



A Guide for Prospective Students

BSSC Program and Subject Selection Guide

2018



Respect, Optimism, Learning and Environment



Accredited with the Council of International Schools

PRINCIPAL'S WELCOME

Dear Parents/Carers and Prospective Students,

Welcome to Bendigo Senior Secondary College and to our Program and Subject Selection Guide for 2018.

All staff at the college take pride in doing all we can to meet the individual needs of our students. An important part of this commitment is the provision of an extensive range of subject choices and the ability of students to access a range of co-curricular activities and specialist programs. These offerings are supported by high quality teaching and a range of student support services.

We encourage students to choose subjects according to their interests that offer the best career pathway. The choices students make are important to their enjoyment of study and their success, which in turn leads to pathways to higher education, training or employment. This guide is intended to assist students in making these choices.

Our commitment as a college is to encourage, support and assist each one of our students to reach their preferred destination, wherever that may be.

Please consider the information in this guide carefully and seek the expert assistance of our staff where necessary.



Dale Pearce

Principal



COLLEGE PURPOSE AND VALUES

Purpose:

Our ROLE is to empower learners for individual, community and global leadership.

Values:

We value: Respect, Optimism, Learning, Environment.

RESPECT	OPTIMISM	LEARNING	ENVIRONMENT
Respect means:	Optimism means:	Learning means:	Environment means contribution to:
Respecting ourselves, others and our relationships Respecting ourselves and others in all we think, say and do Respecting our learning, community and environment	Being enthusiastic in our living, learning and contributing Embracing opportunities to make a difference Being resilient and persistent in adversity	Embracing learning opportunities Being a life long learner Being a continuously improving individual and community member Being a leader of self and of others Being innovative and open to possibilities	The culture we make through our beliefs and actions The community we make through our relationships with others Sustainability and planetism through wisdom, balance and action

WHO TO CONTACT

FOR GENERAL ENROLMENT ENQUIRIES:

Student Managers	Michael Lennon, Kylie Hand, Bronnie Bishop and Simon Wood
Student Counsellors	Sharon Crimmins and Donna Kennedy
Student Support Program Leader	Ian Kellett
Part-time Apprenticeships	Jenny Moloney
Booklist	Julie Willis
Finances	Tony Hubber
Country Bus Enquiries	DET Regional Office 5440 3111

Liaison with 7-10 Colleges

Eaglehawk Secondary College	Daryl Headlam, Mardi Holland, Marcus Patching
Bendigo South East Secondary College	Steve Boyle, Angie Pollock, Laura Pokorzynski
Crusoe College	Duane Anderson, Lauren Martin, Tim White
Weeroona College	Michael Morrissey, Mary Nash, Steve O'Bree
Creek Street Christian College	Daryl Headlam
All other schools	Please contact the college for further information

FOR SUBJECT OR COURSE SPECIFIC ENQUIRIES:

Learning and Engagement Coordinators

Arts - Visual	Marcus Patching
Business Studies and IT	Steven Boyle
Humanities	Steve O'Bree
English	Angie Pollock and Laura Pokorzynski
Maths	Duane Anderson
Science	Mary Nash
Technology	Tim White
Health and PE	Lauren Martin
LOTE and EAL	Mardi Holland
Performing Arts and Media	Daryl Headlam

Vocational Learning

VET & RTO Manager	Jenny Moloney
Applied Learning Coordinators	Michael Morrissey
RTO Coordinator	David Lane
Work Placement Coordinator	Kerry Weymouth and Rhonda Pithie

Pathways Team

Student Pathways Manager	Simon Wood
Careers and Pathways Coordinator	Naomi Flint
Managed Individual Pathways Program	Lorelle Pearse

VET Program Coordinators

Agriculture	Jenny Moloney	Engineering Studies	Stuart Hamilton
Animal Studies	Jenny Moloney	Hairdressing	Jenny Moloney
Applied Lang. (Chinese)	Christina Xie	Health Services Assistance	Kait Kelly
Automotive Technology	Mark Bannerman	Hospitality	Peter Adams
Make Up	Jenny Moloney	Information Technology	Chris McDonald
Building and Construction	David Jacob	Digital Media	Jamie Le Rossignol
Business	Matt Kellow	Integrated Technologies	Catherine Trimnell
CISCO	Warren Sutton	Outdoor Recreation	Dan Hurrell
Community Services	Peter Burns	Sport and Recreation	Dean Sheldrick

PROGRAM CHOICES

There are two broad senior secondary programs offered to students:

1. The Victorian Certificate of Education (VCE)
2. The Victorian Certificate of Applied Learning (VCAL)

Vocational Education and Training (VET) subjects can be undertaken as part of a VCE program and are an essential part of a VCAL program.

School Based Apprenticeships and Traineeships (SBATs) can be undertaken as part of a VCE or VCAL program.

CHOOSING A PROGRAM

When choosing your program it is important to:

- Consider what you want to do after completing Year 12. If you think you would like to attend university or TAFE, a VCE program will be your best choice. If you want to go straight into the workforce, a VCAL program is likely to be more suited to your pathway needs;
- Identify your interests and strengths and link these with appropriate work/career choices;
- Read the information on Pathways suggestions to get ideas about how to select a VCE program that leaves your options open for university or TAFE;
- Seek help from careers teachers regarding prerequisite subjects you may need for university courses that interest you;
- Read information related to a VCAL program and consider the pathway suggestions. Discuss with your classroom teachers, Advisors and Year Level Coordinator, to identify if this program suits your learning needs and future pathways, particularly if you are interested in a vocational pathway or a pathway into the workforce.

ASSISTANCE WITH PROGRAM CHOICES

When making choices about your program for 2018, you should seek advice and information from your classroom teacher and Advisor at your current school, your year level coordinator, and careers teachers and staff at BSSC. Information for prospective students is available on the BSSC website: <http://www.bssc.edu.au>

CHOOSING A YEAR 12 SUBJECT IN YEAR 11

Students may choose a Year 12 (Units 3 and 4) subject for completion in Year 11.

This option is best suited to students who:

- are well organised, with demonstrated time management and work completion record;
- are achieving above average grades within the subject or similar subject area they would like to select as their Year 12 subject;
- have completed a Unit 1 and 2 subject in Year 10.

COURSE RESTRICTIONS

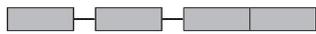
Units offered throughout this Program and Subject Selection Guide will only run if minimum class sizes are met.

