/VCE VM programs.
- VET Certificates or Units of Competence can contribute to either VCE or VCE VM programs.

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

OPTIONS	VCE PROGRAM	VCE VM 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 VCE VM units, VCE studies, 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 subjects. 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 curriculum area disciplines whilst allowing students to specialise in areas of interest where they have greater choice. It therefore achieves a balance between the need for a broad general education and a more specific preparation for particular VCE, VET and VCE VM 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 one semester of Core Science
 - o All students must undertake at least one semester from the Humanities subject electives
- 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
<p>All students must undertake the following Core subjects:</p> <ul style="list-style-type: none"> • English • Maths • Home Group • Core Science (except SEALP) • At least one Humanities subject electives 	<p>Students must choose:</p> <ul style="list-style-type: none"> • A maximum of TWO semesters from any one Curriculum Area unless approved to do a VCE Unit 1 & 2 subject. <p><i>Note: If a student selects a Language, then they must select two semesters (units).</i></p>

My Year 10 Course Selections

	COMPULSORY	COMPULSORY	COMPULSORY	COMPULSORY		
	English (all year)	Maths (all year)	Core Science (one semester)	Humanities: (one semester)		
Number of Units	2	2	1	1	Record your choices in <i>preferential</i> order. Your ranking tells us what you value most.	
Electives	1st Elective Preference	2nd Elective Preference	3rd Elective Preference	4th Elective Preference	5th Elective Preference	6th 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 (Languages), Technology and Health and Physical Education (HAPE). These will be semester based electives except for Language subjects and VCE subjects, which run for the whole year.

YEAR SUBJECTS	SEMESTER ELECTIVES	
ENGLISH <ul style="list-style-type: none"> English Literary English MATHS <ul style="list-style-type: none"> Maths Standard Maths Advanced LANGUAGES <ul style="list-style-type: none"> French Indonesian VCE & INTERNAL WHS VET SUBJECTS <ul style="list-style-type: none"> Selected VCE/VET Studies (by application) Maths Methods and General Maths require students to have completed Year 10 Maths (or Year 9 SEALP Maths) 	HUMANITIES <ul style="list-style-type: none"> Being a Good Citizen People, Power and Place Money, Markets and Finance Right to Protest Business and Entrepreneurship War and Peace SCIENCE <ul style="list-style-type: none"> Science (Core) Mind and Body Forensics Astronomy HEALTH & PHYSICAL EDUCATION <ul style="list-style-type: none"> Adventure and Community Health Sports Science (PE) 	TECHNOLOGY <ul style="list-style-type: none"> Game Development Web Design and Infographics Textiles Make A Meal Fashion Design Food Styling Product Design (Wood, Metal, Plastics) THE ARTS <ul style="list-style-type: none"> Visual Art Ceramics Photography Media Dance Acting Out Music Visual Communication and Design

NOTE: the above choices are subject to change



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 II and VET Certificate III as part of their Year 10 program. There are a number of criteria that current Year 9 students will need to meet to access a VCE or VET subject which are:

- Student's work ethic
- Attendance
- Learning task completion
- Students' organisation and ability to complete tasks by the due date

Students who are interested in applying for a VCE/VET Access subject should follow the process below:

- Read the relevant subject page listed in this handbook.
- When possible, engage in conversations with the VCE/VET subject teacher (in the Transition event) and the Year 9 subject teacher
- Complete the VCE/VET Access Google Form (or the SEALP VCE/VET Access Google Form) by the due date. In the Google Form, 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.

Completing this form does not guarantee the student will be able to undertake a VCE or VET subject. **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.**

The following subjects are not offered for VCE Access:

- English subjects
- The Languages
- Mathematics subjects (except for those who have completed Year 10 Level Mathematics)
- Physics and Chemistry (except for those who have completed Year 10 Level Science)

All applications for VCE/VET Access will be dealt with on an individual basis using the criteria outlined above.

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.

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 Languages at Year 10 means that taking a VCE Language 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 or Literary English	Maths Standard or Maths Advanced	Home Group	Humanities Elective MONEY, MARKETS & FINANCE	Elective FRENCH	Elective FORENSICS	Elective CERAMICS
SEMESTER 2	English or Literary English	Maths Standard or Maths Advanced	Home Group	Core Science	Elective FRENCH	Elective MUSIC	Elective PE

Year 10 program that includes a VCE or VET

SEMESTER 1	English or Literary English	Maths Standard or Maths Advanced	Home Group	Humanities Elective WAR AND PEACE	Elective VCE BIOLOGY	Elective GAME DEV	Elective DRAMA
SEMESTER 2	English or Literary English	Maths Standard or Maths Advanced	Home Group	Core Science	Elective VCE BIOLOGY	Elective TEXTILES	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 [EDVAL](#).



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. 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 Music Leader (Pasco) - Lachlan Wyatt (Lachlan.Wyatt@education.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 Term 2.

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 Jonathon Watson jonathon.watson2@education.vic.gov.au	HEALTH & PE	Ashley Lubicz Ashley.Lubicz@education.vic.gov.au
SCIENCE	Mathew Hrasko mathew.hrasko@education.vic.gov.au	ENGLISH	Glenn Harris glenn.harris@education.vic.gov.au
LANGUAGES	Clementine Roussel-Corbineau Clementine.Roussel-Corbineau@education.vic.gov.au	MATHS	Mr Brett Russell brett.russell@education.vic.gov.au
ART	Alison Bischa Alison.Bischa@education.vic.gov.au	TECHNOLOGY	Lisa Debaere lisa.debaere@education.vic.gov.au

Consult with your subject teachers for specific information about subjects.

4. Fill out the Course Selection Planning Form. Bring your planning form to your counselling session. Make sure it is signed by a parent/carer. *Only applicable at Year 10.*
5. Submit your subject preferences online via [EDVAL](#) using your unique EDVAL code. This has already been provided to you. A link to [EDVAL](#) can be found on the school website.
Make sure you fill out the online [EDVAL](#) form placing your subjects in priority order.
6. Year 9 students will bring their Course Selection Planning Form on the day of their course counselling and gain their EDVAL code on this day also. Year 10 students will have a few days after their course counselling date to submit their Course Selections online via EDVAL.

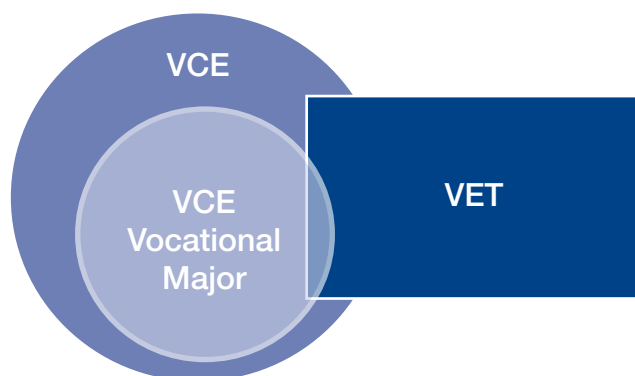
CHOOSING A LATER YEARS PATHWAY

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
- VCE Vocational Major (VCE VM)

There are also Vocational Education and Training (VET) studies including Australian School Based Apprenticeship (ASBAs). VET can be included in both VCE and VCE VM 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 (these are known as prerequisites). 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. These are referred to as Essential requirements for selection and application.

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:

- COURSE COUNSELLOR
- LATER YEARS COURSE SELECTION HANDBOOK 2025
- www.willihighcareers.com.au
- MY FUTURE - <https://myfuture.edu.au/>
- VTAC website - www.vtac.edu.au

Virtual Schools Victoria (VSV)

In exceptional circumstances students can enrol through Virtual Schools Victoria to complete VCE subjects. This is a decision that is not taken lightly. To undertake a VCE subject digitally while balancing onsite VCE at WHS is a challenging allotment and requires a student to be already self-motivated as well as an independent proactive learner. It is the responsibility of the student to ensure that they engage with the VSV, stay up to date with the coursework, stay in constant communication with their VSV teacher and organise assessments to be sat and supervised at WHS in a timely manner.

Students wanting to engage in VSV will be required to contact the Academic Enhancement Leader, Jesse Craig (Jesse.Craig@education.vic.gov.au).

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:

ENGLISH

- English/EAL
- Literature
- English Language

MATHEMATICS, SCIENCE & TECHNOLOGY

- Biology
- Chemistry
- Physics
- Product Design and Technology
- Psychology
- Food Studies
- Applied Computing
- Environmental Science
- General Maths
- Maths Methods
- Specialist Maths

ARTS & HUMANITIES

- Accounting
- Business Management
- Dance
- Economics
- Geography
- Health and Human Development
- History
- Global Politics
- Legal Studies
- Languages – French
- Languages – Indonesian
- Media
- Music Performance
- Outdoor and Environmental Studies
- Philosophy
- Physical Education
- Art Making and Exhibiting
- Drama
- Visual Communication and Design

VET STUDIES

- VET Community Services
- VET Dance
- VET Sport and Recreation
- VET Music Sound Production
- VET Music Performance
- Certificates from the Hobsons Bay Cluster

VCE VOCATIONAL MAJOR

- Literacy
- Numeracy,
- Work Related skills
- Personal Development

*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 as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of set work and assessment tools related to the outcomes. Students should be provided with multiple opportunities to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit. The assessment of levels of achievement is separate from the decision to award an S for satisfactory completion of a unit.' – VCE and VCAL Administrative Handbook (2024)

The decision to award an S for satisfactory completion of a unit is separate from the assessment of levels of achievement for study score calculation. VCE unit results (S or N) contribute to satisfactory completion of the certificate

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 is a 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 Units 3 & 4 or ESL English Units 3 & 4 or English Language Units 3 & 4 or Literature Units 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 VET¹ certificates.

¹ 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.

VET Delivered to School Students (VETDSS) 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.
- VCE/VET Units can contribute to a student's VCE. This includes two Units 3 & 4 sequences.
- VET programs contribute directly to the ATAR with a study score derived by calculating 10% of the lowest study score of the primary 4 subjects. 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 the 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 VCE VM 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 Units 3 & 4 sequence.' – VCE and VCE VM Administrative Handbook (2024)

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 result. 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 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 programs and VET Application Form in the Appendices for a full list of subjects.

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



VOCATIONAL EDUCATION AND TRAINING (VET) *(cont.)*

USI: Unique Student Identifier



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.**

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.

VCE VOCATIONAL MAJOR

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

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

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

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

What must students complete to achieve the VCE Vocational Major?

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

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

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

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

Most students will undertake 20 units over the two years.

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

Structured Workplace Learning

The VCAA has determined that Structured Workplace Learning (SWL) is an appropriate and valuable component of all VCE VET programs. SWL involves on-the-job training in which students are required to master a designated set of skills and competencies related to VCE VET programs. SWL experiences help students relate theory to a real world work environment while developing their skills. All students will undertake structured workplace learning as part of the VCE VM. This will be linked to their VET course. Students are expected to investigate their own work placement with the support of the school and should be planning this well in advance of the school year starting.

VCE VOCATIONAL MAJOR *(cont.)*

Assessment in the VCE Vocational Major

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

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

The VCE VM studies do not contribute to the ATAR.

Pathways beyond Year 12

CERTIFICATE	FURTHER STUDY OPTIONS	EMPLOYMENT OPTIONS
VCE	Tertiary study options requiring an ATAR	Apprenticeship or Employment
VCE VM	Tertiary study options not requiring an ATAR	Apprenticeship or Employment

VCE VM LITERACY

What is it all about?

The study of Literacy enables students to develop their everyday literacy skills through thinking, listening, speaking, reading, viewing and writing to meet the demands of the workplace, the community, further study and their own life skills, needs and aspirations.

Students participate in discussion, exploration and analysis of the purpose, audience and language of text types and content drawn from a range of local and global cultures, forms and genres, including First Nations peoples' knowledge and voices, and different contexts and purposes. They will discuss and debate the ways in which values of workplace, community and person are represented in different texts and present ideas in a thoughtful and reasoned manner.

What will I learn?

UNIT 1	UNIT 2
<ul style="list-style-type: none">Literacy for personal useUnderstanding and creating digital texts	<ul style="list-style-type: none">Understanding issues and voicesResponding to opinions
UNIT 3	UNIT 4
<ul style="list-style-type: none">Accessing and understanding informational, organisational and procedural texts.Creating and responding to organisational, informational and procedural texts.	<ul style="list-style-type: none">Understanding and engaging with Literacy for advocacySpeaking to advertise or advocate.

What type of things will I do?

Students will read or watch a variety of texts for a personal purpose, such as finding information. Texts may include film, TV, online videos, song, poetry, biographies and digital content, and other texts of interest to the cohort. Students will develop their capacity to critically assess digital texts, including webpages for vocational and workplace settings, podcasts and social media.

Possible Pathway

YEAR	COURSES OFFERED
YEAR 10	English
YEAR 11	VCE VM Literacy
YEAR 12	VCE VM Literacy

Why choose this subject?

The VCE Vocational Major Literacy study provides students with the opportunity to engage in a range of learning activities that build students' employability skills: communication; planning and organising; teamwork; problem-solving; self-management; initiative and enterprise; technology; and learning.

See VCAA <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMLiteracy/Pages/Index.aspx>

VCE VM NUMERACY

What is it all about?

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. The study of Numeracy allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

What will I learn?

UNIT 1	UNIT 2
<ul style="list-style-type: none">• Number• Shape• Quantity and measures• Relationships	<ul style="list-style-type: none">• Dimension and direction• Data• Uncertainty• Systematics
UNIT 3	UNIT 4
<ul style="list-style-type: none">• Number• Shape• Quantity and measures• Relationships	<ul style="list-style-type: none">• Dimension and direction• Data• Uncertainty• Systematics

*All 6 Numeracies must be completed across Units 1 and 2 and Units 3 and 4 - Personal Numeracy, Civic Numeracy, Financial Numeracy, Health Numeracy, Vocational Numeracy, Recreational Numeracy

What type of things will I do?

Students will identify the mathematics: recognise, select and interpret the mathematical information embedded in a real-world context and decide what mathematics to use. They will act on and use mathematics: perform mathematical actions and processes in order to complete a task – this includes the use and application of a range of technologies. Students will evaluate and reflect: check and reflect on the mathematical problem-solving processes and outcomes in relation to the real-world context and then communicate and report: use a combination of informal and formal mathematical representations to document and report outcomes and results.

Possible Pathway

YEAR	COURSES OFFERED
YEAR 10	Maths A or Maths S
YEAR 11	VCE VM Numeracy
YEAR 12	VCE VM Numeracy

Why choose this subject?

Applied learning incorporates the teaching of skills and knowledge in the context of 'real life' experiences. Students will apply what they have learnt by doing, experiencing and relating acquired skills to the real world.

See the Numeracy Study Design Units 1-4 2023-2027 for more details:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMNumeracy/Pages/Index.aspx>

VCE VM PERSONAL DEVELOPMENT SKILLS

VCE Vocational Major Personal Development Skills (PDS) takes an active approach to personal development, self-realisation and citizenship by exploring interrelationships between individuals and communities. PDS focuses on health, wellbeing, community engagement and social sciences, and provides a framework through which students seek to understand and optimise their potential as individuals and as members of their community

What will I learn?

UNIT 1	UNIT 2
<ul style="list-style-type: none">Personal identity and emotional intelligenceCommunity health and wellbeingPromoting a healthy life	<ul style="list-style-type: none">What is community?Community cohesionEngaging and supporting community
UNIT 3	UNIT 4
<ul style="list-style-type: none">Social awareness and interpersonal skillsEffective leadershipEffective teamwork	<ul style="list-style-type: none">Planning a community projectImplementing a community projectEvaluating a community project

What type of things will I do?

In Personal Development Skills students will be provided with opportunities for practical application of the outcomes by showcasing their learning via digital presentations, research or investigation reports, project plans, records of a discussion or debate, videos, or a podcast. Students will complete a reflective journal of participation in practical tasks and demonstrate learning via applied tasks.

Possible Pathway

YEAR	COURSES OFFERED
YEAR 10	Health Adventure and Community
YEAR 11	VCE VM PDS
YEAR 12	VCE VM PDS

Why choose this subject?

Through independent and collaborative activities, PDS builds the capacity of students to set personal goals and participate in their communities with confidence, respect, safety and resilience. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals. Students will explore leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team.

See the PDS Study Design Units 1-4 2023-2027 for more details <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMPersonalDevelopmentSkills/Pages/Index.aspx>

VCE VM WORK RELATED SKILLS

VCE Vocational Major In Work Related Skills will allow students to develop the knowledge, skills and experiences to be active and engaged citizens and future members of the workforce, with the ability to communicate effectively, advocate for themselves and be adaptable to change. The study of WRS leads to opportunities across all industries and areas of work as well as in further education, and provides young people with the tools they need to succeed in the future.

What will I learn?