Students should note that some subjects have specific requirements or prerequisites. These are clearly indicated on subject pages where applicable.

VCE STUDIES

 Units that students can do singly or as a sequence

 Units that must be done as a sequence

 Studies for which it is highly recommended that students do Unit 1 and/or 2 before attempting 3 and 4: (or have equivalent experience or be willing to do some preparatory work)

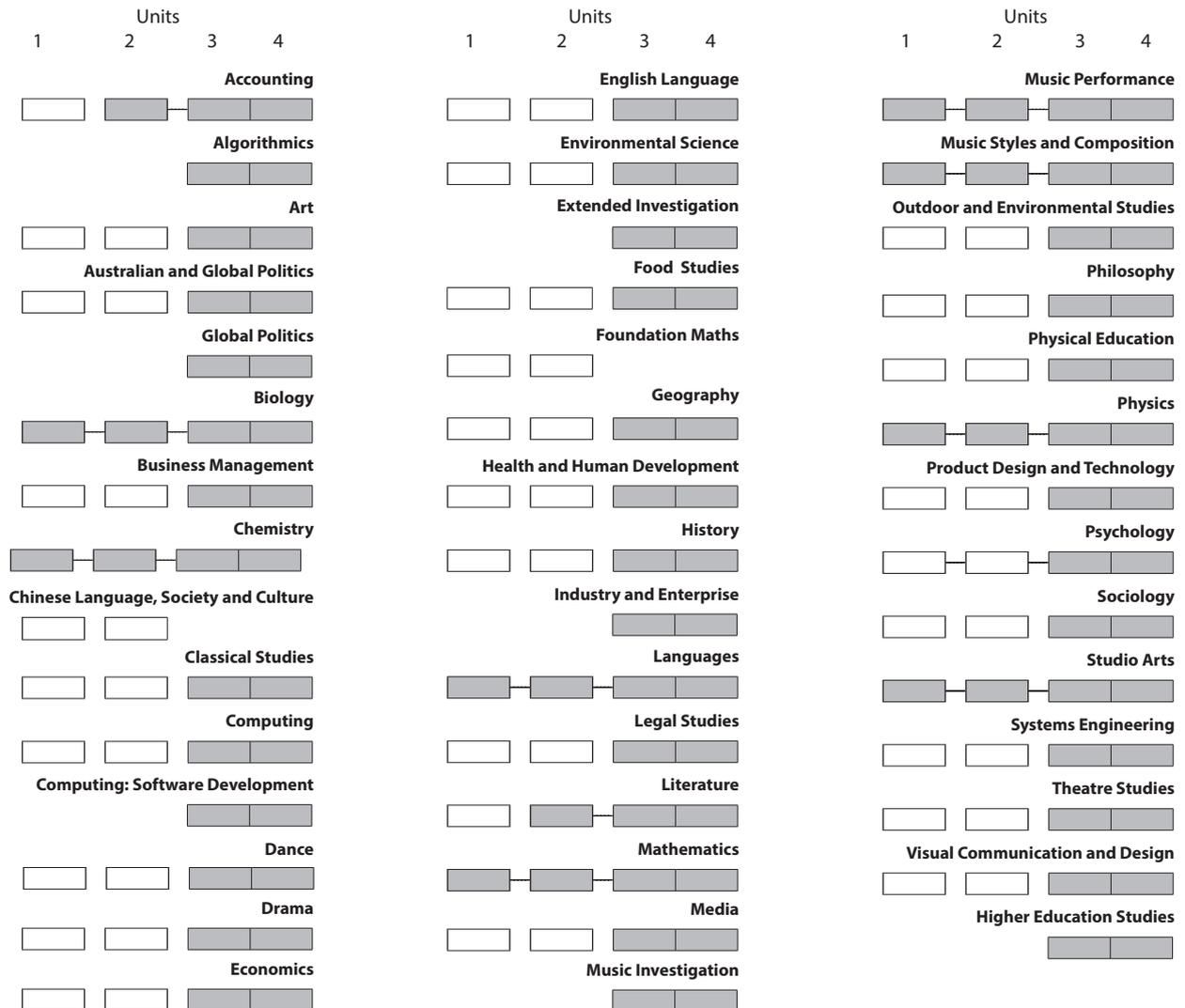
ENGLISH

Compulsory

Choose from: English/EAL/English Language/Literature



You may choose any units from this group



VET STUDIES

CISCO Certified Network Associate course
 VET Agriculture
 VET Allied Health
 VET Animal Studies
 VET Applied Languages (Chinese)
 VET Automotive Technology
 VET Building Construction
 VET Business

VET Community Services
 VET Engineering Studies
 VET Hairdressing
 VET Hospitality
 VET Information Technology
 VET Integrated Technologies
 VET Interactive Digital Media
 VET Make Up
 VET Outdoor Recreation
 VET Sport and Recreation

WHAT IS A VCE PROGRAM?

A VCE program is an ideal program if you are considering a pathway to university or TAFE. A VCE Program is a set of semester length units undertaken over a minimum period of two years.

There is no upper limit to the number of years over which results may be accumulated for the award of the VCE.

Students select subjects within this program to meet their needs and within the rules laid down by the Victorian Curriculum and Assessment Authority (VCAA).

VCAA REQUIREMENTS (WHAT YOU MUST DO TO COMPLETE VCE)

Students must satisfactorily complete a minimum of 16 units including:

- 3 units of English of which two units must be Units 3 and 4.
- 3 other Unit 3 and 4 sequences (6 units-other than English)

A wide choice of other units may be chosen to make up the program, ensuring that the balance of subjects suit your chosen career after VCE.

An unlimited number of units of Vocational Education and Training (VET) can be included in your VCE program.

CHOOSING A VCE PROGRAM

- Identify your interests, abilities and strengths and link these with appropriate work/career choices.
- Consider whether a specialist program is appropriate for your passions and interests.
- Read the information on Pathways suggestions to get some ideas about how to select a VCE program which leaves open your options for University and TAFE.
- If you are interested in Vocational Education (VET), consider whether to include one or more VET units into your program.

For the purposes of obtaining an ATAR students must complete a Unit 3 and 4 sequence from the English grouping and at least 3 other scored Unit 3 and 4 sequences or VET studies.

RETURNING TO STUDY

Students who are over 18 years of age and under 21 and who have been out of school for 12 months are eligible to complete VCE in one year, rather than the usual two years. Student Coordinators are happy to talk to any student considering a return to study.

SELF DIRECTED LEARNING

Students can undertake one or more of selected VCE units within a self-directed or blended learning framework, based to some degree on a self-paced learning environment.

WHAT IS SELF DIRECTED LEARNING?

The curriculum is broken down into a series of topics outlining the Learning Intentions (what is to be learned), how students should go about learning the content and the tasks to be completed. Students work their way through the topic guides at their own pace but within a strong and supportive structure provided by their teacher. Students will also be supported where possible with online curriculum.

Students may still be required to attend some classes, but they have the flexibility to work through topics in a self-paced environment. Whilst there is flexibility in the pace of learning, there are set deadlines and regular progress checks to ensure students complete their subjects within one year of commencement and according to VCAA requirements. One-to-one consultations with teachers will provide support to each student. They will have access to their own learning space in which to work, collaborate, read or access audio-visual programs. Students complete comparable SACs to others undertaking the subject in the traditional manner.

WHY SELECT A SELF DIRECTED LEARNING OR BLENDED LEARNING APPROACH?

Students will:

- become empowered to take responsibility and ownership of their own learning;
- develop an understanding of how to learn which is an important life skill;
- progress through their course at a personalised rate but within a strong and supportive structure;
- set their own pace for learning, that is, not waiting for others to catch up or complete tasks before they have mastered the knowledge.

WHICH STUDENTS ARE SUITED TO SELF DIRECTED LEARNING?

Students who:

- have high academic potential;
- find a traditional classroom limits their progress;
- enjoy working at their own pace;
- have a strong work ethic and a commitment to their learning;
- enjoy taking responsibility for their own learning;
- are self-disciplined.

WHAT SUBJECTS ARE OFFERED AS SELF DIRECTED LEARNING?

Units 1 and 2:

- English;
- Legal Studies (using the online resources).

Units 3 and 4:

- English;
- Music Investigation;
- Legal Studies (using online resources).

All students who are interested in enrolling in one or more self-directed learning units will need to complete an application form and may be required to attend an interview.

STUDYING VCE THROUGH A THEMED APPROACH – UNI BRIDGES (SPUB1 or SPUB3)

The Uni Bridges program gives students the opportunity to study their VCE with a focus around the theme of 'Curing Disease'. Uni Bridges is a program between La Trobe University, the Department of Education and Early Childhood Development, Bendigo Secondary Colleges and Melbourne Secondary Schools. Each school has established links with La Trobe University and Quantum allowing Uni Bridges' students to participate in hands-on outreach laboratory sessions at the University, access experts and interact with students from all Uni Bridges' schools.

WHAT IS UNI BRIDGES?

Students will undertake Uni Bridges as part of their VCE studies which will be structured around an overarching theme and enhances direct entry pathways into a range of courses in Sciences, Engineering and Health Sciences at La Trobe University.

Students will select UniBridges VCE English and at least one other Science subject such as Biology, Chemistry, Physics or Psychology, as well as Mathematics. Through English, students will explore the theme of 'Preventing and Curing Disease'. Involvement in Uni Bridges means students will have a clearly defined pathway into La Trobe University. Successful completers will be able to apply into a Degree course through an alternative entry system that does not rely on the ATAR. These courses include Bachelor of Science, Bachelor of Agricultural Science, Bachelor of Biological Science, Bachelor of Health Sciences, Bachelor of Electronic Engineering, Bachelor of Electronic Technology, and Bachelor of Civil Engineering (providing prerequisites are met). Students can continue to access any tertiary institution through the VTAC process if they choose. The Uni Bridges program is a two year program and will result in the achievement of the VCE Certificate. Involvement in Uni Bridges will be through the online enrolment process and interview.

WHY SELECT A UNI BRIDGES PROGRAM?

Students can continue a project based approach to their learning as they complete their VCE by creating a digital portfolio on their studies related to 'Curing Disease'. Students will enjoy being able to investigate a social theme. Students may also gain entry into a La Trobe University course through an alternative entry system that does not depend upon the ATAR system.

UNI BRIDGES IS SUITED TO STUDENTS WHO:

- enjoy an approach to their learning that focuses on a social theme for an extended period of time;
- wish to link their VCE subjects together via an integration of a theme around 'Curing Diseases' such as kidney disease and cancer;
- wish to follow a Science or Health Sciences or Engineering pathway into University.
- enjoy attending outreach excursions.

UNI BRIDGES PROGRAM OVERVIEW

All students must complete:

- Digital portfolio on topics around the theme 'Curing Disease';
- Units 1-4 of English;
- Units 1-4 of one or more science subjects such as Biology, Chemistry, Physics or Psychology;
- Units 1-4 of Maths – Specialist, Methods or General and/or Further Maths;
- Other VCE units of their choice that satisfies the VCAA requirements for the completion of VCE.

HIGHER EDUCATION STUDIES – 1ST YEAR UNIVERSITY SUBJECTS

Year 12 students have a range of opportunities to complete two first year University subjects (1 each semester) and have them recognised as part of their VCE. These subjects are ideal for students interested in pursuing a University degree following their VCE.

WHAT IS A HIGHER EDUCATION STUDY?

Higher Education Studies allow VCE students to complete two first-year university subjects as a unit 3 and 4 sequence within their VCE studies. They also contribute to your ATAR score. Students will also have completed two subjects as part of the 1st year of a university degree and this can provide an accelerated start to their career.

WHY SELECT A HIGHER EDUCATION SUBJECT?

- Many courses are delivered online.
- You will experience a taste of university life.
- Work with like-minded students, whether first-year undergraduates or fellow Year 12 Higher Education Studies Program students.
- Boost your ATAR score and gain credit towards your University degree.
- Full access to University student services, such as the library, computers, a University email account and support from teaching and learning advisors.
- Save money and time with free credit towards your future degrees course.
- Extend your skills and abilities.

HIGHER EDUCATION SUBJECTS ARE SUITED TO STUDENTS WHO:

- are self-motivated and academically capable;
- have completed one or more Year 12 subjects in Year 11;
- are returning to complete a Year 13 and want to make a start with their University course.

YOUR CHOICE OF HIGHER EDUCATION SUBJECTS:

Most Universities offer a range of Higher Education Studies in a range of courses.

If you are interested in a Higher Education study, further information can be obtained from the Careers Advisors, Learning and Engagement Coordinators and Assistant Principals.