UNIT 1: CAREERS AND LEARNING FOR THE FUTURE	UNIT 2: WORKPLACE SKILLS AND CAPABILITIES
<ul style="list-style-type: none">• Future careers• Presentation of career and education goals	<ul style="list-style-type: none">• Skills and capabilities for employment and further education• Transferable skills and capabilities
UNIT 3: INDUSTRIAL RELATIONS, WORKPLACE ENVIRONMENT AND PRACTICE	UNIT 4: PORTFOLIO PREPARATION AND PRESENTATION
<ul style="list-style-type: none">• Workplace wellbeing and personal accountability• Workplace responsibilities and rights• Communication and collaboration	<ul style="list-style-type: none">• Portfolio development• Portfolio presentation

What type of things will I do?

Examine a range of sources such as the Labour Market Information Portal, National Skills Commission and MyFuture. Examine examples of cover letters and resumes to assess the characteristics of high-quality documentation. Develop Career Action Plans and complete the online Job Outlook Careers Quiz to determine the top three 'working styles' of students. Students will engage in critical thinking relating to the changing nature of work and students will run a school-based group project or community-based project. Students will also investigate the work-life balance for Australia, according to the OECD Better Life Index

Possible Pathway

YEAR	COURSES OFFERED
YEAR 10	Humanities
YEAR 11	VCE VM WRS
YEAR 12	VCE VM WRS

Why choose this subject?

As a part of the VCE VM students must undertake a minimum of 2 units of WRS. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

See the WRS Study Design Units 1-4 2023-2027 for more details:

<https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/VCEVMWorkRelatedSkills/Pages/Index.aspx>

Do I have to do Maths?

Year 10 Maths is compulsory for the whole year, however students can choose to complete either Year 10 Maths Standard or Year 10 Maths Advanced. Some tertiary courses require it, or recommend it, but it is not compulsory to do Maths in either Year 11 or 12. Check entry prerequisite subject requirements for Maths in individual university and TAFE courses. VCE VM students need to complete approved Numeracy studies within their VCE VM 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. VCE VM students need to complete approved Literacy studies within their VCE VM program.

Does a VET subject count towards my VCE or VCE VM 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 VCE VM students must incorporate some VET studies within their VCE VM program.

Can I change from VCE VM 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 VCE VM 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 VCE VM in Semester 2?

Not midyear. Your successful VCE and VET units can gain you credit in your VCE VM program. It should be noted however, that students wishing to transfer to VCE VM are required to have successfully completed 180 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 VCE VM program. Students interested in learning more about VCE VM should contact the VCE VM Coordinator, Ash Lubicz situated at the Pasco Campus.

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?

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, dependent upon their timetable. VCE VM students undertake a full time program at both at both Year 11 and Year 12.

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"> Acting workshops Theatre Sports 	<ul style="list-style-type: none"> Dramatic Elements Play scripts Conventions
ACTING AND STAGECRAFT IN PERFORMANCE	PLAY-BUILDING
<ul style="list-style-type: none"> Theatrical brief Evaluation of stagecraft in performance 	<ul style="list-style-type: none"> Performance Improvisation

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	Drama
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?

Year 10 Dance is open to anyone who would like to develop their dance knowledge and skills. You may have dance experience in the past, or be brand new to dance, either way you are welcome to join and learn the fundamentals of Dance. In the Year 10 course, students will get the opportunity to explore multiple different dance styles. Throughout the semester, you will learn choreography and create your own choreography from scratch, working on both group and solo performances. This course is for anyone that loves to move and enjoys a practical focus in their studies.



What will I learn?

DANCE TECHNIQUES

- Safe Dance Practice
- Dance Technique Workshops – Hip Hop, Jazz, Lyrical and Contemporary.
- Performance Opportunities

CHOREOGRAPHIC PROCESS

- Choreographic Devices
- Collaborative Skills
- Group and Solo Choreography

What type of things will I do?

Across the semester, students will participate in dance workshops to explore style, technique and dance practices. Students will apply the knowledge and skills developed to create their own choreography for performances.

What can this lead to?

- Dancer
- Performer
- Choreographer
- Arts Event Manager
- Movement Therapy
- Dance Teacher

POSSIBLE PATHWAY

YEAR	COURSES OFFERED
YEAR 9	Dance
YEAR 10	Dance & VET Dance (early access)
YEAR 11	VET Dance
YEAR 12	VET Dance

Why choose this subject?

Choose this subject if you are interested in learning about: the history of dance, different dance styles, dance technique, jobs in the entertainment industry, how to choreograph a dance, rehearsal, performance, collaboration, fitness and creativity.



What's it all about?

This course focuses on building performance and musicianship skills. Students practice 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 performers and/or composers. 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.

Students choose a research project to present.



What will I learn?

INSTRUMENTAL / VOCAL SKILLS	MUSIC LANGUAGE (THEORY) AND AURAL PERCEPTION
<ul style="list-style-type: none"> Solo Performance skills Group Performance strategies Performance experience 	<ul style="list-style-type: none"> Theory Aural skills Ways to describe Music
COMPOSING AND ARRANGING SKILLS	
<ul style="list-style-type: none"> Composing on GarageBand / Logic Pro Songwriting skills and lyric writing 	

What type of things will I do?

Play an instrument of your choice, research music concepts, rehearse individually and in groups, analyse music works, use music software such as GarageBand and Logic Pro, compose and perform music.

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 VET Music (Sound Production) VET Music (Performance)
YEAR 11	Music Performance VET Music Industry VET Music (Performance)
YEAR 12	Music Performance Music Repertoire VET Music Industry VET Music (Performance)

Why choose this subject?

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

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

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

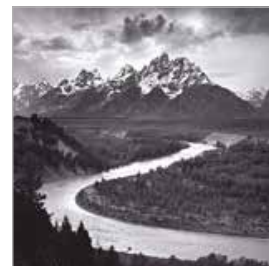
Why choose this subject?

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



What's it all about?

This Visual Art subject will examine the practical and theoretical domains of photography. Students will learn how to use manual settings on Digital SLR cameras to increase their understanding of compositional techniques, depth of field and shutter speed. They will engage in the art making process to develop their own folio and respond creatively to a number of prompts and explore a range of photographic techniques and processes. 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?

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

What type of things will I do?

Create a folio that reflects your inquiry process, take photographs, develop images, use computers to manipulate imagery, visit photographic exhibitions, analyse photographs from different time periods, create a visual diary to develop concepts and learn how to research assignments.

What can this lead to?

Artist Educator, Animator, Freelancer, Model-maker, Gallery Roles – Art Director, Conservator, Curator, Exhibition Designer, Educator, Marketing Officer, Artist, Designer, Commercial art – photography, illustration, careers which require problem solving and creative abilities.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Photography Visual Communication Design (VCD) Media Ceramics Visual Art
YEAR 11	Art Making and Exhibiting Media Visual Communication Design (VCD)
YEAR 12	Art Making and Exhibiting Media Visual Communication Design (VCD)

Why choose this subject?

Choose this subject if you are interested in learning about: Writing about yours and others photographs, annotating your folio, Art/Media/Film, Photography, New and old photography techniques, digital image manipulation, Art.

What's it all about?

Ceramics will introduce students to a variety of both hand-building and wheel throwing techniques as well as the opportunity to finish and glaze ceramic works. An awareness of the ceramic studio and the processes involved will be gained. Students will research past and present ceramic artists and take inspiration from this research to generate their own sculptural pieces.



What will I learn?

HAND BUILDING TECHNIQUES	CERAMIC SCULPTURE
<ul style="list-style-type: none"> How to create a functional piece using the pinch, slab and coil method 	<ul style="list-style-type: none"> How to create a 3D artwork from drawing to final creation
WHEEL THROWING	THEORY
<ul style="list-style-type: none"> How to throw a basic vessel 	<ul style="list-style-type: none"> How to analyse and describe an artwork How to interpret the meaning of artworks

What type of things will I do?

Sketch ideas for original artworks, make final 3D 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/diplomas, Careers in design, art, illustration.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Visual Art
YEAR 11	Art Making and Exhibiting
YEAR 12	Art Making and Exhibiting

Why choose this subject?

Choose this subject if you are interested in learning about: Sculpture, Pottery, Drawing, Studio Process, Art History.

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 stenciling. 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

- How to creatively approach an idea
- How to draw and develop original imagery
- How to design and print an original etching

WRITING ABOUT ART

- How to analyse and describe an artwork
- How to interpret the meaning of artworks

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, look at and discuss art, trial different mediums.

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	Visual Art
YEAR 11	Art Making and Exhibiting
YEAR 12	Art Making and Exhibiting

Why choose this subject?

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

VISUAL COMMUNICATION AND DESIGN (VCD) YEAR 10

What's it all about?

In this course students examine the way designers use visual language and will form a critical understanding of designs and practice across the design fields. Students will respond to several briefs and demonstrate their understanding of visual language to convey ideas, information, and messages appropriate to the needs and constraints. Both manual and digital drawing skills will be used throughout the design process to develop and communicate ideas as well as provide solutions to design problems. Throughout the course students will be introduced to wide range of materials, methods, and media which they will apply within their design process.



What will I learn?

EXPLORING THE DESIGN PROCESS

- How to respond to a brief
- How to analyse your own process through annotation
- How to create final visual communications that answer the needs and constraints of the brief

WRITING ABOUT DESIGN

- How to describe and analyse designs
- How has visual language been used to convey ideas and messages

What type of things will I do?

In Visual Communication Design (VCD) you will create folios that reflect your design process, annotate your ideas and design thinking, follow a design process, present final visual communications that appropriately respond to a brief and reflect upon your ideas through feedback and evaluation. You will analyse the work of designers focusing on the elements and principles of design.

What can this lead to?

Visual Communication Design (VCD) provides pathways to training and tertiary study in design and design-related studies, including; graphic design, industrial (product) design, interior design and architectural design. Engineering disciplines such as mechanical, production and civil and areas of the construction industry that require an understanding of visual language such as reading and interpreting plans.

POSSIBLE PATHWAY

YEAR	COURSES OFFERED
YEAR 10	Visual Communication Design (VCD), Media, Ceramics, Photography, Visual Art
YEAR 11	Visual Communication Design (VCD), Art Making and Exhibiting, Media
YEAR 12	Visual Communication Design (VCD), Art Making and Exhibiting, Media

Why choose this subject?

Choose this subject if you are interested in learning about: Writing about design, design theory, analysing your own and others design, graphic design, Industrial design, architectural design, interior design, manual drawing techniques, digital drawing techniques, instrumental drawing, folio tasks.

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"> Use acting and stagecraft in a devised ensemble performance Evaluation of acting & stagecraft Viewing a play 	<ul style="list-style-type: none"> Use acting and stagecraft to devise a performance Form and Style – non naturalism Analyse the portrayal of stories
UNIT 3	UNIT 4
<ul style="list-style-type: none"> Use stagecraft to self-devise a group ensemble in front of an audience Analyse the play building process Evaluate a professional drama practitioner 	<ul style="list-style-type: none"> Create, develop and perform a self-devised solo performance Theatrical brief on the creation of a solo performance

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.

What's it all about?

VCE Media centres on the analysis and creation of media products and concepts. Students consider the cultural and technical production of media texts, from a variety of perspectives. They examine the effect of technologies on media production and distribution, audience reception to and participation in the media, and the intertwined relationship between the media and society. VCE Media supports students to develop and refine their analytical, critical, creative thinking and expression. Students strengthen their written and aesthetic communication skills and technical knowledge.



What will I learn?

UNIT 1	UNIT 2
<ul style="list-style-type: none"> How do we see ourselves and our world in media products? How can we manipulate codes and conventions to create representations? How are Australian stories structured in fictional and non-fictional media narratives? 	<ul style="list-style-type: none"> How do media creators develop their style? How can we use the production process to create our own media narratives? How can we use the production process to create our own media narratives?
UNIT 3	UNIT 4
<ul style="list-style-type: none"> How does the context of a narrative influence its construction and audience readings? How are ideas, research, investigation and experimentation used in the development of media products? How do students refine their ideas and concepts to create media products? 	<ul style="list-style-type: none"> How do students realise their intention through their media productions? Who holds the power and influence – the media or audiences?

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, Photography.



What's it all about?

Students use critical and creative thinking skills to analyse the work of other musicians. Based on their analyses, students develop skills in interpreting, performing and composing pieces of music. They develop the skills to use expressive techniques to shape works and communicate ideas, characters and moods in their performances and compositions.

VCE Music Units 1 and 2 is a highly accessible course. Students with diverse backgrounds can enrol. Prior experience in music is highly desirable, however, it is not a requirement for students to have prior experience in traditional instrumental music education to enrol. This subject will also suit students who compose and perform electronic music.



What will I learn?

UNIT 1	UNIT 2
<p>Students will work through three connected Areas of Study. These are Performing, Creating and Analysing and Responding.</p> <ul style="list-style-type: none"> Study two significant major music works across the unit. Work towards performances that are inspired and informed by recordings of these works. Students arrange and/or compose based on the use of the elements of music in the major music works. Examine features of these pieces, such as melody, harmony, rhythm and texture. Students will be encouraged to compose or arrange works that they, or other students, can perform 	<ul style="list-style-type: none"> Analyse how ideas, emotions and character are conveyed through music; such as music that evokes pride and patriotism, music that integrates with other media such as music for action or horror films, music that evokes joy or excitement. Employ techniques in your own performances to evoke emotion and character Create (arrange, compose, or improvise) short music works

What type of things will I do?

Practice instrumental skills, rehearse individually or in groups, analyse, compose and perform music.

What can this lead to?

VCE Music units are ideal for students considering a career in the music industry, a career in an associated field or for those who have a passion for music and wish to extend their skill set.

Vocations include: Arranger, composer, musician, music teacher, music director, music therapist, music historian, musicologist.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Music
YEAR 11	Music
YEAR 12	Music Contemporary 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.

MUSIC CONTEMPORARY PERFORMANCE UNITS 3 & 4

What's it all about?

Students' primary focus is a live performance at which they will present primarily as a soloist or in a group context. Students may present with any instrument or combination of instruments with styles including (but not limited to) rock, pop, jazz, EDM, country, funk and R&B. As part of their preparation, students are able to present performances of both ensemble and solo music works and take opportunities to perform in both familiar and unfamiliar venues and spaces. Students select works of their own choice for performance.



What will I learn?

UNIT 3	UNIT 4
<ul style="list-style-type: none">Develop the performance program they will present in Unit 4.Use music analysis skills to refine strategies for developing their performances	<ul style="list-style-type: none">Continue to study the work of other performers and their approaches to interpretation and personal voice in performing music works.Refine selected strategies to optimise their own approach to performance

What type of things will I do?

Perform, compose and analyse music. Rehearse music works in preparation for performance..

What can this lead to?

VCE Music units are ideal for students considering a career in the music industry, a career in an associated field or for those who have a passion for music and wish to extend their skill set.

Vocations include: Arranger, composer, musician, music teacher, music director, music therapist, music historian, musicologist.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Music
YEAR 11	Music
YEAR 12	Music Contemporary 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.



What's it all about?

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students use inquiry learning to explore, develop and refine the use of materials, techniques and processes and to develop their knowledge and understanding of the ways artworks are made. They learn how art elements and art principles are used to create aesthetic qualities in artworks and how ideas are communicated through the use of visual language. Their knowledge and skills evolve through the experience of making and presenting their own artworks and through the viewing and analysis of artworks by other artists.

Please note: Art Making and Exhibiting at Williamstown High School encompasses a broad range of mediums including drawing, painting, photography and ceramics.



What will I learn?

UNIT 1	UNIT 2
<ul style="list-style-type: none"> • Exploration of materials, techniques and processes in a range of art forms • Study of the historical development of specific art forms and the change in characteristics and properties • Exploration of how artists use materials, techniques and processes to stimulate ideas and working practices in a range of art forms • Presentation of artworks and research with a focus on exhibitions 	<ul style="list-style-type: none"> • Research into art elements and art principles to create aesthetic qualities, style and visual language • Students develop artworks from a set theme • How exhibitions are designed and planned - research of galleries, museums, site-specific spaces and other exhibition spaces
UNIT 3	UNIT 4
<ul style="list-style-type: none"> • Art making in a selected art form using materials, techniques and processes based on an exploration of contexts, subject matter, ideas and visual language • Documentation of art making in the visual diary • Presentation of a critique of art making and art works • Research into the planning and presentation of an exhibition including the role of a curator 	<ul style="list-style-type: none"> • Consolidation and extension of ideas from Unit 3 in art making • Use of the Unit 3 critique to broaden ideas and art making • Resolution and refinement • Presentation of finished artworks from art making • Research into the presentation, conservation and care of artworks

What type of things will I do?

Experiment with art materials, reflect upon trials with materials and techniques, plan and create artworks, analyse and critique artworks, visit and plan exhibitions, complete finished artworks ready for exhibition, evaluate your own work.

What can this lead to?