VCE PLUS - LA TROBE UNIVERSITY BENDIGO (LTUTP)

Our partnership with La Trobe University Bendigo provides an opportunity for Year 12 students to complete two first year university subjects and have them recognised as part of their VCE. These subjects are ideal for students interested in further studies in Arts and Humanities, Business and Economics and Health Sciences. Other courses are available through the Bundoora campus.

WHAT IS A VCE PLUS SUBJECT?

These subjects have been approved by the VCAA and count as a Unit 3 and 4 sequence in your VCE. Successful completion of a full year of the VCE Plus Program (Semester 1 and 2) can be used as a fifth or sixth study in the calculation of your ATAR. You will also have completed two subjects as part of your 1st year university degree.

WHY SELECT VCE PLUS?

- Extends your skills and abilities;
- Provides a pathway in your accelerated studies;
- It contributes to your VCE and ATAR and gives you two subjects in a university degree;
- Whilst there are some small fees it will save you money on your university HECS fees;
- A pass mark in your two subjects, together with satisfying any other prerequisites, will place you in a strong position for an offer into the relevant La Trobe University degree.

VCE PLUS IS SUITED TO STUDENTS WHO:

- are self-motivated and academically capable;
- have completed one or more Year 12 subjects in Year 11;
- are returning to complete a Year 13 and want to make a start with their University course.

YOUR CHOICE OF VCE PLUS SUBJECTS:

In Year 12, students can select from the following subjects to combine with their VCE studies.

<i>Semester 1</i>	<i>Semester 2</i>
<i>Globalisation, Society and Place</i>	
Society, people and place	Globalisation and development
<i>History</i>	
Myth, Legend and History	Ideas that shook the world
<i>Aboriginal Studies</i>	
Introduction to Aboriginal Australia	Ideas that shook the world
<i>Arts and Humanities</i>	
Rethinking our humanity	Ideas that shook the world
<i>Journalism (Delivered online from Melbourne)</i>	
The Emerging Journalist	Writing for the Media
<i>Sociology</i>	
Introduction to Sociology	From prisons to detention centres: Interrogating containment
<i>Health Sciences: Human Biosciences</i>	
Human Biosciences A	Human Biosciences B
<i>Finance</i>	
Accounting and Finance for Business	Fundamentals of finance
<i>Business</i>	
Business Foundations	Foundations of Management
<i>Event Management</i>	
Business Foundations	The Event Experience
<i>Accounting</i>	
Accounting for Management Decisions	Accounting and Information Systems
<i>Law</i>	
Legal Institutions and Methods	Principles of Public Law

VCE (BACCALAUREATE)

The VCE (Baccalaureate) is awarded by the VCAA. It is designed to encourage more students to include languages and higher level mathematics in their senior secondary program of study.

WHAT IS THE VCE (BACCALAUREATE)?

It provides further information about the kind of VCE program a student has undertaken within the flexible nature of VCE. It provides an additional form of recognition for students who undertake the demands of studying both a higher level mathematics and a language in the VCE. It is not an additional subject that is selected.

WHAT DO STUDENTS NEED TO DO TO BE ELIGIBLE FOR THE VCE (BACCALAUREATE)?

Students must satisfactorily complete their VCE to achieve a study score and their VCE program must include:

- a Unit 3 and 4 sequence in English or Literature or English Language with a study score of 30 or above; or a Unit 3 and 4 sequence in EAL with a study score of 33 or above;
- a Unit 3 and 4 sequence in either Mathematics Methods or Specialist Mathematics;
- a Unit 3 and 4 sequence in a VCE Language;
- at least two other Unit 3 and 4 sequences.
-

HOW DO STUDENTS ENROL IN THE VCE (BACCALAUREATE)?

Students are not required to enrol in the VCE (Baccalaureate). Students select their VCE subjects and where they meet the requirements above, student's Statement of Results from the VCAA at the end of the year will include additional recognition of this award.

WILL THE VCE (BACCALAUREATE) INFLUENCE A STUDENT'S ATAR?

VTAC has advised that the calculation of the ATAR will not be affected by having the additional recognition of the VCE (Baccalaureate).

WILL THE AWARD OF THE VCE (BACCALAUREATE) INFLUENCE UNIVERSITY SELECTION?

Tertiary institutions strongly support any initiative that encourages students to study higher level mathematics and a language in the VCE. However, tertiary selection practices vary across institutions and students are advised to seek further information from tertiary providers.

SPECIALIST MATHS AND SCIENCE PROGRAM (SPMS1 or SPMS3)

Students with a keen interest, passion and ability in Maths and Science can choose to enrol in the Specialist Maths and Science program. Students will be involved in a range of enrichment activities to complement the general curriculum. From this, students will gain a deeper knowledge and understanding of Maths and Science and how they interconnect in the real world.

WHAT IS THE SPECIALIST MATHS AND SCIENCE PROGRAM?

The Specialist Maths and Science Program provides motivated, like-minded students with the opportunity to excel academically. There is a focus on pathways into the range of careers in Maths and Science. The program includes a range of extension activities designed to build experience, knowledge and skills within Maths and Science with connections to universities and industry.

In 2018, Year 11 Students can commence the Specialist Maths and Science program as part of a two year program. Year 12 students can enrol in the program as a one year program.

WHY SELECT THE SPECIALIST MATHS AND SCIENCE PROGRAM?

Students will have the opportunity to:

- participate in practical workshops and projects with university and industry experts;
- expand their understanding of the wide range of careers in Maths and Science;
- join like-minded students to share ideas and expand their thinking, problem solving and research skills;
- receive monitoring, mentoring and support from an Advisor with a passion for Maths and Science.

A SPECIALIST MATHS AND SCIENCE PROGRAM IS SUITED TO STUDENTS WHO:

- have very high expectations, high ability;
- are motivated and want to pursue a career in Maths and Science;
- are committed to being involved in all enrichment activities which are part of the Specialist Maths and Science program.

WHAT SUBJECTS ARE NEEDED?

At Year 11 level, all students must complete:

- any English;
- Maths Methods and Specialist Maths
AND
- Chemistry and/or Physics
- Other VCE units that satisfy the VCAA requirements for completion of the VCE.

At Year 12 level, all students must complete:

- any English;
- Maths Methods
AND
- Chemistry and/or Physics (Specialist Maths is also highly recommended);
- Other VCE units that satisfy the VCAA requirements for completion of the VCE.

Involvement in the Specialist Maths and Science Program will be by application and interview if necessary.

SPECIALIST SPORT PROGRAM (SPSP1 or SPSP3 or SPFB1 or SPFB3 or SPBB1 or SPBB3)

This program offers students, operating at an elite level in sport, an opportunity to be involved in a Specialist Sport Program.

Students can choose from a broad range of subjects across VCE, VET and VCAL and will be provided with an individualised program designed to suit their needs and many enrichment activities which complement the general curriculum.

WHAT IS A SPECIALIST SPORT PROGRAM?

The Specialist Sport Program provides motivated, like-minded students with opportunities to excel in their chosen sport and achieve their academic goals. The program includes a range of extension activities designed to build experience, knowledge and skills within the sporting arena and we currently have a partnership with the TAC Cup Bendigo Pioneers and the Bendigo Basketball Association as well as Carol Cathcart who is a high performance netball coach and delivers our netball program. Over time we will be exploring partnerships with a number of other sports focus areas. Students are provided with an individualised learning program, flexibility within the timetable to meet the demands associated with having to travel and compete, self-directed learning options in some subjects and ongoing monitoring and tracking of academic progress. Students are also provided with pastoral care, a targeted life skills program to build knowledge and skills relevant to elite sports people, weights and strength training through the supervised use of the college weights room facilities.

In 2018 Year 11 students can commence the Specialist Sport program as part of a two year program. Year 12 students can enrol in the program as a one year program.

WHY SELECT THE SPECIALIST SPORT PROGRAM?

Students will have the opportunity to:

- access an individualised program that provides time release, welfare and pathway planning support for students juggling high level sporting commitments and the demands of their education;
- access specialised coaching programs delivered by external coaches and supported by BSSC staff;
- achieve a Senior Secondary Certificate - VCE or VCAL;
- gain an ATAR ranking to enable access to a university course;
- undertake a VET Sport and Recreation qualification which can be commenced as early as Year 10 which provides a pathway through to a university or TAFE;
- participate in a weekly program that includes strength and conditioning and rehabilitation.

A SPECIALIST SPORT PROGRAM IS SUITED TO STUDENTS WHO:

- are competing at an elite level in their chosen sport;
- are committed to being involved in all enrichment activities which are part of the Specialist Sport program.

WHAT SUBJECTS DO I NEED?

Students can choose any of the broad range of subjects for completion of a VCE or VCAL program.

SPECIALIST VISUAL ARTS PROGRAM (SPAR1 or SPAR3)

Students with a keen interest, passion and ability in visual arts can choose to enrol in the Specialist Visual Arts program. Students can choose from a broad range of subjects but will also gain a deep understanding of the Visual Arts world through involvement in many enrichment activities which are delivered beyond the general curriculum.

WHAT IS A SPECIALIST ARTS PROGRAM?

The Specialist Visual Arts Program provides motivated, like-minded students with opportunities to excel academically in a supportive environment. There is a focus on providing pathways into the Visual Arts. Students can select from a range of VCE subjects with at least one (or more) subject from the Visual Arts area. The program includes a range of extension activities designed to build experience, knowledge and skills within the Visual Arts industry forming partnerships with organisations such as La Trobe University Bendigo and other higher education providers, City of Greater Bendigo, Bendigo Art Gallery and other local community organisations.

In 2018 Year 11 students can commence the Specialist Visual Arts program as part of a two year program. Year 12 students can enrol in the program as a one year program.

WHY SELECT THE SPECIALIST VISUAL ARTS PROGRAM?

Students will have the opportunity to:

- participate in practical workshops with practising artists;
- meet and work with artists and curators;
- expand their understanding of the wide range of careers in the Visual Arts area;
- produce a creative folio to showcase their skills;
- join like-minded students to share ideas;
- receive support from an Advisor who monitors progress and also has a passion for Visual Arts.

A SPECIALIST VISUAL ARTS PROGRAM IS SUITED TO STUDENTS WHO:

- have high expectations, are motivated and have a Visual Arts pathway in mind;
- have a keen interest, passion and ability in Visual Arts;
- are committed to being involved in all enrichment activities which are part of the Specialist Visual Arts program.

WHAT SUBJECTS DO I NEED?

All students must complete:

- Units 1 ,2, 3 /4 of any English;
- Units 1 ,2, 3 /4 of any subject within the Visual Arts area – Art, Studio Arts, Visual Communication and Design, Media or VET Interactive Digital Media;
- Students must also select other VCE or VET units that satisfy the VCAA requirements for completion of the VCE.

A student's program can include more than one subject from the Arts area but only one Studio Arts focus can count towards the achievement of the VCE.

WHAT IS A VCAL PROGRAM?

The Victorian Certificate of Applied Learning (VCAL) provides students with an opportunity to study a combination of VCAL, VET and/or VCE units.

We offer VCAL at two levels - Senior and Intermediate. Students transition from Year 10 into the Intermediate Program. It usually takes one year to complete a VCAL level.

Through a VCAL Program, students have an opportunity to build a flexible pathway to the workforce, further vocational training, apprenticeships, traineeships or to the VCE.

Students wanting to study at university are advised to undertake a VCE program.

BSSC VCAL PROGRAM OVERVIEW

Intermediate Program	Senior Program
Building skills for independent learning and the development of employability skills for specific vocational fields.	Independent student planning and achievement of complex tasks and contexts, involving decision making and leadership, for chosen vocational pathways.
Students build a Learning Program from VCAL, VET and/or VCE units.	Student Learning Programs are a mix of VCAL, VET and/or VCE units which build on those that have been completed in previous years.

The emphasis of the VCAL is on applied learning. This means project based learning that is linked to areas of vocational interest and subjects that provide young people with the skills needed for future employment and training.

VCAA REQUIREMENTS

Students must satisfactorily complete a minimum of ten credits to achieve a VCAL Level Certificate. Six of these must be at the VCAL certificate level in which the student is enrolled. One credit is equivalent to a VCAL unit, a VCE unit, a VCE VET unit or 100 hours of Vocational or Further Education modules.

In addition, students must do at least one credit of:

- VCAL Literacy or English;
- VCAL Numeracy or Maths ;
- Industry Specific Skills (VET and/or an industry based program);
- Personal Development Skills;
- Work Related Skills;

These credits are required to meet the need to demonstrate competency in each of the four VCAL learning strands: Literacy and Numeracy Skills, Industry Specific Skills, Personal Development Skills and Work Related Skills.

It is important that the Literacy (or English) credit and the Personal Development Skills credit are at or above the certificate level the student is completing for certification.

At Bendigo Senior Secondary College, the program choices which will allow students to meet these requirements have been built into the online enrolment process.