Artist Educator, Animator, Freelancer, Model-maker, Gallery Roles – Art Director, Conservator, Curator, Exhibition Designer, Educator, Marketing Officer, Artist, Designer, Commercial art – photography, illustration, careers which require problem solving and creative abilities.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Visual Art Photography
YEAR 11	Art Making and Exhibiting
YEAR 12	Art Making and Exhibiting

Why choose this subject?

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

VISUAL COMMUNICATION DESIGN (VCD) UNITS 1–4

What's it all about?

Visual Communication Design (VCD) explores visual language and its role in communicating ideas, solving problems, and influencing behaviors. Students learn to manipulate type and imagery for specific contexts, purposes, and audiences. They investigate how designers visually communicate concepts when creating messages, objects, environmental spaces, and interactive experiences. Employing the design process with convergent and divergent thinking strategies, students discover, define, develop, and deliver design solutions. They consider various factors impacting design decisions, including good design conceptions, aesthetic impact, and economic, technological, environmental, cultural, and social influences, to deliver successful designs.

What will I learn?

UNIT 1: FINDING, REFRAMING AND RESOLVING DESIGN PROBLEMS	UNIT 2: DESIGN CONTEXTS AND CONNECTIONS
<ul style="list-style-type: none"> Students are introduced to the practices and processes used by designers to identify, reframe and resolve human-centred design problems. Students draw on conceptions of good design and their understanding of human-centred design problems when developing visual language for a brand or business. Students learn about factors that impact design decisions, as well as the impact of design on people and our planet. 	<ul style="list-style-type: none"> Students examine the relationships between design, place and time, and learn about the influence of context when designing environments in which to live, work and play. Students explore the designer's ethical and legal responsibilities when drawing on knowledge and designs belonging to Indigenous communities from Australia or abroad. Students examine the role of visual communication in shaping positive interactive experiences, and in catering for the diverse needs of users when interacting with devices, systems or services.
UNIT 3: VISUAL COMMUNICATION IN DESIGN PRACTICE	UNIT 4: DELIVERING DESIGN SOLUTIONS
<ul style="list-style-type: none"> Students investigate how and where designers work, identifying the role of visual communication in professional design practice. Students learn how visual language is used to effectively communicate ideas and information to audiences or users. Students explore the Discover, Define and Develop phases of the VCD design process, and apply understandings of good design when addressing a selected design problem. 	<ul style="list-style-type: none"> Students explore the Develop and Deliver phases of the VCD design process, and apply understandings of good design when addressing a selected design problem. Deliver a pitch and respond to feedback given to resolve their final design.

What type of things will I do?

In Visual Communication Design (VCD) you will create folios that follow and consider your design process, annotate your ideas and design thinking, present final visual communications that appropriately respond to a brief and reflect upon your ideas through feedback and evaluation. You will analyse a range of designers from all fields of practice and examine the way they work and analyse their work and practice.

What can this lead to?

Visual Communication Design (VCD) provides pathways to training and tertiary study in design and design-related studies, including; graphic design, industrial design, interior design and architectural design. Engineering disciplines such as mechanical, production and civil and areas of the construction industry that require an understanding of visual language such as reading and interpreting plans.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Visual Communication Design (VCD), Ceramics, Photography, Media, Visual Art
YEAR 11	Visual Communication Design (VCD), Media, Art Making and Exhibiting, Certificate III Design Fundamentals, VET Certificate III Screen & Media
YEAR 12	Visual Communication Design (VCD), Media, Art Making and Exhibiting, Certificate III Design Fundamentals, VET Certificate III Screen & Media

Why choose this subject?

Choose this subject if you are interested in learning about: Writing about design, analysing your own and others designs, graphic design, Industrial design, architectural design, interior design, manual drawing techniques, digital drawing techniques, instrumental drawing, folio tasks, prototyping, model making.



What's it all about?

Certificate II in Dance aims to provide students with the technical and performance skills to begin the process of establishing a career in the entertainment industry. Units 1 and 2 of the program include developing basic levels of physical condition for dance performance and basic dance techniques, sourcing information on the history and theory of dance and applying it to an area of work. Units 3 and 4 offers scored assessment and incorporates units such as sourcing and applying entertainment industry knowledge, preparing for a dance performance, refining basic dance techniques and applying basic dance techniques for performances.



What will I learn?

UNIT 1	UNIT 2
<ul style="list-style-type: none"> • Work effectively with others • Develop basic dance techniques • Perform basic jazz dance technique 	<ul style="list-style-type: none"> • Follow basic safe dance practices • Develop a basic level of physical condition for dance performance • Perform basic contemporary dance technique
UNIT 3	UNIT 4
<ul style="list-style-type: none"> • Prepare for performances • Incorporate artistic expression into dance performances • Increase depth of jazz dance technique 	<ul style="list-style-type: none"> • Develop and apply creative arts industry knowledge • Develop audition techniques • Increase depth of contemporary dance technique

What type of things will I do?

Students will learn the necessary knowledge and skills to enable them to participate in a variety of dance workshops across jazz, lyrical, hip hop, and contemporary techniques. Students will prepare for dance performances and develop creative arts industry experiences by performing in live events.

What can this lead to?

- Dancer
- Performer
- Choreographer
- Arts Events Management

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 9	Dance
YEAR 10	Dance
YEAR 11	VET Dance
YEAR 12	VET Dance

Why choose this subject?

Choose this subject if you are interested in developing: your skills in dance and establishing a career in the entertainment industry.

What's it all about?

Certificate III Music in Sound 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, 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"> Plan a career in the creative arts industry Implement copyright arrangements Perform basic sound editing 	<ul style="list-style-type: none"> Develop audio skills and knowledge Assist with sound recordings Work effectively with others
UNIT 3	UNIT 4
<ul style="list-style-type: none"> Mix music in a studio environment Operate mixing consoles and PA systems Install and disassemble audio equipment 	<ul style="list-style-type: none"> Provide event staging support Record bands and make music mixes

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 (Performance) Music
YEAR 12	VET Music (Performance) Music Contemporary Performance

Why choose this subject?

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



What's it all about?

Certificate III in Music (Performance) provides students with the knowledge, skills, and competency that will enhance their employment prospects in the music and creative arts industries. This course focuses on music performance skills which include group rehearsal strategies and individual practice approaches, exploring genre, building stagecraft, developing improvisation and writing original compositions. Students undertake units such as, making a music demo, creating simple musical compositions and developing and applying aural skills, preparing for performance and performing music as part of a group.



What will I learn?

UNIT 1	UNIT 2
<ul style="list-style-type: none"> Understanding and using copyright Working effectively in the music industry How to plan a career in the creative arts industry 	<ul style="list-style-type: none"> How to create simple compositions The process of making a music demo to record original music Develop and apply aural perception skills
UNIT 3	UNIT 4
<ul style="list-style-type: none"> Technical fluency, tuning and rhythmic skills for musical performances Improvisation skills Improving stagecraft skills to become a better performer 	<ul style="list-style-type: none"> How to rehearse effectively for musical performances How use and set up appropriate equipment/technology for performance

What type of things will I do?

Group rehearsals, performance workshops, creating simple compositions using technology, analysis to improve your listening and aural skills, record your original music, perform in a variety of settings, study and perform improvisation.

What can this lead to?

Completion of the Certificate III in Music (Performance) prepares students for work in the music industry in areas such as a working session musician, a songwriter, producer or band member. With additional training and experience, potential employment opportunities may include music arranger, composer, music director, music tutor and music therapist.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Music
YEAR 11	Music VET Music Industry (Sound Production)
YEAR 12	Music Contemporary Performance VET Music Industry (Sound Production)

Why choose this subject?

Choose this subject if you are interested in: Playing in a band, Composing your own music, Performing for an audience, Recording music, Improving your instrumental skills, Developing your ability to improvise.

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 their ability to think critically and creatively. They will read, write and speak on a range of topics 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 images to persuade their audiences. Students will also look at the creative techniques of published writers, analysing texts and the characters and themes within those texts.



What will I learn?

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

What type of things will I do?

Read different texts- such as novels, plays, poems and media texts. Engage in class debates, discussions and group work. Watch films, learn how to analyse media texts, give oral presentations and to craft, edit and create different forms of writing.

What can this lead to?

A 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 Literary English
YEAR 11	English Language Literature English
YEAR 12	English Language Literature English

Why choose this subject?

English is a compulsory subject. In this subject you will develop your reading, writing and analysis skills. SEALP English: This course covers all English components with enrichment programs to challenge and extend this class.



What's it all about?

Literary English is a core-subject blend of Literature and mainstream English. The course runs for the whole school year and is designed as a 'taster' subject for students who are thinking about enrolling in VCE Literature in Years 11 and 12. While Literary English hopes to promote VCE Literature to students, it also covers the facets of 'mainstream English' necessary for the VCE subject of English. Students will read plays, poetry and novels and will study the interrelation between readers, language and culture. Students also study persuasive media texts for analytical analysis.



What will I learn?

READING AND RESPONDING	CREATIVE WRITING
<ul style="list-style-type: none"> How to analyse characters and themes in a number of literary texts, including novels, poetry and plays How to write a text response essay Identify text features and begin to develop skills in close analysis writing 	<ul style="list-style-type: none"> The key elements of creative writing pieces How to construct a narrative with regard to structure, pacing and language
ORAL PRESENTATIONS	ANALYSING ARGUMENT
<ul style="list-style-type: none"> How to research and understand the key issues that affect society today How to construct and deliver a point of view speech on a key issue Explore how readers form connections to literary texts 	<ul style="list-style-type: none"> How to analyse media texts How to write and analysis essay How to identify the ways that authors create texts to manipulate audiences

What type of things will I do?

Engage in close study of poetry, plays, films and novels spanning from classical to modern times across cultures. Develop analytical and creative responses to texts and respond to literary criticism. Examine how texts can be adapted for reinterpretation by different audiences. Discuss your views on texts and present your new-found knowledge to classmates.

What can this lead to?

Professional writing, editing, journalism, teaching, script writing.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Literary English English
YEAR 11	English Literature English Language
YEAR 12	English Literature English Language

Why choose this subject?

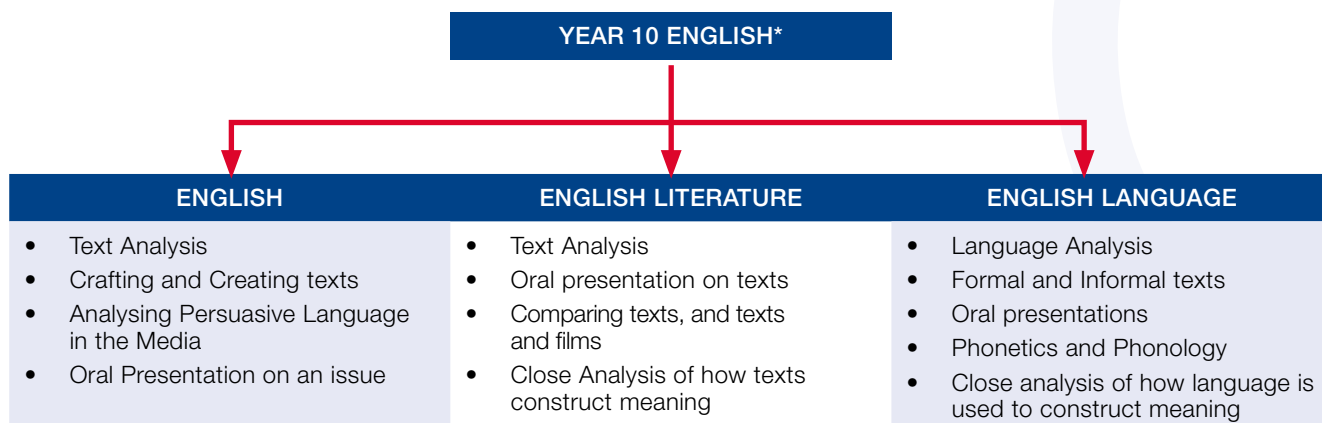
Choose this subject if you are interested in a future pathway in: Literature or English / English Language.

ENGLISH AT VCE

In VCE all students must complete 2 Units of English at Year 11 and 2 units at Year 12.

The English subjects offered are:

- English/EAL (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 leader.

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: 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 at 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.

ENGLISH AS AN ADDITIONAL LANGUAGE (EAL): This subject is run for students for whom English is their second language and who meet VCAA's conditions for entry into the subject. It is very similar to English but has some adapted coursework and assessments.

**Including Year 10 Literary English*

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.



What will I learn?

UNIT 1	UNIT 2
<ul style="list-style-type: none"> Analyse the features and values in texts and write analytical responses to these texts. Craft and create different kinds of texts based upon a Framework or theme. 	<ul style="list-style-type: none"> Present an Oral point of view presentation on a topical issue in the media and society. Analyse the features and values in texts and write analytical responses to these texts. Analyse the arguments and language of persuasive media texts.
UNIT 3	UNIT 4
<ul style="list-style-type: none"> Analyse the features and values in texts and write analytical responses to these texts. Craft and create different kinds of texts based upon a Framework or theme. 	<ul style="list-style-type: none"> Present an Oral point of view presentation on a topical issue in the media and society. Analyse the features and values in texts and write analytical responses to these texts. Analyse the arguments and language of persuasive media texts.

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?

The skills and knowledge from this course apply to all fields of study. You could use these skills specifically to be a Journalist, Editor, Publisher, Teacher, Screen Writer, Author, University: Arts degree.

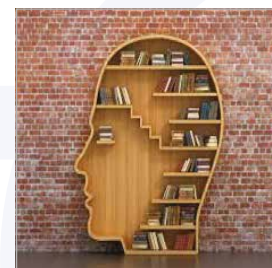
POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	English
YEAR 11	English Literature English Language
YEAR 12	English Literature English Language

Why choose this subject?

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

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"> How to explore the concerns, ideas, style and conventions of a literary movement or genre How to respond to a range of texts, (novels, poems, short stories, plays) through close analysis 	<ul style="list-style-type: none"> How to explore and reflect on voices, perspectives and knowledge in the texts of Aboriginal and Torres Strait Islander authors and creators How to analyse and respond to the representation of a specific time period and/or culture explored in a text and discuss ideas and concerns in a text
UNIT 3	UNIT 4
<ul style="list-style-type: none"> Analyse how meaning changes when the form of a text changes How to explore the different ways we can read and understand a text by developing, considering and comparing interpretations of a set text 	<ul style="list-style-type: none"> How to respond creatively to a text and comment critically on both the original text and the creative response How to examine literary focus, features and language through close analysis to present a coherent view of a whole text

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?

The knowledge and skills developed in Literature can be applied to many fields of further study. In particular, you may be interested in Journalism, Professional writing, Publishing, Teaching, and Script writing

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Literary English English
YEAR 11	Literature English English Language
YEAR 12	Literature English English Language

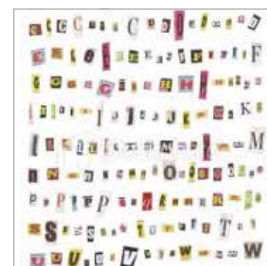
Why choose this subject?

Choose this subject if you are interested in learning about: Reading, Analysing ideas and concepts, Writing, Stories, Philosophy, Social issues.



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"> The nature and functions of language Language acquisition 	<ul style="list-style-type: none"> English across time Englishes in contact
UNIT 3	UNIT 4
<ul style="list-style-type: none"> Informality Formality 	<ul style="list-style-type: none"> Language variation in Australian society Individual and group identities

What type of things will I do?

Learn about the nature and structure of language. Analyse the features and functions of various texts. Debate controversial questions, e.g., whether animals have language or whether we should use politically correct terms. Study how we learn English and its history. Examine how politicians use language to win our votes. Study the diverse varieties of language that reflect our identities.

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: Words and grammar, linguistic debates, how language helps us achieve our aims and reflects who we are.

What's it all about?

The Year 10 Adventure & Community elective aims to develop students' initiative skill, teamwork, leadership, personal recreation and community involvement. Students will participate in practical and outdoor education activities, incursions and work with the wider community to help develop these skills.

Practical outdoor experiences are a component of this course, please note that excursions will be charged separately through the year. (approx. \$200)



What will I learn?

PHYSICAL RECREATION	ADVENTUROUS JOURNEY
<ul style="list-style-type: none"> How to participate in a variety of physical recreation pursuits Why people participate in particular recreation activities 	<ul style="list-style-type: none"> Menu planning Risk assessment Budgeting Understanding of the environment you're participating in
PROJECT MANAGEMENT	COMMUNICATION AND TEAMWORK
<ul style="list-style-type: none"> Designing and developing a larger scale project Implementing and evaluating the projects success 	<ul style="list-style-type: none"> Public speaking Problem solving Inclusion

What type of things will I do?

Participate in a variety of physical recreation and activities, plan and participate in a range of outdoor education activities and undertake a community volunteer project.

What can this lead to?