CHOOSING A VCAL PROGRAM

Students should:

- Identify their interests, abilities and strengths and link these to appropriate work/career choices. This will help select VET options for the Industry Specific Skills Strand and additional Pathway subjects, if this is appropriate for the VCAL program being considered;
- Consider the range of Pathway subjects available to complement their VCAL program.

Including Pathway subjects in a VCAL program is important to allow flexibility for pathway planning and provide students with an opportunity to extend in a speciality area (eg. VCE Wood complements VET Building and Construction, VCE Food Technology complements VET Hospitality). They also build up credits for the award of a VCAL level certificate.

SELECTING YOUR VCAL SUBJECTS

Students must complete one subject in each strand



Personal Development and Work Related Skills	<input checked="" type="checkbox"/>	→	These are subjects that all students must complete. They are a central part of a VCAL program.
Literacy/English	<input checked="" type="checkbox"/>	→	VCAL Literacy at the appropriate level
Numeracy/Maths	<input checked="" type="checkbox"/>	→	VCAL Numeracy at the appropriate level
VET Certificate	<input checked="" type="checkbox"/>	→	Students must select a VET subject for the Intermediate and Senior levels. Students can select more than one VET subject. <i>A number of these are pre-apprenticeship trade certificates.</i>
Pathway Subject	<input checked="" type="checkbox"/>	→	Provides students with an opportunity to extend in a specialty area (i.e. VCE Wood for VET Building and Construction; VCE Food Studies for VET Hospitality). This is a good way to cement skills in an area of interest and build pathways for the future. Students should consider the range of VCAL subjects on offer and consider undertaking an additional VET subject.

ADDITIONAL INFORMATION

A VCAL program has the flexibility to accommodate School Based Apprenticeships and Traineeships. Students considering these options should read the section on vocational options and talk about these during the enrolment counselling process.

VCAL PATHWAY SUGGESTIONS

The following information is intended to give students some advice around the combinations of subjects that are linked to specific pathway options. Students can include two VET subjects in their program.

If you are interested in

Skilled Services (Trades)

Core Units that must be undertaken	VET subjects- Student must choose one or more from this list.	Pathway unit- Unless student have already chosen two VET subjects from the previous list, they must choose one subject from this list that relates to their pathway.
Intermediate Literacy Intermediate PDWRS Numeracy	Certificate II Automotive Technology Certificate II Building Construction Certificate II Engineering Studies Certificate II Integrated Technologies Certificate II Hospitality (Kitchen Operations) Certificate II Business	VCAL Business Management VCAL Foods VCAL Technology Product Design and Technology Wood Product Design and Technology Metal Product Design and Technology Competition Vehicles Product Design and Technology Textile Fashion Systems Engineering Any VET subject

Health and Community Services

Core Units that must be undertaken	VET subjects- Student must choose one or more from this list.	Pathway unit- Unless student have already chosen two VET subjects from the previous list, they must choose one subject from this list that relates to their pathway.
Intermediate Literacy Intermediate PDWRS Numeracy	VET Business VET Community Services VET Allied Health	VCAL Art VCAL Business Management VCAL Foods VCAL Health and Human Development VCAL Physical Education VCAL Psychology VCE AUSLAN Any VET subject

Recreation and Environment

Core Units that must be undertaken	VET subjects- Student must choose one or more from this list.	Pathway unit- Unless student have already chosen two VET subjects from the previous list, they must choose one subject from this list that relates to their pathway.
Intermediate Literacy Intermediate PDWRS Numeracy	VET Agriculture VET Animal Studies VET Outdoor Recreation VET Sport and Recreation VET Business	VCAL Business Management VCAL Foods VCAL Health and Human Development VCAL Psychology VCAL Health and Human Development VCAL Physical Education VCAL Psychology Product Design and Technology Wood Product Design and Technology Metal Product Design and Technology Competition Vehicles Product Design and Technology Textile Fashion Any VET subject

Commerce and Information Technology

Core Units that must be undertaken	VET subjects- Student must choose one or more from this list.	Pathway unit- Unless student have already chosen two VET subjects from the previous list, they must choose one subject from this list that relates to their pathway.
Intermediate Literacy Intermediate PDWRS Numeracy	CISCO Certified Network Associate course VET Information Technology VET Integrated Technologies VET Digital Media	VCAL Art VCAL Business Management VCE Computing VCE Drama VCE Media Product Design and Technology Wood Product Design and Technology Metal Product Design and Technology Competition Vehicles Product Design and Technology Textile Fashion Any VET subject

STEM (Science, Technology, Engineering and Maths)

Core Units that must be undertaken	VET subjects- Student must choose one or more from this list.	Pathway unit- Unless student have already chosen two VET subjects from the previous list, they must choose one subject from this list that relates to their pathway.
Intermediate Literacy Intermediate PDWRS Numeracy	VET Engineering VET Information Technology VET Integrated Technologies VET Digital Media CISCO Certified Network Associate course	VCAL Business Management VCAL Technology VCE Computing Systems Engineering Any VET subject

Hair and Beauty

Core Units that must be undertaken	VET subjects- Student must choose one subject from this list. (Note: it isn't possible to select both VET Hairdressing and VET Make Up)	Pathway unit- student must choose one subject from this list that relates to their pathway.
Intermediate Literacy Intermediate PDWRS Numeracy	VET Hairdressing VET Make-up	VCAL Art VCAL Health and Human Development VCAL Physical Education VCE Drama VCE Media Any VET subject

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational programs at BSSC provide students with training in the skills and knowledge of a particular industry. The certificates issued are industry qualifications. Many of the VCE VET certificates are the industry pre-apprenticeship qualifications. Therefore, students including a VET program in their VCE or VCAL, also gain an industry qualification that is recognised nationally. It is also possible to undertake a School Based Apprenticeship and Traineeship (SBAT) at BSSC.

WHAT IS VET?

People working in all industries in Australia have to undertake training to learn the skills needed to work in that industry. Much of this training is through the VET system. Students can also access industry training while at school. This counts in their VCE or VCAL in the same way as their VCAL and VCE subjects. VCAA has developed scored assessment for the majority of VET programs, so students also count VET programs in their ATAR if they undertake scored assessment. There are incremental ATAR arrangements in place for non-scored VET programs.

VET IS SUITED TO STUDENTS WHO:

- are thinking of obtaining an apprenticeship or traineeship after school;
- are interested in developing a practical skills base for diploma and degree level courses;
- would like to gain an industry qualification, as well as their VCE or VCAL;
- enjoy practical based learning environments;
- want to keep their pathway options open after completing Year 12.

Language, Literacy and Numeracy (LLN) requirements of BSSC training programs reflect the LLN skills of aligned national Training Packages and reflect the certificate level that the training is at; Certificate II level training is at the level of VCAA Units 1 and 2, Certificate III level training is at VCAA Units 3 and 4. At BSSC a combination approach is used to assess and support the LLN levels of students in training.

CREDIT UPON SUCCESSFUL COMPLETION OF THE WHOLE PROGRAM

- A Certificate II or III level in the industry training. This may also provide the pre-apprenticeship qualification in some trades like Hairdressing, Beauty, Automotive, Community Services, Engineering and Integrated Technologies.
- Up to 4 or 5 units in the student's VCE or VCAL Certificate, depending on the level of the Certificate.

BSSC is a Registered Training Organisation (RTO 6659). Relevant VET courses which are not included on the BSSC RTO scope of registration (see <http://www.myskills.gov.au/>), are provided through partnerships with external training organisations. BSSC recognises Australian Qualification Framework (AQF) qualifications and Statements of Attainment issued by other Registered Training Organisations.

VET PROGRAMS OFFERED FOR 2018

CISCO Certified Network Associate course	VET Engineering
VET Agriculture	VET Hairdressing
VET Allied Health	VET Hospitality
VET Animal Studies	VET Information Technology
VET Applied Languages (Chinese)	VET Integrated Technologies
VET Automotive	VET Interactive Digital Media
VET Building and Construction	VET Make-Up
VET Business	VET Outdoor Recreation
VET Community Services	VET Sport and Recreation

COST: Students should note that most VET students will be responsible for purchasing their own protective clothing and equipment and contributing to the cost of materials, excursions and consumables. Costs will be specified on the booklist each year. A guide based on costs from the previous year is provided within each subject description.

WORK EXPERIENCE AND STRUCTURED WORKPLACE LEARNING

The College aims to develop fully the talents and capacities of all students in the skills relating to employment and an understanding of the work environment, in order to maximize their choice for further work or study.

LEARNING BEYOND THE CLASSROOM

Work Experience involves students in short-term placements that broaden their experience and understanding of the world of work and career opportunities in general. Students observe different aspects of work and may assist with tasks allocated by their supervisor. Work Experience is not the same as Structured Workplace Learning. Structured Workplace Learning allows students to acquire skills and knowledge in an industry setting as part of an accredited vocational training program (VET/VCAL/Industry and Enterprise).

WHAT ARE THE BENEFITS?

Students undertaking a work placement have the opportunity to:

- learn and apply knowledge and skills which are relevant to the workplace;
- examine and assess initial career choices and career opportunities;
- develop contacts with potential employers;
- fulfil tertiary institution prerequisites that require experience in the area of intended study;
- understand the nature and conditions of paid work and mix with adults in an adult environment;
- demonstrate the mastery of specific skills and competencies related to accredited VET and VCAL programs being undertaken;
- develop an awareness of appropriate attitudes and behaviours for paid work;
- improve communication skills and self-esteem.

OCCUPATIONAL HEALTH AND SAFETY

Student safety is of paramount concern in the organisation of placements. Employers are required to satisfy requirements of Occupational Health and Safety legislation in their workplace. Students are required to complete Occupational Health and Safety education programs prior to commencing placements to ensure that their experience is a positive one.

For Work Experience this includes:

- Department of Education and Training Safe@work training.

For Structured Workplace Learning this includes:

- accredited occupational health and safety training relevant to the workplace where they will be employed;
- for a VET program – completion of the OHS Unit of Competence from the accredited VET course;
- for a VCAL program – completion of Work Related Skills Unit 1, plus Safe@work training.

MORE INFORMATION

BSSC Work Placement Coordinators are available for individual advice about how Work Experience and Structured Workplace Learning may be integrated into a student program, or with advice about the occupational health and safety requirements. BSSC has implemented the Child Safe Standards into workplacement paperwork as per DET requirements.

SCHOOL BASED APPRENTICESHIPS AND TRAINEESHIPS

A School Based Apprenticeship or Traineeship (SBAT) allows for the integration of workplace learning and related accredited industry training into a student's VCE or VCAL program, as paid employment. These generally take two years and have an average of 13 hours of combined work and training per week, in addition to the student's VCE/VCAL subject selections. The SBAT training program is generally at Certificate II or III level. BSSC is supportive of accommodating SBAT arrangements. The BSSC VET and RTO Manager is available for advice about the process for securing an SBAT offer from an employer and the integration of this into a VCE/VCAL program.

Retail and hospitality casual jobs can involve traineeships which are not classified as being school based. These arrangements are independent of the school and the school is not required to integrate these into a student's timetable. Successful completion of these training programs can contribute to a VCE/VCAL program. Students need to provide the BSSC VET and RTO Manager with a Statement of Attainment or Certificate of Completion, which contains the training provider logo, to have results credited.

STUDENT SUPPORT SERVICES

The college operates a number of programs which assist students. For further information please contact a Learning and Engagement Coordinator.

PROGRAM FOR STUDENTS WITH DISABILITIES

The Program for Students with Disabilities (PSD) provides classroom support for funded students with disabilities. The level and type of support varies with an individual student's needs. Students in the program are assigned support according to Department of Education and Training (DET) guidelines. Students with diagnosed learning difficulties may also be supported through this program.

STUDENT WELLBEING SERVICES

Every student has an Advisor who is the first point of contact for program or wellbeing questions. The Advisor supports each student to be successful and monitors student progress, attendance and wellbeing. Learning and Engagement Coordinators also assist students with wellbeing support and provide advice on access to a wide range of community support organisations. The Wellbeing Advisors and Youth Health Nurse can provide further advice and support for a whole range of issues and concerns associated with school, home, accommodation and relationships. Various programs are run via whole college presentations and at other times during classes to support students to successfully complete their VCE or VCAL. The Student Wellbeing Team assists students in seeking support from social workers, psychologists, general practitioners and mental health nurses, all of whom are regularly available on site.

PATHWAYS SUPPORT

Careers and Pathways Advice

The Careers and Pathways Team provides information and counselling on all post school pathways – further education, training or employment. The team manages University and most TAFE applications through VTAC (and interstate agencies) and provides information on all courses, scholarships and accommodation options. Team members are trained in Careers testing and our website provides comprehensive support on pathways planning and direct links to all tertiary providers and their support services.