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

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Adventure and Community
YEAR 11	Outdoor Education VET: Community Services
YEAR 12	Outdoor Education VET: Community Services

Why choose this subject?

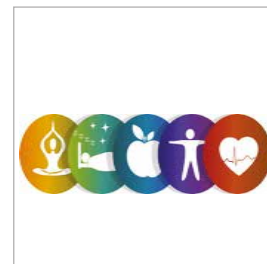
Choose this subject if you have the drive and confidence to lead a project within the broader community and participate in a series of practical and challenging activities. Please note: Sailing is a compulsory component of the subject, students are expected to attend all sailing sessions if they are enrolled in Adventure and Community.



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 investigate issues that influence personal health. This subject is based on understanding the mental, social, emotional, spiritual and physical health of Australians, 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"> Health Organisations Dimensions of Health Australia's Health 	<ul style="list-style-type: none"> Nutrition Physical Activity Lifestyle factors
SOCIAL AND SPIRITUAL HEALTH	MENTAL AND EMOTIONAL HEALTH
<ul style="list-style-type: none"> Risk Taking Identity Relationships Spirituality 	<ul style="list-style-type: none"> Concerns Protective factors Strategies for positive mental health

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, Social Work, Sport, Nursing, Dietician, Allied Health Care, 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 Sport Science (PE) 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 take various roles in the running of their own Netball tournament.



What will I learn?

TRAINING PROGRAM	RESPONSES TO EXERCISE
<ul style="list-style-type: none"> Fitness components Training Methods Training Principles 	<ul style="list-style-type: none"> Immediate responses Long term responses Benefits of exercise
BODY SYSTEMS	SPORT SPECIFIC
<ul style="list-style-type: none"> Muscular and Skeletal Systems Energy Systems Cardiovascular System 	<ul style="list-style-type: none"> Coaching Umpiring Playing

What type of things will I do?

Practical sport sessions, gym sessions, theory classes, fitness activities, data analysis, laboratory reports, write a training program.

What can this lead to?

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

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Sport Science (PE)
YEAR 11	Physical Education VET: Sport & Recreation
YEAR 12	Physical Education VET: Sport & Recreation

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?

VCE Health and Human Development provides students with a broad understanding of health and wellbeing that reaches far beyond the individual. They learn how important health and wellbeing is to themselves and to families, communities, nations and global society. Students explore the complex interplay of biological, sociocultural and environmental factors that support and improve health and wellbeing, and those that compromise it. The study provides opportunities for students to view health and wellbeing, and human development, holistically – across the lifespan and the globe, and through a lens of social justice.



What will I learn?

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING	UNIT 2: MANAGING HEALTH AND DEVELOPMENT
<ul style="list-style-type: none">• Concepts of health• Youth health and wellbeing	<ul style="list-style-type: none">• Developmental transitions• Youth health literacy
UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD	UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT
<ul style="list-style-type: none">• Promoting health in Australia• Understanding health and wellbeing	<ul style="list-style-type: none">• Global health and human development• Health and the Sustainable Development Goals

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?

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

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Health Food
YEAR 11	Health and Human Development VET: Community Service
YEAR 12	Health and Human Development VET: Community Service

Why choose this subject?

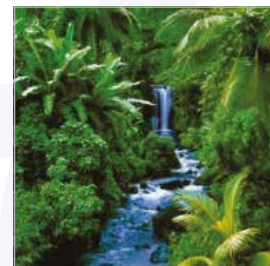
Choose this subject if you are interested in learning about: Health, Nutrition, Promotion of Health (Australia), Promotion of Health (Globally), Lifespan stages.

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 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 a component of this course, please note that camps/excursions will be charged separately through the year (approx \$1200 a year)



What will I learn?

UNIT 1: CONNECTIONS WITH OUTDOOR ENVIRONMENTS	UNIT 2: DISCOVERING OUTDOOR ENVIRONMENTS
<ul style="list-style-type: none"> Indigenous and non-indigenous ways of knowing outdoor environments Classifying different outdoor environments Motivations for outdoor experiences Different ways of experiencing & understanding outdoor environments Influences of media on responses to outdoor experiences Factors that affect access to outdoor environments How to plan safe & sustainable outdoor experiences 	<ul style="list-style-type: none"> Scientific understandings of outdoor environments Indigenous land management strategies Understandings of vocational perspectives of outdoor environments Impacts of conservation, recreation & tourism on outdoor environments Role of community-based action groups Direct & indirect impacts of technologies Identification and management of threatened species
UNIT 3: RELATIONSHIPS WITH OUTDOOR ENVIRONMENTS	UNIT 4: SUSTAINABLE OUTDOOR ENVIRONMENTS
<ul style="list-style-type: none"> Australian outdoor environments before humans Relationships with outdoor environments over time The beginnings of environmentalism and its impact on political policy Indigenous peoples' custodianship of outdoor environments including the formation of land and water councils Contemporary relationships with outdoor environments Conflicts over the use of outdoor environments Political policies in relationship to environmental issues 	<ul style="list-style-type: none"> The pillars of sustainability Observable characteristics to assess the health of outdoor environments The impact of threats on outdoor environments The importance of healthy outdoor environments Local, national and international management of climate change. Acts or conventions related to the management and sustainability of a specific outdoor environment Community & individual actions to protect outdoor environments

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.

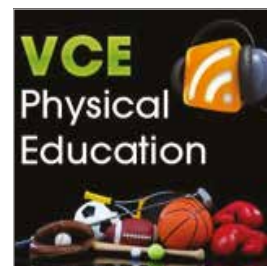
POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10/11	Outdoor Education Units 1 & 2
YEAR 11/12	Outdoor Education Units 3 & 4

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

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?

Paramedic, Doctor, Nursing, Physiotherapist, 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 VET: Sport & Recreation
YEAR 12	Physical Education VET: Sport & Recreation

Why choose this subject?

Choose this subject if you are interested in learning about: Body Systems, 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"> • Sport and Recreation Industry • Workplace Health and Safety • Work priorities and development 	<ul style="list-style-type: none"> • First Aid • Respond to emergency situations
UNIT 3	UNIT 4
<ul style="list-style-type: none"> • Hazard Identification & Risk Control • Educate User Groups • Facilitate and Lead Groups 	<ul style="list-style-type: none"> • Plan and Conduct PT & Sport/Recreation sessions • Conduct Sports Coaching Sessions with Junior Students • Provide Equipment for Activities

What type of things will I do?

Create a staff roster, analyse case studies and data, excursions to local kindergartens, youth centres, aged care and disability services, research how law is made, design a healthy meal for children, learn how children play and develop, design recreational activities for disabled people, children and the aged, learn how to greet clients and work with colleagues and clients.

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

What type of things will I do?

Create a staff roster, analyses 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	VCE/VET Certificate II Community Services
YEAR 11	VCE/VET Certificate II Community Services
YEAR 12	VCE/VET Partial Certificate III Community Services

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.

HUMANITIES

BEING A GOOD CITIZEN

YEAR 10

What's it all about?

In this Civics and Citizenship 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.

Students will explore the sociological aspects of crime and punishment including exploring patterns of crime and considering the significance of a range of factors that may lead people to commit crimes.



What will I learn?

THE LEGAL SYSTEM	PERSONAL RIGHTS
<ul style="list-style-type: none">• Court System• Interpretation of the• Resolving disputes	<ul style="list-style-type: none">• Equality before the Law• Right of Appeal• International and Legal obligations
CITIZENSHIP	DEVIANCE & CRIME
<ul style="list-style-type: none">• Aspects of Citizenship• Groups and cultures• Global responsibility	<ul style="list-style-type: none">• Concept of deviance• Patterns and factors around crime• Moral panic & society response to crime

What type of things will I do?

Analyse case studies, presentations, debates, visit Victorian courts, advocacy, democracy in action, mock trial, research tasks, analyse primary and secondary research.

What can this lead to?

Criminologist, Legal Administrator, Court Personnel Officer, Solicitor, Police Officer, Diplomat, Immigration Officer, Primary or Secondary School Teacher, Journalist, Librarian.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Being a Good Citizen Right to Protest War and Peace
YEAR 11	Legal Studies Politics
YEAR 12	Politics

Why choose this subject?

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



What's it all about?

In this Geography unit, students will explore the many environmental changes that have been caused by humans, such as pollution, land degradation and climate change. 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 programs that attempt to improve wellbeing in Australia and other countries. Students will also complete field work.



What will I learn?

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

What type of things will I do?

Read and interpret geographic media such as 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, Transport Planning, Surveying, Resource Management, Meteorology.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	People, Power and Place
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, Geospatial skills and analysing data.

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?

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

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, Economics, Business, Politics, International Studies, Trading.

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?

In this History/Civics and Citizenship unit, students investigate how rights and freedoms have been ignored, demanded or achieved historically and in contemporary contexts. They investigate the origins and significance of the Universal Declaration of Human Rights, the struggle of Aboriginal and Torres Strait Islander people for rights and freedoms and the influence of the US civil rights movement on Australia. Students analyse methods used by civil rights activists to achieve change and the continuing efforts to secure civil rights and freedoms in Australia and throughout the world. Students analyse ways they can be active and informed citizens in local, national or global contexts.



What will I learn?

RIGHTS AND FREEDOMS	CIVIL RIGHTS CAMPAIGNERS
<ul style="list-style-type: none"> The significance of how the Universal Declaration of Human Rights shaped the modern world The significance of the 1967 Referendum, Reconciliation, Mabo decision, the Stolen Generations and the 2008 Apology 	<ul style="list-style-type: none"> 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 The inspiration of the US Freedom on civil rights campaigners in Australia

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 War and Peace Being a good Citizen
YEAR 11	Politics History
YEAR 12	Politics History

Why choose this subject?

Choose this subject if you are interested in learning about: Civil Rights, Activism, Protests, Politics, Leaders. This study will also enable you to develop your research, analytical, teamwork and communication skills which can lead to a range of higher education or workplace destinations that interest you.

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

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 history unit will explore the nature and impact of war through an examination of World War II. Students will undertake an in-depth study of the causes of the war and why Australia became involved in the most devastating war in world history. Students will examine significant events and turning points of the war including Australia's involvement. Students will study the post-war period of peace to consider a range of global influences that shaped the twentieth century in terms of social, cultural, historical, economic, environmental, political and technological developments.



What will I learn?

<ul style="list-style-type: none"> The nature of warfare Causes of World War II Different historical interpretations and contested debates about World War II 	<ul style="list-style-type: none"> Significant events, turning points of World War II Australia's involvement in WWII Effects of World War II The significance of World War II
<ul style="list-style-type: none"> Major global influences post-World War II Popular culture The Environment Movement 	<ul style="list-style-type: none"> Migration Experiences Political Crisis

What type of things will I do?

The study of History will involve the following range of historical concepts and skills:

- Chronology – sequence events, analyse and evaluate patterns of change
- Historical sources as evidence – analyse and evaluate sources, different perspectives, historical interpretations and debates
- Continuity and change – evaluate patterns of continuity and change
- Cause and effect – analyse long-term causes and short-term triggers of historical events
- Historical significance – evaluate the historical significance of an event, idea, individual or place

What can this lead to?

Archaeologist, Journalist, Librarian, Museum Curator, Primary or Secondary School Teacher, Archivist, Solicitor.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Being a Good Citizen Right to Protest
YEAR 11	History Politics
YEAR 12	History Politics

Why choose this subject?

Choose this subject if you are interested in learning about: History. The study of history will also enable you to develop your research, analytical, teamwork and communication skills which can lead to a range of higher education or workplace destinations that interest you.

What's it all about?

VCE Accounting explores the financial recording, reporting, analysis and decision-making processes of a sole proprietor small business. Students study both theoretical and practical aspects of accounting. They collect, record, report and analyse financial data, and report, classify, verify and interpret accounting information, using both manual methods and information and communications technology (ICT). Students apply critical thinking skills to a range of business situations to model alternative outcomes and to provide accounting advice to business owners. In business decision-making, financial as well as ethical considerations (incorporating social and environmental aspects) should be taken into account.



What will I learn?

UNIT 1: THE ROLE OF ACCOUNTING IN BUSINESS	UNIT 2: ACCOUNTING AND DECISION-MAKING FOR A TRADING BUSINESS
<ul style="list-style-type: none"> The resources needed to establish and operate a business Role of accounting Recording and reporting for a service business 	<ul style="list-style-type: none"> Accounting for and managing inventory Accounting for and managing non-current assets Accounting for and managing accounts receivable and accounts payable
UNIT 3: FINANCIAL ACCOUNTING FOR A TRADING BUSINESS	UNIT 4: RECORDING, REPORTING, BUDGETING AND DECISION-MAKING
<ul style="list-style-type: none"> Recording financial data in the General Journal and General Ledger Reporting for a trading business 	<ul style="list-style-type: none"> Recording balance day adjustments Analysing business performance Budgeting for a trading business

What type of things will I do?

Recording financial data, reporting financial information, folio of exercises, establishing own business, giving advice to business owners, calculations of financial indicators, controlling the inventory 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	Business and Entrepreneurship Money, Markets and Finance
YEAR 11	Accounting
YEAR 12	Accounting

Why choose this subject?

Choose this subject if you are interested in learning about; running your own business, saving for the future, a career in business.



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

What type of things will I do?

Analyse business case studies, presentations, 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, finances and administration. Suitable for acceleration in Year 10 and 11

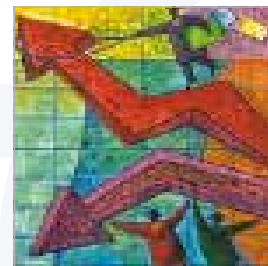
POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Money, Markets and Finance Business and Entrepreneurship
YEAR 11	Business Management
YEAR 12	Business Management

Why choose this subject?

Choose this subject if you are interested in learning about; running your own business, a career in business and how businesses operates.

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: ECONOMIC DECISION MAKING	UNIT 2: ECONOMIC ISSUES AND LIVING STANDARDS
<ul style="list-style-type: none"> Thinking like an economist Decision-making in markets Behavioural economics 	<ul style="list-style-type: none"> Economic activity Applied economic analysis of local, national and international economic issues
UNIT 3: AUSTRALIA'S LIVING STANDARDS	UNIT 4: MANAGING THE ECONOMY
<ul style="list-style-type: none"> An introduction of microeconomics Domestic macroeconomic goals Australia and the international economy 	<ul style="list-style-type: none"> Aggregate demand policies and domestic economic stability Aggregate supply policies

What type of things will I do?

Media analysis, data reports, presentations, federal budget analysis, apply economic models to real markets, applied economic exercises and 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. Fieldwork is a compulsory part of Geography at Units 1-3.



What will I learn?

UNIT 1: HAZARDS AND DISASTERS	UNIT 2: TOURISM
<ul style="list-style-type: none"> Characteristics of hazards including impacts at a range of scales Responses to hazards and disasters including prevention and mitigation of disasters 	<ul style="list-style-type: none"> Characteristics of tourism including the location and distribution of different types of tourism Impacts of tourism including environmental, economic and socio-cultural impacts of different types of tourism
UNIT 3: CHANGING THE LAND	UNIT 4: HUMAN POPULATION
<ul style="list-style-type: none"> The processes and impacts of land use change Global land cover change including deforestation and melting glaciers and ice sheets 	<ul style="list-style-type: none"> Population dynamics and population movements including forced and voluntary migration Population issues and challenges including a case study of a declining and growing population and reasons for differences in population

What type of things will I do?

Fieldwork; read and interpret geographical media such as maps, graphs, tables, satellite images and photographs; multimedia presentations; oral presentations; mapping; research reports.

What can this lead to?

Environmental Management and Policy, Transport Planning, Surveying, Conservation, Resource Management, International Development, Meteorologist, Cartographer, Tourism, Marine Biologist, Teacher. Suitable for acceleration in Year 10 and 11.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	People, Power and Place
YEAR 11	Geography
YEAR 12	Geography

Why choose this subject?

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

What's it all about?

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



What will I learn?

UNIT 1: POLITICS, POWER AND POLITICAL ACTORS	UNIT 2: DEMOCRACY: STABILITY AND CHANGE
<ul style="list-style-type: none"> Power and national political actors – the types of political actors within states including Australia, and the sources and forms of their power Power and global political actors – states, regional groupings, institutions of global governance and non-state actors 	<ul style="list-style-type: none"> Issues for Australia's democracy – in-depth investigation into issues such as democratic representation and policy-making, human right, party politics and Australia's First Nations peoples Global challenges to democracy – in-depth investigation into topics such as populism, authoritarianism, state violence, and sustainability
UNIT 3: GLOBAL COOPERATION AND CONFLICT	UNIT 4: POWER IN THE INDO-PACIFIC
<ul style="list-style-type: none"> Global issues, global responses – the causes, consequences and significance of a global issue Contemporary crises – a contemporary humanitarian crisis 	<ul style="list-style-type: none"> Power and the national interest – the domestic and foreign policy actions of China Australia in the Indo-Pacific – the impact of Australia's policies, actions and inactions in the region

What type of things will I do?

The study of Politics will involve the following range of concepts and skills: undertaking political inquiry; applying political concepts; analysing causes and consequences of political issues and crises; identifying and analysing differing political interests and political perspectives; discussing political stability and change; evaluating political significance; constructing reasoned and evidence-informed arguments

What can this lead to?

Diplomat, Immigration Officer, Primary or Secondary School Teacher, Journalist, Librarian, Solicitor, or a career in Defence, with the Australian Security Intelligence Organisation (ASIO), at the United Nations, the International Criminal Court (ICC), Amnesty International or Greenpeace.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Right to Protest Being a Good Citizen War and Peace
YEAR 11	Politics
YEAR 12	Politics

Why choose this subject?

Choose this subject if you are interested in learning about: Politics in relation to the national and global political arena. The study of politics will also enable you to develop your skills of analysis, synthesis, argument, teamwork and communication skills which can lead to a range of higher education or workplace destinations that interest you.

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: CHANGE AND CONFLICT	UNIT 2: THE CHANGING WORLD ORDER
<ul style="list-style-type: none"> Exploring change in the later part of the 19th century and the first half of the 20th century Ideology and conflict Social and cultural change 	<ul style="list-style-type: none"> Exploring change in the second half of 20th century to early in the 21st century Causes, course, and consequence of the Cold War Challenge and change
UNIT 3: AMERICAN REVOLUTION	UNIT 4: FRENCH REVOLUTION
<ul style="list-style-type: none"> What is a revolution? What were the causes of the American Revolution? The extent of change brought to America as a consequence of the revolution 	<ul style="list-style-type: none"> What were the causes of the French Revolution? Did the new society change lives for better or for worse? How have historians interpreted the French Revolution?

What type of things will I do?

Reading about history, film and documentary viewings, analysis of historical sources, essays, research reports, multimedia presentations, class discussions and debates

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	War and Peace Right to Protest
YEAR 11	Modern 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: THE PRESUMPTION OF INNOCENCE	UNIT 2: WRONGS AND RIGHTS
<ul style="list-style-type: none"> Legal foundations Proving guilt Sanctions 	<ul style="list-style-type: none"> Civil liability Remedies Human rights
UNIT 3: RIGHTS AND JUSTICE	UNIT 4: THE PEOPLE, THE LAW AND REFORM
<ul style="list-style-type: none"> The Victorian Criminal Justice System The Victorian Civil Justice System 	<ul style="list-style-type: none"> The people and the law-makers The people and reform

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

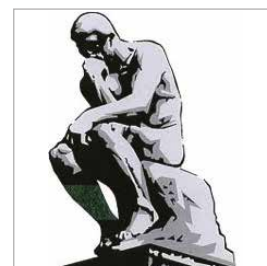
Why choose this subject?

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: PHILOSOPHY, EXISTENCE AND KNOWLEDGE	UNIT 2: QUESTIONS OF VALUE
<ul style="list-style-type: none"> Study the distinctive nature of philosophy Explore questions on existence and knowledge 	<ul style="list-style-type: none"> Exploration of ethics, moral philosophy and value theory Study the nature, purpose and value of philosophy
UNIT 3: THE GOOD LIFE	UNIT 4: ON BELIEVING
<ul style="list-style-type: none"> Analysis of the good life and the individual The good life and others 	<ul style="list-style-type: none"> The study of believing well and living well Contemporary applications to this study

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: Epistemology, Ethics, Aesthetics, Great thinking and ideas, Metaphysics.

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 & Friends, Interests & Hobbies, School Life, Money & Work, The Environment, Endangered Animals and Sustainability. 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 Languages students will also become more informed global citizens by developing an understanding of cultures beyond their own. Languages 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?

KEY SKILLS: READING, WRITING, SPEAKING, LISTENING AND VIEWING

- Students will learn to write in a variety of text types, such as letters, journals, articles, brochures and personal profiles
- Students will learn how to develop a broad vocabulary relevant to a wide range of practical uses in life
- Students will learn how to become confident speakers of French
- Students will learn techniques to improve their comprehension of written and spoken French in a range of contexts

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?

Year 10 Indonesian provides students with the opportunity to continue to practise and enhance their understanding of Bahasa Indonesia and gain a greater understanding of Indonesia's rich culture. In Year 10, you will focus on learning about topics like Ceremonies and Celebrations, Student Exchange, Health and Modern Indonesian History. Through the study of these topics you will continue to improve your reading, writing, listening and speaking skills. Along the way, you will have opportunities to explore Indonesian culture in Melbourne, participate in speaking competitions, learn more about Indonesian current affairs and connect with our Sister School students!



What will I learn?

BEING AN EXCHANGE STUDENT	HEALTH
<ul style="list-style-type: none"> Applying for exchange Staying with a host family Sightseeing in Indonesia 	<ul style="list-style-type: none"> Visiting the doctor and buying medicine Traditional medicine in Indonesia Comparing health care in the two countries
CELEBRATIONS AND CEREMONIES	CELEBRATIONS AND CEREMONIES
<ul style="list-style-type: none"> What celebrations and ceremonies are important to the Indonesian people How these events are celebrated Key religions followed in Indonesia 	<ul style="list-style-type: none"> Indonesia's spice trade The struggle for independence Formation of a new democracy

What type of things will I do?

Learn to write a variety of text types such as letters, journals, articles, brochures and personal profiles, develop a broad vocabulary relevant to a wide range of practical uses in life, become confident speakers of Bahasa Indonesia and take part in the Sayembara Lisan, learn techniques to improve comprehension of written and spoken Indonesian in a range of contexts.

What can this lead to?

Diplomatic Services, University and TAFE courses in arts and language, Government Administration, International Relations and Business, 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?

VCE French focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in French on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in French in a range of contexts and develop cultural understanding in interpreting and creating language. The subject Study Design prescribed themes and topics include: Personal Identity and Lifestyles, Relationships, Aspirations, Education and Careers, The Francophone World, Historical Perspectives, French Cultural Perspectives, Global and Contemporary Society, Communication and Media, Technology and Science.



What will I learn?

UNIT 1	UNIT 2
<ul style="list-style-type: none"> Communicate with others in French in interpersonal, interpretive and presentational contexts 	<ul style="list-style-type: none"> Understand the relationship between language and culture Compare cultures and languages and enhance intercultural awareness
UNIT 3	UNIT 4
<ul style="list-style-type: none"> Understand and appreciate the cultural contexts in which French is spoken Learn about language as a system and themselves as language learners 	<ul style="list-style-type: none"> Make connections between different languages, knowledge and ways of thinking Become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work

What type of things will I do?

Write letters and emails, essay writing, speaking, 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.



What's it all about?

VCE Indonesian Second Language focuses on student participation in interpersonal communication, interpreting the language of other speakers, and presenting information and ideas in Indonesian on a range of themes and topics. Students develop and extend skills in listening, speaking, reading, writing and viewing in Indonesian in a range of contexts and develop cultural understanding in interpreting and creating language. The subject Study Design prescribed themes and topics include: Personal Identity, Relationships, Education and Aspirations, History and Change, Cultural Heritage, Lifestyles, Global and Contemporary Society, Communication and Media and Environmental issues.



What will I learn?

UNIT 1	UNIT 2
<ul style="list-style-type: none"> Communicate with others in Indonesian in interpersonal, interpretive and presentational contexts 	<ul style="list-style-type: none"> Understand the relationship between language and culture Compare cultures and languages and enhance intercultural awareness
UNIT 3	UNIT 4
<ul style="list-style-type: none"> Understand and appreciate the cultural contexts in which Indonesian is spoken Learn about language as a system and themselves as language learners 	<ul style="list-style-type: none"> Make connections between different languages, knowledge and ways of thinking Become part of multilingual communities by applying language learning to social and leisure activities, life-long learning and the world of work

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.

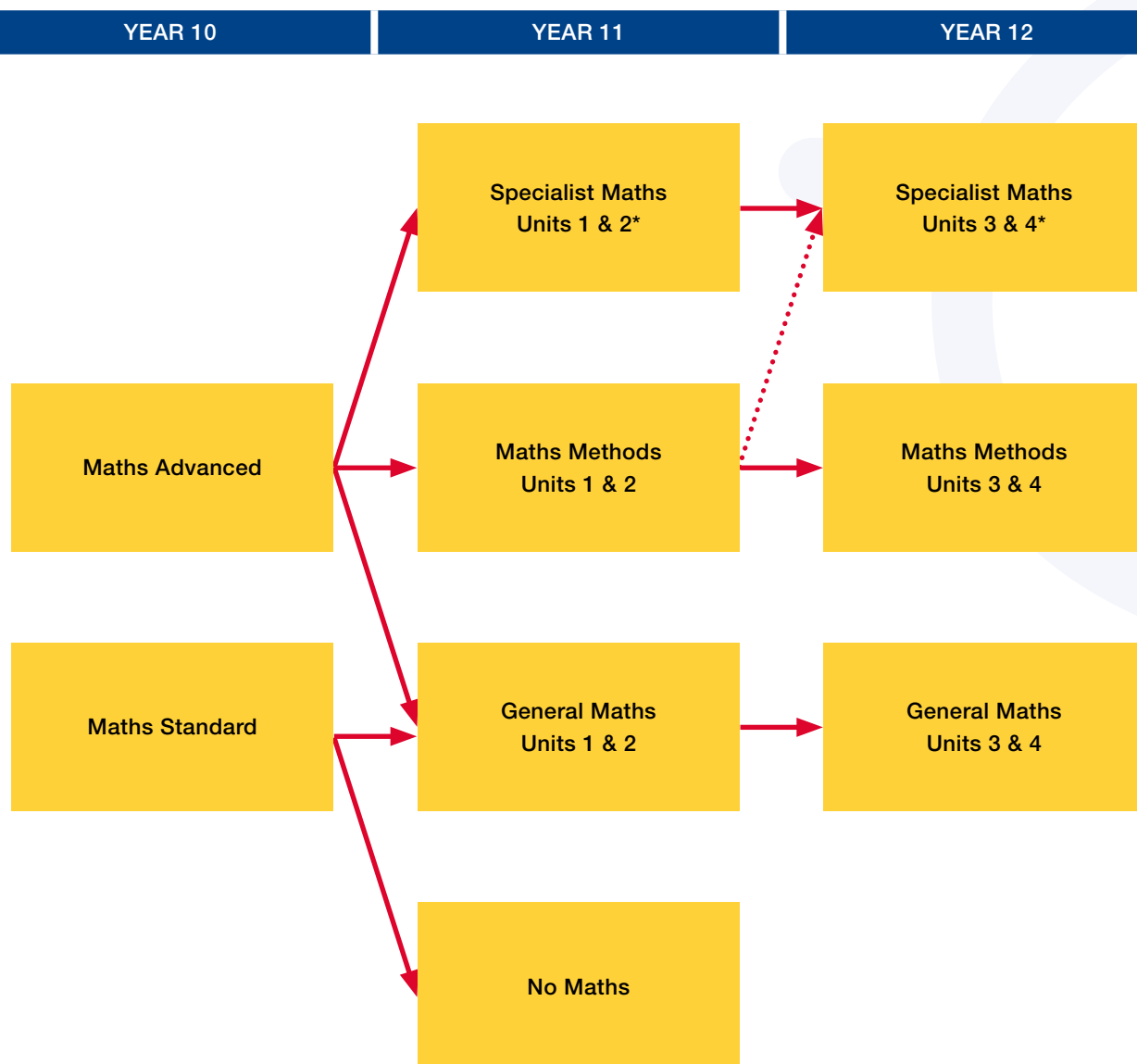
POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Indonesian
YEAR 11	Indonesian
YEAR 12	Indonesian

Why choose this subject?

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

MATHS

VCE MATHS PATHWAY



 Requires additional work prior to the course

* Specialist Maths must be paired with Methods, and cannot be taken alone.

Year 10 SEALP and other accelerated students may access any Year 11 maths combination and/or Year 12 General Maths in year 11 (subject to teacher recommendation and VCE Access guidelines)



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 Standard. 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) calculator (TI-Nspire) 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"> Algebraic manipulation and linear equations Linear graphs and their properties Surds Quadratic equations and factorization Revision of measurement 	<ul style="list-style-type: none"> Trigonometry Probability Parabolas and other graphs Geometry Indices

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?

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

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Maths Advanced
YEAR 11	Any Maths in Year 11
YEAR 12	Maths Methods Units 3 & 4 Maths Methods and Specialist Units 3 & 4 General 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 calculators.



What's it all about?

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

A Computer Algebra System (CAS) calculator (TI-Nspire) 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"> Probability Linear graphs Algebraic skills, indices and linear equations Trigonometry 	<ul style="list-style-type: none"> Statistics Financial maths Pythagoras and measurement

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, use similarity to solve problems, examine the Maths of chance .

What can this lead to?

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

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Maths Standard
YEAR 11	General Maths Units 1 & 2
YEAR 12	General Maths Units 3 & 4

Why choose this subject?

Choose this subject if you are interested in learning about: Statistics, Equation solving, Trigonometry, Measurement and Probability.



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 General Maths Units 3 & 4.

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

Assessment for satisfactory completion of units 1 & 2 is by School Assessed Coursework (SACs).



What will I learn?

UNIT 1	UNIT 2
<ul style="list-style-type: none"> • Practical arithmetic and business applications • Algebraic solution of linear equations • Representation and interpretation of univariate data • Recursion & Financial maths 	<ul style="list-style-type: none"> • Matrices and their applications • Networks and decision making maths • Representation and interpretation of bivariate data

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, applications of networks, use of a Computer Algebra System(CAS) calculator.

What can this lead to?

Requirement for many tertiary courses, General employment, Apprenticeships.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Maths Standard or Maths Advanced
YEAR 11	General Maths Units 1 & 2
YEAR 12	General Maths Units 3 & 4

Why choose this subject?

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

What's it all about?

General Maths Units 3 & 4 are designed to be widely accessible and comprise a combination of non-calculus based content from a prescribed core of statistics, financial maths, matrices & networks 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) calculator (TI-Nspire) will be used by students to assist them in their learning and understanding. Assessment for satisfactory completion of Units 3 & 4 is by School Assessed Coursework (SACs).



What will I learn?

UNIT 3	UNIT 4
<ul style="list-style-type: none"> • Univariate Data • Bivariate Data • Regression & Time Series • Recursion & Financial modelling 	<ul style="list-style-type: none"> • Matrices and their applications • Networks and decision mathematics

What type of things will I do?

Use statistical techniques, model relationships between univariate and bivariate data, correlations and regression of data, financial maths (including investments and loans) matrix representation, arithmetic and forecasting, network construction and analysis and decision mathematics, use of a Computer Algebra System (CAS) calculator.

What can this lead to?

Prerequisite for many tertiary courses, VET, Apprenticeships.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Maths Standard Maths Advanced
YEAR 11	General Maths Units 1 & 2 Maths Methods Units 1 & 2
YEAR 12	General Maths Units 3 & 4

Why choose this subject?

Choose this subject if you are interested in learning about: Uses of data, interpreting graphs, matrices, financial maths, problem solving and algebraic representation.



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. Units 1 & 2 is designed as preparation for Maths Methods Units 3 & 4 and cover assumed knowledge and skills for those units.

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

Assessment for satisfactory completion of Units 1 & 2 is by School Assessed Coursework (SAC's).



What will I learn?

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

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. Complete math problems both **with** and **without** the CAS calculator.

What can this lead to?

Maths Methods Units 3 & 4, General Maths Units 3 & 4.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Maths Advanced
YEAR 11	Maths Methods Units 1 & 2 Maths Methods and Specialist Maths Units 1 & 2
YEAR 12	Maths Methods Units 3 & 4 Maths Methods and Specialist Maths Units 3 & 4 General Maths Units 3 & 4

Why choose this subject?

Choose this subject if you are interested in learning about: Mathematics, Sciences, Finance and Commerce, and Engineering.

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 information for further studies in, for example, science, humanities, economics and medicine.

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

Assessment for satisfactory completion of units 3 & 4 is by School Assessed Coursework (SAC's).



What will I learn?

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

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 that can lead to careers in Biomedicine; Engineering; Finances and Economics; Health Sciences; Environmental Sciences and Data Analytics.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Maths Advanced
YEAR 11	Maths Methods Units 1 & 2 Maths Methods and Specialist Maths Units 1 & 2
YEAR 12	Maths Methods Units 3 & 4 Maths Methods and Specialist Maths 3 & 4

Why choose this subject?

Choose this subject if you are interested in learning about: Mathematics, Sciences, Finance and Commerce, and Engineering.

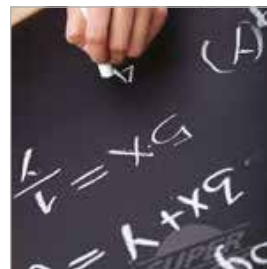


What's it all about?

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) calculator (TI-Nspire) 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 School Assessed Coursework (SAC's).



What will I learn?

UNIT 1	UNIT 2
<ul style="list-style-type: none"> • Sets, Sequences, Series & Proofs • Graph Theory, Logic & Algorithms • Principles of Counting • Matrices 	<ul style="list-style-type: none"> • Sampling Distributions • Trigonometry • Vectors in the Plane • Complex Numbers • Graphing Techniques

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.

What can this lead to?

Specialist Maths and Maths 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 Advanced
YEAR 11	Maths Methods and Specialist Maths Units 1 & 2
YEAR 12	Maths Methods and Specialist Maths Units 3 & 4 Maths Methods Units 3 & 4 General Maths Units 3 & 4

Why choose this subject?

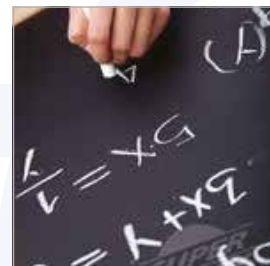
Choose this subject if you are interested in learning about: Proof, Vectors, Algorithms, Matrices, and Conic sections. It is strongly recommended that you choose this subject if your intention is to pursue mathematics at university.

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, logics and proof, and statistical inference.

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

Assessment for satisfactory completion of Units 3 & 4 is by School Assessed Coursework (SAC's).



What will I learn?

UNIT 3	UNIT 4
<ul style="list-style-type: none"> Logic and Proof Functions Relations and Graphs Complex Numbers Vectors Differential and Integral Calculus 	<ul style="list-style-type: none"> Differential Equations Kinematics Vector Calculus Data analysis probability and statistics

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 calculator to assist with learning.

What can this lead to?

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

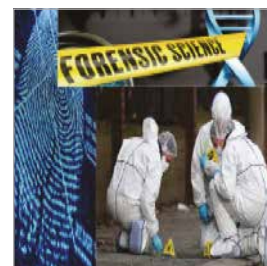
POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Maths Advanced
YEAR 11	Maths Methods and Specialist Maths Units 1 & 2
YEAR 12	Maths Methods and Specialist Maths Units 3 & 4

Why choose this subject?

Choose this subject if you are interested in learning about: Calculus, Applications of geometry, Vectors, Kinematics, Dynamics. It is strongly recommended you do this subject if you are interested in pursuing engineering or physics at university.

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"> Experimental design (including the difference between random vs systematic errors) Hair and synthetic & natural fibres Fingerprint pattern analysis Basics of light and electron microscopes 	<ul style="list-style-type: none"> Speed, distance, displacement & velocity Blood spatter Ballistics Trajectory: introduction to motion in two-dimensions
BIOLOGY	CHEMISTRY
<ul style="list-style-type: none"> Blood evidence analysis Structure of DNA Polymerase chain reaction Restriction enzymes and gel electrophoresis DNA Profiling 	<ul style="list-style-type: none"> Acidity tests Flame tests Chromatography applications Solubility tests

What type of things will I do?

Use computers to research information, use mathematics to simulate the trajectory of bullets under different influences, work in groups to investigate scientific phenomena, carry out experiments, design investigations, observe characteristics of blood spatters and fingerprints, use microscopes to observe fibres and hairs, experimental investigation involving a hypothetical 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 Forensics
YEAR 11	Biology Chemistry Physics
YEAR 12	Biology Chemistry Physics

Why choose this subject?

Choose this subject if you are interested in learning about: Forensic Science, 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. Radiation Therapist/Optometrists/ Medicine, Engineering, Science/Environmental Science, Technical trades (e.g., electronic technician, aircraft maintenance engineer, sound technician), Physics research (PhD and postgraduate work).



What will I learn?

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

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

What type of things will I do?

Practical work, investigation, project work, tests, interpreting graphs and data, quizzes, design experiments, conduct chemical reactions, examination.

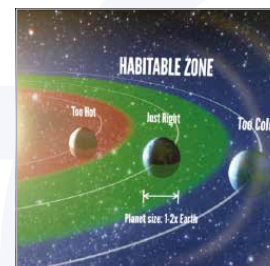
What can this lead to?

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 Environmental Science
YEAR 12	Chemistry Physics Biology Environmental Science

What's it all about?

Students will be given the opportunity to develop an understanding of how scientific theory has developed with respect to Astronomy. Students extend their knowledge of 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 Moon. The unit includes astrophysics which involves understanding the physical processes by which stars and planets are formed.



What will I learn?

OBSERVATION	CHEMISTRY
<ul style="list-style-type: none"> A visit to the planetarium and observation nights 	<ul style="list-style-type: none"> Stellar formation
PHYSICS	EXPERIMENTAL DESIGN
<ul style="list-style-type: none"> Early ideas of the Universe Celestial sphere and celestial coordinates Keplers laws Life cycle of stars Hertzsprung-Russel diagram Cepheid variables Big Bang Black Holes 	<ul style="list-style-type: none"> The function and operation of different types of telescopes used for observation

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 Astronomy
YEAR 11	Physics Chemistry
YEAR 12	Physics Chemistry

Why choose this subject?

Choose this subject if you are interested in learning about: Astronomy, Astrophysics, Telescopes, Science in general, Problem solving skills.



What's it all about?

Environmental Science explores the Earth as a set of four interdependent systems: the atmosphere, biosphere, hydrosphere and lithosphere. We will explore how humans change these environments with a focus on pollution, biodiversity, energy use and climate change. We will learn how to measure the effect of pollution on the health of ecosystems and have the opportunity to undertake a range of inquiry tasks such as laboratory investigations, fieldwork, case studies, simulations and literature reviews.



What will I learn?

HOW ARE EARTH'S SYSTEMS CONNECTED?	WHAT IS POLLUTION AND HOW CAN IT BE MANAGED?
<ul style="list-style-type: none"> • Exploration of the biosphere, lithosphere, hydrosphere and atmosphere and how they are connected and influence one another (including the carbon cycle and water cycle) • Exploration of the physical requirements for life and the effects of natural and human-induced changes in our local ecosystem • Experimental Design & Monitoring and measuring biotic and abiotic components in our local ecosystem 	<ul style="list-style-type: none"> • Exploration of pollution • Environmental Indicators: How do we measure the health of the environment through data analysis? • Analysis of the effects of pollutants on the health of humans and the environment over time • Students explore a pollutant within the local ecosystem and discuss management options with consideration of how values, beliefs and evidence affect environmental decision-making
HOW CAN THE IMPACTS OF HUMAN ENERGY USE BE REDUCED?	
<ul style="list-style-type: none"> • How do humans produce energy and what impact does its production have on the environment and our climate? • Students compare efficiencies of renewable and non-renewable energy sources, and consider how science can be used to reduce the impacts of energy production and use. • Research Investigation: Students pose questions, formulate hypotheses, collect and analyse data, evaluate methodologies and results, justify conclusions and communicate their findings. 	

What type of things will I do?

Experiments, field work, modelling, excursions, problem solving, report writing, critical thinking, tests and exams.

What can this lead to?

A career in: Science, Environmental science, Marine science, Ecology, Meteorology or working within national parks i.e. Park Ranger.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Core Science Environmental Science Geography Outdoor Environmental Studies
YEAR 11	Environmental Science Biology Geography Outdoor Environmental Studies
YEAR 12	Environmental Science Biology Geography

Why choose this subject?

Choose this subject if you are interested in learning about: The structure of the Earth and its systems, how to monitor the health of ecosystems, the effects of pollution on ecosystems, climate change including its effects and possible solutions, renewable energy solutions including solar power.

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 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"> Cellular structure, function & processes The cell cycle, & cell growth, death & differentiation Functioning and regulation of body systems Experimental design & data evaluation 	<ul style="list-style-type: none"> Asexual and sexual reproduction Explaining genetics & predicting inheritance Biodiversity, adaptations & relationships in ecosystems Analysing bioethical issues
UNIT 3	UNIT 4
<ul style="list-style-type: none"> DNA, gene expression & proteins Biotechnology and DNA manipulation Enzymes, photosynthesis & cellular respiration Experimental design & data evaluation 	<ul style="list-style-type: none"> Pathogens & Immune responses Strategies for identifying & controlling disease Evolution: evidence and processes Human evolution

What type of things will I do?

Design experiments, 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, practice tests and exams.

What can this lead to?

A career in health sciences such as medicine, physiotherapy, sports science or nursing. A career in research science such as 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.

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 undertake qualitative and quantitative analysis on chemicals. They will also learn about different forms of renewable energy.



What will I learn?

UNIT 1	UNIT 2
<ul style="list-style-type: none"> • Elements and the Periodic Table • Metallic, Ionic, and covalent substances • Quantifying atoms and compounds • Families of organic compounds • Polymers and society 	<ul style="list-style-type: none"> • Properties of water • Acid-base and Redox reactions • Measuring solubility and concentration • Measuring gases • Stoichiometry and analysis of acids, bases, and salts
UNIT 3	UNIT 4
<ul style="list-style-type: none"> • Carbon-based and hydrogen fuels • Measuring energy changes in chemical reactions • Rate and extent of chemical reactions • Primary cells, secondary cells, fuel cells, and electrolysis • Sustainability 	<ul style="list-style-type: none"> • Structure, nomenclature, properties, and reactions of organic compounds • Laboratory analysis of organic compounds • Instrumental analysis of organic compounds • Medicinal chemistry

What type of things will I do?

Constructing models to describe & explain chemical phenomena; Conducting and reporting on scientific experiments; Calculating and Analysing primary & secondary data; Collaborating in groups to conduct extended investigations; Completing tests and examinations.

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: The chemical composition and sustainability of materials; chemical reactions; carbon-based energy; electrochemistry; rates and extent of reactions; and medicinal chemistry.

What's it all about?

If you are concerned about how current and future environmental challenges can be managed then Environmental science is a subject you should consider. In VCE Environmental Science, Earth is understood as a set of four interrelated systems: the atmosphere, the biosphere, the hydrosphere and the lithosphere. You will explore how the relationships between these systems produce natural environmental change over a variety of time scales and how these systems respond to change and disruption. You will investigate the extent to which humans modify their environments and the consequences of these changes in local and global contexts with a focus on biodiversity, pollution, food and water security, climate change and energy use.



What will I learn?

UNIT 1	UNIT 2
<ul style="list-style-type: none"> Ecosystems & Earth's four interrelated systems Using practical techniques in fieldwork Environmental management Experimental design & data evaluation 	<ul style="list-style-type: none"> Pollution's impact & how pollution is managed Maintaining food & water security The contribution of scientific endeavours to minimising human impact on Earth's systems
UNITS 3	UNIT 4
<ul style="list-style-type: none"> Biodiversity, techniques for assessing it, & factors that influence &/or threaten it. Protection & restoration of biodiversity Evaluating sustainable development 	<ul style="list-style-type: none"> Understanding & managing climate change Comparing different energy sources Managing the impacts of human energy use Designing & conducting scientific investigations

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?

Careers in atmospheric sciences, ecology, environmental chemistry and geosciences. Architecture, environmental law, engineering, environmental consultancy, environmental advocacy, government policy development, industrial management, landscape design, regional and urban planning, and teaching and research.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Environmental Science
YEAR 11	Environmental Science
YEAR 12	Environmental Science

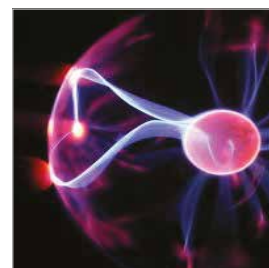
Why choose this subject?

Choose this subject if you are interested in learning about: Ecology, Wildlife, Climate change, Sustainability, Energy security, and 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 medicine to financial statistical analysis.



What will I learn?

UNIT 1	UNIT 2
<ul style="list-style-type: none"> Light and heat Electricity (concepts, circuits and safety) Energy from the nucleus (radiation and nuclear energy) 	<ul style="list-style-type: none"> Forces and motion Aerodynamics and aerospace design Practical investigation (chosen at time of study)
UNIT 3	UNIT 4
<ul style="list-style-type: none"> Electrical, magnetic and gravitational fields Electrical energy generation Forces, motion & energy 	<ul style="list-style-type: none"> Light, matter & Special Relativity Practical investigation (chosen at time of study)

What type of things will I do?

Experiments, modelling, excursions, problem solving, report writing, critical thinking, using mathematical skills, tests.

What can this lead to?

Radiation Therapist/Optometrists/Medicine, Engineering, Science/Environmental Science, Technical trades (e.g., electronic technician, aircraft maintenance engineer, sound technician), Physics research (PhD and postgraduate work).

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Core Science Maths Astronomy Forensics
YEAR 11	Physics Maths
YEAR 12	Physics Maths

Why choose this subject?

Choose this subject if you are interested in learning about: The structure of the Universe, explaining the nature of forces, the motion of objects and understanding Einstein's special theory of relativity, understanding electrical devices and how they work, understanding how objects fly and basic aircraft design, and developing your experimental and problem-solving skills.

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: (COMPLETED IN SEMESTER 2)	UNIT 2: (COMPLETED IN SEMESTER 1)
<ul style="list-style-type: none"> • Role of the brain in mental processes and behaviour • Brain plasticity and brain damage • Role of mental health workers • Atypical psychological development • Student directed research investigation 	<ul style="list-style-type: none"> • Attention, Sensation and perception • Social cognition • Attitude formation, stereotypes and prejudice • Social influences on behaviour • Student directed research investigation
UNIT 3	UNIT 4
<ul style="list-style-type: none"> • Nervous system functioning • Stress as an example of a psychobiological process • Psychobiological processes of Learning and Memory • Memory strategies 	<ul style="list-style-type: none"> • Sleep characteristics and measurements of sleep • Mental Health and wellbeing • Consolidating scientific enquiry • Student directed research investigation

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, Health Sciences, Education, Counselling, Sociology.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Mind & Body
YEAR 11	Psychology
YEAR 12	Psychology

Why choose this subject?

Choose this subject if you are interested in learning about: Developing your 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, and Sleep (including sleep disorders).

What's it all about?

Today games are everywhere and everyone is playing them. Games can come in all shapes and sizes for everyone to enjoy for all sorts of purposes. In this course you will learn how to create your very own games of various styles. You will learn how to use the powerful but easy to use GameMaker Studio Application. This program can allow you to easily make professional quality and fun 2D games. Through learning how to create games you will be learning the fundamentals of programming and writing code. GameMaker Studio has its own programming language which is an excellent way to begin learning or further hone your programming skills. As you create games in this course you will explore the concepts of Game Design and what elements go into creating a fun and engaging game. You will complete the course having created your own original game from scratch! A great thing to add to your portfolio. This subject is also a great stepping stone to VCE applied computing.



What will I learn?

GAME DESIGN	PROGRAMMING
<ul style="list-style-type: none"> What are games and what are their purposes. The elements that make games fun and engaging What game mechanics are and how we create them. Why design is important and how we do it. How to design great games! 	<ul style="list-style-type: none"> How computer programming works and what programming languages are How to use the GameMaker Studio application and language The core concepts of programming such as sequence, selection, repetition and structure What an algorithm is and why they are so important to programming Creating solutions to solve a problem or meet a need or opportunity

What type of things will I do?

In this course you will complete folio tasks using the GameMaker Studio platform to create many different styles of games. This will allow you to learn how use the features of GameMaker and how to program games. You will also investigate the theories of Game Design and what makes games successfully in the world today. You will practise the design of games by creating and exploring many different designs. You will design and create your own game from scratch in a genre of your choosing.

What can this lead to?

The programming and design skills in this course are used in a variety of industries and could be beneficial no matter what career you go into. If you are interested in the Computing field this could lead to University and TAFE courses in Game Design and Development, Software Development, Information Technology, Computer Science, Computer and Systems Engineering.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Game Development Web Design and Infographics
YEAR 11	Applied Computing Units 1 & 2 Applied Computing: Data Analytics Units 3 & 4 Applied Computing: Software Development Units 3 & 4
YEAR 12	Certificate III in Information Technology Certificate II in Integrated Technologies Certificate II in Creative Industries

Why choose this subject?

Choose this subject if you are interested in pursuing a career in Computing, Software development, Game Design or Programming. If you want to learn about programming and design. If you want to learn how to code computer programs and design games. If you are interested in computers and games.

What's it all about?

Data is Everywhere! In today's world large amounts of data are collected and analysed everyday in almost every profession and industry. But how we represent and interpret this data can affect how well it is used. This subject will give you an introduction into how we can use computers and software to collect, analyse and display data in stunning and useful visual forms. Want to know how much sugar is in various foods, or what the most popular movie about dogs is? Any question can be answered with the right data and a well designed visualisation. The Internet can be a great place to present information so this subject will also teach you how to make eye-catching and effective websites through the use of the HTML programming language and Adobe Dreamweaver. The culmination of this subject will allow you to research your own question and create your own website to display your results. An excellent addition to your folio of work! This subject is also a great stepping stone to VCE applied computing.



What will I learn?

DATA VISUALISATION	WEBSITE DESIGN
<ul style="list-style-type: none"> What is data and why we use it How to collect data The uses of data and infographics How to use computer software to organise and analyse information Using digital tools to create stunning and informative infographics 	<ul style="list-style-type: none"> How to code in the HTML programming language The fundamentals of good website design How to use Adobe Dreamweaver to make sophisticated websites How we can use a website to educate, persuade, inform or entertain people

What type of things will I do?

In this subject you will learn how to collect data by conducting surveys and research. You will do exercises to learn different computer programs such as Microsoft Excel to analyse data. You will be taught various computer applications and tools for easy creating of infographics and data visualisations. You will work through a series of tutorials teaching you how to use the HTML programming language and learn the Adobe dreamweaver program to make websites. You will investigate and create a website on a question of your own choosing.

What can this lead to?

The skills in this course are used in almost every industry and will be beneficial no matter what career you go into. If you are interested in the Computing field this could lead to University and TAFE courses in Data Science, Data Analytics, Information Technology, Computer Science, Computer and Systems Engineering.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Game Development Web Design and Infographics
YEAR 11	Applied Computing Units 1 & 2 Applied Computing: Data Analytics Units 3 & 4 Applied Computing: Software Development Units 3 & 4
YEAR 12	Certificate III in Information Technology Certificate II in Integrated Technologies Certificate II in Creative Industries

Why choose this subject?

Choose this subject if you are interested in pursuing a career in Data Analytics, Computer Science or Programming. You want to learn about how data visualisations and websites are created. You want to learn how to research different topics. You are interested in finding answers to big questions.

What's it all about?

This semester-long unit focuses on the presentation and styling of food. Students investigate tricks of the trade. Students will select, produce and photograph meals that will be used in showcasing a 'food truck' task and an 'afternoon tea' task. Students investigate Australian food innovators within the food styling industry.



What will I learn?

- Australian Food Innovators
- Tricks of the Trade
- Safety and Hygiene
- Food styling techniques
- Plating and Presentation Techniques
- Food ordering and time planning
- Garnishing Basics
- Cupcake decorating

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?

In this semester long subject, students investigate the challenges involved in producing interesting and nutritious family meals. They investigate different nutritional requirements across life span stages and healthy menu planning. Students investigate Australian Food Selection Models and use them to alter recipes; they adapt recipes to suit individual dietary needs and cater to different serving sizes. Students also investigate dietary related diseases that have short- and long-term consequences on the health status of individuals. Students use the design process to plan, produce and evaluate healthy meals.



What will I learn?

- | | |
|---|--|
| <ul style="list-style-type: none"> • Food Safety and Hygiene in the kitchen • Nutrition basics • Food selection Models • Lifespan Nutrition • Food labelling | <ul style="list-style-type: none"> • Individual dietary needs • Meal Planning • Design briefs • Modifying recipes for dietary requirements • Food Production skills |
|---|--|

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 investigating different practical processes while exploring fabric embellishment, dying and decoration techniques. Students use a range of tools and equipment and create a product within the parameters given by the teacher. They work through the product design process, showing skills and knowledge by working through a range of production stages to safely and effectively create a completed product. This product reflects a high standard of both quality and should be both functional and suitable for its intended use. Students safely produce, analyse and evaluate the finished product.



What will I learn?

- Fabric manipulation and embellishment
- Dying and decoration techniques
- The design process
- Understanding basic production sequences
- Using essential tools and equipment
- Basic fashion illustration and multimodal presentation techniques

What type of things will I do?

Fabric dying and manipulation, sew and construct a product, research fashion concepts and ideas, safely using a sewing machine and overlocker, using a commercial pattern, fashion illustration.

What can this lead to?

Textile designer, fashion designer, pattern maker, dressmaker/ tailor.

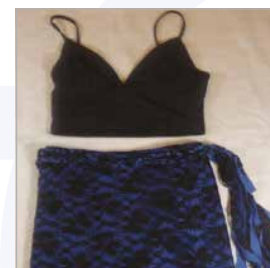
POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Fashion Design Textiles
YEAR 11	Product Design and Technology: Textiles
YEAR 12	Product Design and Technology: Textiles

Why choose this subject?

Choose this subject if you are interested in learning about: Design, materials, aspects of the fashion industry, garment construction, hands-on learning, problem solving and critical thinking, the design process and folio presentation.

What's it all about?

This semester-long unit aims to use design thinking, design and technologies knowledge and understanding, processes and production skills to produce designed solutions to a design problem or opportunity. Students use a range of communication skills to generate and represent original ideas and produce rendered, illustrated views to demonstrate a range of drawing skills. They work through the design process to create a quality product and show an understanding of the steps involved in planning the production sequence. They manage a range of design and production tasks safely and demonstrate increasing competency in completing a quality product.



What will I learn?

- Basic fashion illustration and multimodal presentation techniques
- The design process
- Understanding basic production sequences
- Garment production and evaluation
- Australian fashion designers
- Design elements and principles
- Ethical issues in textiles and fashion

What type of things will I do?

Fashion illustration and annotation, investigate an Australian fashion designer, work through the design process, construct a product, evaluate the developed product, use a sewing machine and overlocker safely and efficiently.

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: Textiles
YEAR 12	Product Design and Technology: Textiles

Why choose this subject?

Choose this subject if you are interested in learning about: Design, materials, aspects of the fashion industry, garment construction, hands-on learning, problem solving and critical thinking, the design process and folio presentation.



What's it all about?

Students will be involved in designing and making products incorporating wood, metal, plastics, with the use of electronic components and basic systems knowledge. They will investigate material properties and uses as well as a range of construction techniques and associated equipment. Students will follow the design process and use Sketch Up (Rapid 3D Modelling Software) to present their ideas for solutions. 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?

TECHNOLOGIES	CREATING DESIGNED SOLUTIONS
<ul style="list-style-type: none"> How to select appropriate materials Work with wood and plastics Use CAD to design a model Build simple electronic circuits Safely use equipment Joining and finishing techniques Sustainability 	<ul style="list-style-type: none"> Apply the technology process to solve design problems Investigate and design a product Analyse and evaluate the product created

What type of things will I do?

In Product Design* students will use the design process to investigate and design a product/s and then construct it safely using wood, plastics and electronic circuits. Students will evaluate their end product to see how well it met the end users needs.

What can this lead to?

Architecture, Drafting, Carpentry, Manufacturing, Designer.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Product Design (Wood, Plastics, Metal)
YEAR 11	Product Design and Technology: Wood, Plastics, Metal
YEAR 12	Product Design and Technology: Wood, Plastics, Metal

Why choose this subject?

Choose this subject if you are interested in pursuing a career in Design, you want to learn about manufacturing, you want to learn how to problem solve, you want to learn about working with materials or you are interested in wood work, electronics, plastics.

What's it all about?

Students are introduced to the stages of the problem-solving methodology. They focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions. Students use a programming language to create a working software solution in response to teacher-provided solution requirements. Students apply the problem-solving stages of design, development and evaluation to develop the solution.



What will I learn?

UNIT 1	UNIT 2
<ul style="list-style-type: none"> Identify and collect data in order to present findings as data visualisations Present work that includes database, spreadsheet and data visualisations solutions Select and use a programming language to create a working software solution Prepare, document and monitor project plans and engage in all stages of problem-solving 	<ul style="list-style-type: none"> Work collaboratively to create an innovative solution in an area of interest Engage in all areas of problem-solving Introduction to cyber security, students investigate networks and threats, vulnerabilities and risks to data and information Propose strategies to protect the data accessed using a network

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 repository's of data, case study with structured questions.

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	Game Development Web Design and Infographics
YEAR 11	Applied Computing
YEAR 12	Applied Computing: Data Analytics Applied Computing: Software Development

Why choose this subject?

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

APPLIED COMPUTING: DATA ANALYTICS

UNITS 3–4

What's it all about?

Students apply the problem-solving methodology to identify and extract data through the use of software tools to create data visualisations or infographics. They develop an understanding of the analysis, design and development stages of the problem-solving methodology. Students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats.



What will I learn?

UNIT 3	UNIT 4
<ul style="list-style-type: none">Respond to teacher-provided solution requirements and designs. Students develop data visualisations and use appropriate software tools to present findingsPropose a research question, prepare a project plan, collect and analyse data, and design infographics or dynamic data visualisations	<ul style="list-style-type: none">Apply the problem-solving stages of development and evaluation to develop their preferred design prepared in Unit 3, and evaluate the solutions and project planInvestigate security practices of an organisation

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 infographic or dynamic data visualisations solution, 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 data analysing techniques.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Game Development Web Design and Infographics
YEAR 11	Applied Computing
YEAR 12	Applied Computing: Data Analytics

Why choose this subject?

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

UNITS 3-4

Students apply the problem-solving methodology to develop working software modules using a programming language. They develop an understanding of the analysis, design and development stages of the problem-solving methodology. Students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation.

```

except socket.error, (errno, strerror):
    print "Socket error: (%s) %s" % (
        errno, strerror)

page.findall("ha")
= (h3.contents[0])
ue != "Afdeling":
    int += txt, value
port codecs
= codecs.open("alle.txt", "a", encoding="utf-8")
txt = f.read()
close()
open the file again for writing
= codecs.open("alle.txt", "a", encoding="utf-8")
write(value+"\n")
write the original contents

```

UNIT 3	UNIT 4
<ul style="list-style-type: none"> Respond to teacher-provided solution requirements and designs and develop a set of working modules using a programming language Examine simple software requirements and software design tools Analyse a need or opportunity, select an appropriate development model, prepare a project plan, develop a software requirements specification and design a software solution 	<ul style="list-style-type: none"> Develop and evaluate the preferred design prepared in Unit 3 into a software solution Examine security practices of an organisation and risks to software and data during development and use of software solutions Evaluate the current security practices and develop a risk management plan

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.

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	Game Development Web Design and Infographics
YEAR 11	Applied Computing
YEAR 12	Applied Computing: Software Development

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

What's it all about?

VCE Food Studies is about the exploration of food, with an emphasis on food knowledge and skills, and health and wellbeing through the application of practical food skills. Students learn about food selection and food preparation. Students study past and present patterns of eating, Australian and global food production systems, and the physical and social functions and roles of food. Students research sustainability and the legal, economic, psychological, sociocultural, health, ethical and political dimensions of food, and critically evaluate information, marketing messages and new trends. Practical activities include comparative food testing, cooking, creating and responding to design briefs, demonstrations, dietary analysis, nutritional analysis, product analysis, scientific experiments and sensory analysis.



What will I learn?

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

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.

What can this lead to?

Food Science, Food Technology, Home Economist, Nutrition and Health Studies, Child Care, Education, Community Services, Aged Care, Hospitality, Food Policy Officer/Advisor, Food Manufacturing, Agriculture.

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, Nutrition, Food Safety, Design Process, Cooking.

UNITS 1-4

[illegible]

What will I learn?

What type of things will I do?

What can this lead to?

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, PLASTICS, METAL

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 both PDT: Textiles or Wood.



What will I learn?

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

What type of things will I do?

In Product Design and Technology a student will use the design process to investigate and design a product using planning and creative intelligence. Students follow working drawings and build using a wide scope of materials including but not limited to: wood, plastics, metal and some electronic components to realise a finished product. Students investigate aspects of the manufacturing industry and look at possible scales of manufacturing for their product. Finally, the students evaluate and reflect on how well their product met the requirements of the end user. Students assess, record and control the risks associated with using a range of workshop equipment and technology processes to create a range of product solutions.

Apply a design process to plan, develop and manage the production of a series of design projects suitable for sale. The stages in the process will be recorded in a project folio or presentation. Use dedicated CAD/CAM software and emerging technologies such as 3D printing and laser cutting to design and make a variety of products.

What can this lead to?

University and TAFE courses in design. Furniture design/making, Architecture, Carpentry, Building Trades, Product Design (Wood, Metal, Plastics), Product Engineering.

POSSIBLE PATHWAY	
YEAR	COURSES OFFERED
YEAR 10	Product Design (Wood, Plastics, Metal)
YEAR 11	Product Design and Technology: Wood, Plastics, Metal
YEAR 12	Product Design and Technology: Wood, Plastics, Metal

Why choose this subject?

This unit is largely a “hands on” project based experience where students learn how to create designed solutions using a range of design and technology processes including some emerging technologies such as CAD/CAM and rapid prototyping or 3D printing. Students learn how to assess and control risks, describe and quantify materials before using tools and machinery to manufacture projects made from a range of materials such as polymers, metals and timbers. Students record the processes used in the design and development of the solutions in a project folio or presentation that includes digital images, CAD drawings, Gantt Charts, spreadsheets and other computer generated graphic organisers.



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APPENDICES

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YEAR 11 (2025) VCE COURSE SELECTION PLANNING FORM

Complete this form and bring it to your counselling appointment
to discuss with your counsellor.

Student Name:	Home Group:
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Previous and Current VCE/VET Subject Enrolment

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

Subjects:				
Results:	S / N	S / N	S / N	S / N

Career Interests

Your subject preferences should be based on your career interests. You may need to refer to your Morrisby results. Please provide details about your career choices, possible courses and ANY prerequisites these courses require. See www.vtac.edu.au or from the VTAC site you can also download a PDF of the [prerequisites-for-2026](#). This is a quick way to refer to subjects that are required in the VCE if you wish to study the course after Year 12.

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

Use the 2025 Later Years Handbook for Program Selection

Tick **ONE** box for the program you intend to undertake.

- ☐ **A 2-year VCE program.** This is typically the pathway used to enter university after Year 12.
- ☐ **A 2-year VCE Vocational Major program.** This is an applied learning pathway ideal for students who learn best by doing and is a 'hands on' approach to learning. Students must complete a **VCE Vocational Major Form**. (Students will be issued the VCE VM form in Homegroup sessions. Students can also access a copy in the 2025 Later Years Handbook).

VCE Course Selections

- Must select at least one course from the English Group: English, EAL, English Language or Literature (English teachers will make recommendations for each student based on their performance in Year 10 English)
- Record all other choices over the two years in preferential order.
- Include any courses you undertake out of school such as Virtual School Victoria, 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	1st Preference	2nd Preference	3rd Preference	4th Preference	5th Preference
2025 Year 11	English Group _____					
2026 Year 12	English Group _____					

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





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YEAR 11 (2025) VCE COURSE SELECTION PLANNING FORM (Cont.)

VET Course Selection (see the Hobsons Bay VET Cluster Programs in the 2025 Later Years Handbook)

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 2024 I have been studying VCE Unit 1 & 2:

In 2025 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

*Please note: VCE Maths is not compulsory but students should check prerequisites for courses.

Unit 1/2	<input type="checkbox"/> Year 11 General Mathematics <input type="checkbox"/> Year 11 Maths Methods <input type="checkbox"/> Year 11 Specialist Maths	Unit 3/4	<input type="checkbox"/> Year 12 General Mathematics <input type="checkbox"/> Year 12 Maths Methods <input type="checkbox"/> Year 12 Specialist Maths
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To be checked by Course Counsellor

Interview date: Thursday 15 August		Time: Parents to 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 www.vtac.edu.au Prerequisite and Course Explorer or prerequisites-for-2026-v2c.pdf (vtac.edu.au)	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
Please ensure that you have read the VTAC Year 10 Guide that can be found at https://vtac.edu.au/before/guides/y10guide.html		Counsellor's Name:	

**Course selection due on
Monday 19 August 2024 online via EdVal**

(Students will receive a personalised code via willihigh email
and a hard copy letter in Home group)





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YEAR 10 (2025) COURSE SELECTION PLANNING FORM

Student Name:	Home Group:
Parent Contact Number:	Student Mobile Number:

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		
	1st Elective Preference	2nd Elective Preference	3rd Elective Preference	4th Elective Preference	6th Elective Preference	5th 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) 3)
2) 4)

Extremely important, especially for students requesting VCE Access as subjects may not be available due to Year 11 student choice.





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YEAR 10 (2025) COURSE SELECTION PLANNING FORM (Cont.)

Expression of Interest in a VCE Unit 1 & 2 Subject I am very keen to do a VCE subject in 2025.
Preference #1:
Preference #2:

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

Student Signature I understand that I am committing to this course of study for 2025.	
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:

Present this form to your Course Counsellor on
Thursday 22 August 2024
(this planning form does not need to be submitted)





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YEAR 10 (2025) COURSE SELECTION PLANNING FORM SEALP STUDENTS

Student Name:	Home Group: 9 _____
Parent Contact Number:	Student Mobile Number:

My Year 10 Course Selections

Record your choices in preferential order. Your ranking tells us what you value most.

Compulsory English	Compulsory Maths	Compulsory Science	1st Elective Preference	2nd Elective Preference	3rd Elective Preference
English (Full Year)	(Full Year) <i>Please circle one</i> General Mathematics (VCE - 1/2) <i>or</i>	<i>Please circle one</i> Mind & Body <i>or</i> Forensics <i>or</i> Astronomy <i>or</i> Environmental Science (1 Semester = 1 Unit)			
	Maths Methods (VCE - 1/2) <i>or</i> Year 10 Maths A (Consolidating – approval) (Refer to SEALP Maths Pathways flowchart)	Compulsory Humanities (1 Semester = 1 Unit)	4th Elective Preference (1 Semester = 1 Unit)	5th Elective Preference (1 Semester = 1 Unit)	6th Elective Preference (1 Semester = 1 Unit)

Provide four backup subjects:	1.	2.
	3.	4.

Remember:

- Must complete at least one Science elective, even if applying to do a VCE Access Science subject (Psychology, Biology, etc.)
- Must complete at least one Humanities elective/unit
- Must not select more than two courses from the one curriculum area unless approved for a VCE subject
- Languages and VCE subjects will equate to two of your preferences as they are year-long courses and equal 2 units

Expression of Interest in a VCE Unit 1 & 2 Subject

I am very keen to do a VCE subject in 2025.

Preference #1:

Preference #2:

Students will need to submit a
VCE/VET Access Application Google Form
by no later than
Friday 2 August 2024



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YEAR 10 (2025) COURSE SELECTION PLANNING FORM SEALP STUDENTS (Cont.)

Checklist for Parents / Carers

Minimum of 1 Science elective	YES / NO	Minimum of 1 Humanities unit	YES / NO
Maximum of 2 electives from any curriculum area (Except when requesting VCE Access)	YES / NO	Minimum of 1 Mathematics subject	YES / NO
VCE/VET Access Application (Google Form Link)	YES / NO		

Student Signature

I understand that I am committing to this course of study for 2025.

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:

**Show your Course Counsellor your planning form
on Thursday 22 August 2024**



VCE VOCATIONAL MAJOR YEAR 11 (2025) VCE VM COURSE SELECTION PLANNING FORM

Complete this form and bring it to your counselling appointment
to discuss with your counsellor.

Student Name:	Home Group:
----------------------	--------------------

VCE VM Requirements	Year 11	Indicate Unit	Year 12	Indicate Unit
Literacy Minimum of 3 units including a unit 3&4 sequence in Year 12	Unit 1 and 2		Unit 3 and 4	
Numeracy - 2 units	Unit 1 and 2		Unit 3 and 4	
Work Related Skills - 2 units	Unit 1 and 2		Unit 3 and 4	
Personal Development - 2 units	Unit 1 and 2		Unit 3 and 4	
VET - 180 hours	VET Year 1 Unit 1 and 2		VET Year 2 Unit 3 and 4	
Additional VET				
Structured Workplace Learning				
VCE/Other				
Total units	10 units		10 units	

VCE Vocational Major	
VCE VM Checklist across Year 11 and Year 12 (2 year plan)	<ul style="list-style-type: none"> • Minimum of 16 units • 3 units of VCE VM Literacy (or any VCE English) including a Unit 3 and 4 sequence • 3 other Unit 3 and 4 sequences • 2 units of VCE VM Numeracy (or any VCE Maths) • 2 units of VCE VM PDS • 2 units of VCE VM WRS • 180 hrs nominal hours of VET • Can include additional VCE, SWLR or VET at Certificate II level or above

As a part of the VCE Vocational Major students must select a VET subject at the Certificate II level or above.
Students choose a VET course from the Hobson's Bay cluster offerings (see the VET Cluster Programs 2025 form containing a list of VET subject offerings at Hobsons Bay VET cluster schools). The VET course **must** be approved by the VET Coordinator.



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VCE VOCATIONAL MAJOR YEAR 11 (2025) VCE VM COURSE SELECTION PLANNING FORM (Cont.)

Read the list of VET subjects on the VET Cluster programs form and indicate your top 2 choices (in order of preference) below. **You must apply for your VET subject using the Hobsons Bay VET/SWL 2025 Application Form.** (This is a beige coloured form and must be submitted to the Careers office.) See the Hobsons Bay VET Cluster Handbook on the school website <https://www.willihigh.vic.edu.au/learning-teaching/later-years-year-10-12> or www.willihighcareers.com.au for further details about each Certificate course requirement.

Preference	Year and VET Certificate Name	Venue/Delivery School
Example	Year 1 Building and Construction	Bayside College
1st		
2nd		

VET & USI's

Students MUST apply for a USI on www.usi.gov.au. **ALL VCAL/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. As this is a requirement the USI request will also appear on the VET Cluster Application Form.

--	--	--	--	--	--	--	--	--	--

NOTE: A further discussion will be organised with you, your parents/carers, your Year Level Coordinators or the Pathways & Transition Leader and the VCE VM Coordinator.

Signed:

Student's Signature

Date:

Parent's Signature

Date:

VCE VM form Due on Monday 19 August 2024

after your course counselling appointment.

USI code collection is compulsory when studying a VET subject.





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HOBSONS BAY VET/SWL (2025) APPLICATION FORM

Please submit all forms to the main office by Monday 19 August, 2024 to secure your VET enrolment.

Student Name:	Student Code:
Year Level in 2024:	VCE or VCE-VOCATIONAL MAJOR in 2025:
Student Mobile:	Date of Birth: ____ / ____ / ____

Please fill out the mobile field so you can receive a SMS if your class has been cancelled; bus timetables, or to notify you of any other info on your VET course throughout 2025.

VET Course – 1st Preference:	
VET Course – 2nd Preference:	

A USI code is an essential requirement when studying a VET. Please go to www.usi.gov.au and follow the prompts to apply for a code. Insert your USI code below.

USI CODE

--	--	--	--	--	--	--	--	--	--

UNIFORM SIZE (POLO TOP): S ☐ M ☐ L ☐

Emmanuel Electro and Plumbing students only to select uniform size.

Your child may attend VET at one of the following VET Cluster Schools: Emmanuel College, Altona College, Laverton College, Point Cook Senior Secondary, Bayside College, Homestead Senior Secondary College.

For students attending the above colleges Emergency Contacts Details, Medical Reports and Additional Education Needs information will be confidentially forwarded by WHS. Please make sure the above details are up-to-date on Compass.

1. I give permission for my son/daughter to attend the above-mentioned classes & attend any course organised excursions which run at various venues and only need an informative notice of excursions throughout the year. I am aware that my son/daughter will not be supervised by school staff when undertaking classes at the premises of the external provider or when travelling by a VET cluster bus to and from the provider and during break times.
2. I am aware that non-school environments differ from school environments and direct supervision from staff will not be provided during study breaks at the external provider. My daughter requires such treatment.
3. I am aware that no responsibility is accepted by the Principal and staff of the school for the loss, theft or damage of personal property belonging to or in the possession of my son/daughter.
4. I understand that I will be notified as soon as possible in the event of illness or accident to my child, but where it is impracticable to communicate with me I authorise the person in charge (or his/her nominee) at the external/HOST provider to administer first aid to my son/daughter, and to consent to my son/daughter receiving such medical and surgical treatment (including the administration of an anaesthetic) as may be deemed necessary by a legally qualified medical practitioner. I accept full responsibility for the payment of fees incurred should my son/daughter require such treatment.





WILLIAMSTOWN
HIGH SCHOOL

HOBSONS BAY VET/SWL 2025 APPLICATION FORM (Cont.)

5. I understand that Williamstown High School will confidentially forward all relevant documentation of any known medical condition which may affect my son/daughter and any current or recent medication or treatment relating to my son/daughter that may be relevant. They will also forward my son/daughter's Additional Educational Information in order to assist the trainer to develop plans around my child's specific needs. Families will be emailed for permission prior to sending any AEN information to cluster schools.
6. I will alert the school and the external/HOST provider if there are any changes to the attached details or if I become aware of circumstances which raise concerns as to the safety of my son/daughter participating in this program.
7. I give permission for the school to provide my details, and my child's details to the organisation of which my child will be attending for the delivery of the VET/SWL program, as well as give my consent for my child to receive medical attention if required.

I have read and give permission for my child to undertake the stated VET/SWL Programs and I will adhere to all the conditions of this form.

Parent Name Parent/Guardian Signature

Parent Contact Phone

Emergency Contact (if different from above)

Name Phone

PRIVACY NOTICE

The school collects and shares student personal and health information for the purposes of supporting their application and placement in the VET/SWL program, enrolment with the course provider, supporting students' educational, social and wellbeing needs, medical emergencies and other purposes stated in the Schools' Privacy Policy. Students' names and contact details will be uploaded into a secure online portal managed by the WynBay Local Learning Education Network (WynBay LLEN), which supports the VET in Schools program.

Once the student is accepted into the course, in order to ensure the safety and wellbeing of students and others, the school may also share necessary student information such as emergency contacts, health plans, foreseeable risks, or reasonable adjustments that it holds with the chosen VET course external provider (which includes the RTO and Delivery School) and where permitted by law. For more information on how government schools handle information, please see the Schools' Privacy Policy at

<https://www.education.vic.gov.au/Pages/schoolsprivacypolicy.aspx>

If you have concerns or wish to request access to your child's information, please contact the school's VET Coordinator.

CONFIDENTIAL



VET Programs for 2025

* Times and days are indicative and subject to change.

External VET details will be confirmed in Term 4.

For more information and lists of units for each certificate please go to [Hobsons Bay VET Cluster Handbook](#).

(WilliHigh/Learning & Teaching/Later Years 10-12/VET Cluster Handbook).

Some VET's are only available to VCE-VM students. This is due to timetabling.

VET OFFERED AT WILLIAMSTOWN HIGH SCHOOL			
CERTIFICATE	YEAR	DAY	TIME
Certificate II in DANCE	Yr 1	THUR	1:00-4:30pm
Certificate II in DANCE (S.A)	Yr 2	WED	1:00-4:30pm
Certificate III in SPORT, AQUATICS & RECREATION	Yr 1	THUR	1:30-4:30pm
Certificate III in SPORT, AQUATICS & RECREATION (S.A)	Yr 2	WED	1:30-4:30pm
Certificate III in MUSIC SOUND PRODUCTION	Yr 1	THUR	1:30-4:30pm
Certificate III in MUSIC SOUND PRODUCTION (S.A)	Yr 2	WED	1:30-4:30pm
Certificate III in MUSIC PERFORMANCE	Yr 1	THUR	1:30-4:30pm
Certificate III in MUSIC PERFORMANCE (S.A)	Yr 2	WED	1:30-4:30pm
VET OFFERED AT BAYSIDE COLLEGE, 10-12 PAISLEY CAMPUS			
CERTIFICATE	YEAR	DAY	TIME
Certificate II in AUTOMOTIVE STUDIES Light Vehicles/Petrol	Yr 1	THUR	1:30-5pm
Certificate II in AUTOMOTIVE STUDIES Light Vehicles/Petrol	Yr 2	WED	1:30-5pm
Certificate II in BUILDING & CONSTRUCTION CARPENTRY (VCE-VM Students ONLY)	Yr 1	THUR	9:30am-5pm
Certificate II in BUILDING & CONSTRUCTION CARPENTRY (Pre-Apprenticeship) VCE-VM Students ONLY	Yr 2	WED	11am-5pm
Certificate III in COMMUNITY SERVICES	Yr 1	THUR	1:30-5pm
Certificate III in COMMUNITY SERVICES (Partial Completion) (S.A)	Yr 2	WED	1:30-5pm
Certificate III in INFORMATION TECHNOLOGY	Yr 1	THUR	1:30-5pm
Certificate III in INFORMATION TECHNOLOGY (S.A)	Yr 2	WED	1:30-5pm
Certificate III in SCREEN & MEDIA	Yr 1	THUR	1:30-5pm
Certificate III in SCREEN & MEDIA (S.A)	Yr 2	WED	1:30-5pm
VET OFFERED AT LAVERTON P-12 COLLEGE			
CERTIFICATE	YEAR	DAY	TIME
Certificate II in ENGINEERING STUDIES	Yr 1	THUR	1-4pm
Certificate II in ENGINEERING STUDIES (S.A) (Will be offered WED PM in 2026)	Yr 2	THUR	8:30am-12:30pm
Certificate II - HOSPITALITY VCE-VM Students ONLY	Yr 1	THUR	9am-3pm
Certificate II DUAL - HOSPITALITY & COOKERY (VCE-VM Students ONLY)	Yr 2	WED	9am-3pm
VET OFFERED AT THE GORDON, WATTON STREET, WERRIBEE			
CERTIFICATE	YEAR	DAY	TIME
Certificate III in ALLIED HEALTH ASSISTANCE	Yr 1	WED	1:30-4:30pm
Certificate III in ALLIED HEALTH ASSISTANCE (Partial Completion) (S.A)	Yr 2	WED	1:30-4:30pm
VET OFFERED AT WYNDHAM TECH SCHOOL (HOPPERS LANE, WERRIBEE)			
CERTIFICATE	YEAR	DAY	TIME
Certificate III EMERGING TECHNOLOGIES (VCE-VM students only)	Y1&2	WED	8:30am-5:00pm

VET Programs for 2025 (Cont.)

VET OFFERED AT EMMANUEL COLLEGE - NOTRE DAME, POINT COOK

CERTIFICATE	YEAR	DAY	TIME
Certificate III in EARLY CHILDHOOD	Yr 1	THUR	1pm-4.30pm
Certificate III in EARLY CHILDHOOD	Yr 2	WED	8.30am-12pm
Certificate II in ELECTROTECHNOLOGY STUDIES (Pre-Vocational) *students require strong maths skills. (VM students may be enrolled at VIC uni)	Yr 1	THUR	12:30-4:30pm
Certificate II in ELECTROTECHNOLOGY STUDIES (Pre-Vocational)	Yr 2	WED	12:30-4:30pm
Certificate II in PLUMBING Pre-Apprenticeship	Yr 1	THUR	12:30-4:30pm
Certificate II in PLUMBING Pre-Apprenticeship	Yr 2	WED	12:30-4:30pm

VET OFFERED AT VIC UNI POLYTECHNIC (HOPPERS LANE, WERRIBEE)

CERTIFICATE	YEAR	DAY	TIME
Certificate II in CIVIL CONSTRUCTION (VCE-VM students only) SUNSHINE CAMPUS	Yr1&2	WED	8:30am-3:30pm
Certificate II in BUILDING & CONSTRUCTION (BRICKLAYING) (VCE-VM students only) WERRIBEE	Yr1&2	WED	8:30am-3:30pm
Certificate II in ELECTROTECHNOLOGY STUDIES (Pre-Vocational) (VCE-VM students only) WERRIBEE	Yr 1	THUR	9am-3:30pm
Certificate II in ELECTROTECHNOLOGY STUDIES (Pre-Vocational) (VCE-VM students only) WERRIBEE	Yr 2	WED	9am-3:30pm

VET OFFERED AT POINT COOK SENIOR SECONDARY COLLEGE

CERTIFICATE	YEAR	DAY	TIME
Certificate II in AUTOMOTIVE STUDIES (Heavy / Diesel)	Yr 1	THUR	1-4:30pm
Certificate II in AUTOMOTIVE STUDIES (Heavy / Diesel)	Yr 2	WED	8:30am-12pm*
Certificate II in APPAREL FASHION & TEXTILES	Yr 1	THUR	1-4:30pm
Certificate II in APPAREL FASHION & TEXTILES	Yr 2	WED	1-4:30pm*
Certificate II in RETAIL COSMETICS	Yr 1	THUR	1-4:30pm
Certificate II in RETAIL COSMETICS	Yr 2	WED	1-4:30pm

VET OFFERED AT ALTONA COLLEGE

CERTIFICATE	YEAR	DAY	TIME
Certificate II CONSERVATION & ECO SYSTEM MANAGEMENT	Yr1	THUR	1:30-4:30pm
Certificate II CONSERVATION & ECO SYSTEM MANAGEMENT	Yr 2	WED	1:30-4:30pm

VET OFFERED AT HOMESTEAD SENIOR SECONDARY COLLEGE

CERTIFICATE	YEAR	DAY	TIME
Certificate III in BUSINESS	Yr1	THUR	1-4:30pm
Certificate III in BUSINESS (S.A)	Yr2	WED	1-4:30pm

VET OFFERED AT THE MASTERS INSTITUTE OF CREATIVE EDUCATION (CITY)

CERTIFICATE	YEAR	DAY	TIME
Certificate III BEAUTY	Yr1&2	WED	8:45am-4:15pm
Certificate II SALON ASSISTANT	Yr1&2	WED	8:45am-4:15pm

YEAR 1 VET (usually runs on THURSDAYS) YEAR 2 VET (usually runs on WEDNESDAYS)

S.A = Program has SCORED ASSESSMENT and will contribute to students ATAR results.

Additional uniform costs and consumable fees (i.e beauty kits) may apply.

* VCE students may have timetable clashes and have to re-arrange subjects.





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