Managed Individual Pathways (MIPs)

The Managed Individuals Pathways Team provides counselling, advice and support for students wishing to move into employment or other training. The team has an extensive network of job agency contacts as well as providing students with much needed guidance when looking for work outside of school. The MIPs team can assist students looking for either full-time or part-time work prior to certificate completion.

Work Experience

Students wishing to arrange work experience or placement can do so with the Work-placement Coordinators.

ENROLMENT INFORMATION

OPEN DAYS (May 7 and July 30)

Bendigo Senior Secondary College will have two open days in 2017. The first of these days will be on Sunday May 7 from 11am-1pm, while the second open day will be on Sunday July 30 from 11am-2pm. These days focus on providing curriculum based information with all subject areas represented. Attendance on these days provides a good opportunity to gain an understanding of subject choices. These days also offer a chance to experience the physical environment of the college, with tours operating throughout the day.

INFORMATION SESSIONS (July)

Bendigo Senior Secondary College information sessions will be held at each Year 7-10 government school in Bendigo to provide information for families for enrolment at the college in 2018. Students and parents from these schools are invited to attend at the following locations. Students from non-government schools and from outside Bendigo are encouraged to attend the information session during the second Open Day in the Ulumbarra Theatre, BSSC.

School Date Venue

Bendigo South East College	Wednesday July 19 at 7pm	Bendigo South East College
Creek Street Christian College	Thursday July 20 at 7pm	Creek Street Christian College
Crusoe College	Tuesday July 25 at 7pm	Crusoe College
Eaglehawk Secondary College	Wednesday July 26 at 7pm	Eaglehawk Secondary College
Weeroona College Bendigo	Thursday July 27 at 7pm	Weeroona College Bendigo
Non - Government Schools	Sunday July 30 at 1:00pm	Ulumbarra Theatre - BSSC

ONLINE ENROLMENT PROCESS (July/August)

The college has an online enrolment system for 2018 enrolments. The system will become active on Monday July 24, 2017 and will be able to be accessed by answering a few simple questions. Students from Year 7-10 Bendigo Schools will receive logon details and instructions through their individual schools.

COURSE COUNSELLING MEETINGS (August)

Course Counselling meetings occur at the Year 7-10 Bendigo schools in the weeks after the BSSC Open Day on July 30. These meetings ensure that the program and subjects students have selected meets their desired pathways. Parents and students should attend these meetings.

STEP UP PROGRAM (November/December)

Year 11 in 2018:

Held from Wednesday November 29 through to Wednesday December 6, this six day program enables students to become familiar with the physical, social and academic environment of Bendigo Senior Secondary College. Students undertake classes in their chosen subjects, which assists them to ensure that their selected program meets their expectations. Students will begin 2018 work during this week.

Year 12 in 2018:

Held from Thursday November 30 through to Wednesday December 6, this five day program enables students to undertake classes in their chosen subjects for the 2018 school year to ensure that their selected program meets their expectations. Students will begin 2018 work during this week.

PARENT AND STUDENT INFORMATION SESSIONS

Students new to the college (both Year 11 and Year 12), are required to attend one Parent and Student Information Session.

Students must be accompanied by a parent or carer. These sessions are focused on outlining the college's expectations, the opportunities available at the college and to confirm course and enrolment information.

Families are asked to select a preference from the following dates as to which Parent and Student Information Session they wish to attend. This selection is to be made through the online enrolment process.

- Monday November 27
- Tuesday November 28

All sessions begin at 7pm and are held in the Ulumbarra theatre.

If a student wishes to **change a subject** after the Step Up Program, they will be able to do so at the Subject Change Days on Thursday December 7 and Friday December 8. Instructions about how to book into a session will be provided at a later date.

WHAT ARE VCE PATHWAYS?

A 'pathway' is not a pre-set combination of units, but a suggested package. Students should use the Pathways section as a guide to construct their VCE program in discussion with parents, teachers and Careers Advisors.

- Students are free to choose any combination of units;
- Students do not have to choose one of the pathways in this Program Guide. The pathways provided are examples only;
- Students are not locked into their choices. Changes can be made at the end of the semester for Unit 1 subjects and a program can be changed at the end of the year.

NOTE: Units 3 and 4 must be completed as a sequence.

WHY PATHWAYS?

- To help students and parents see connections between the subjects selected and post-school options;
- To provide coherence to the student's program of studies;
- To provide purpose and direction to the student's program of studies;
- To give a clear career focus to the student's program.

HOW TO USE THE PATHWAYS

This section is meant to guide students to the correct source of information rather than to supply the information.

For students considering Higher Education (University etc.), it is important to remember that prerequisites for courses and careers can change from year to year. It is vital that students seek out the most recent information from VTAC's website (VICTERs) and/or Careers Advisors. Prerequisite subjects for specific courses are not negotiable and must be met. Subjects listed in the Subject Bonus section of VTAC publications will often give direction to desirable units of study students should consider.

Once a career direction has been decided, students should work 'backwards' to decide which program and combination of units will lead to their chosen career pathway.

At this stage students should ask:

- Do I have some ability in the units I wish to pursue?
- Do I enjoy the field of work to which they lead?
- How do these units relate to my career intention?

SPECIALIST PROGRAMS

Many of our Specialist Programs enable students to select a pathway that aligns their interests and passion to a particular career pathway and have requirements for subject selection. The Specialist Programs have been included in the pathway pages where relevant.

LANGUAGES (LOTE)

Languages have deliberately not been listed in any specific pathway because they can be successfully included in every pathway. Whatever package of units students put together, they should consider including a Language. Its relevance is highlighted by the fact that many university courses highly value a Language subject.

SEE YOUR CAREERS ADVISORS FOR FURTHER DETAILS

ARCHITECTURE PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Maths Methods 1 and Specialist Maths 1	Physics 1	Visual Communication and Design - Technical 1	Studio Arts or any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Maths Methods 2 and Specialist Maths 2	Physics 2	Visual Communication and Design - Technical 2	
English 3 and/or English Language 3 and/or Literature 3	Maths Methods 3	Physics 3 and/or Specialist Maths 3	Visual Communication and Design 3	
English 4 and/or English Language 4 and/or Literature 4	Maths Methods 4	Physics 4 and/or Specialist Maths 4	Visual Communication and Design 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE or VCAL.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT	TAFE	UNIVERSITY
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE See a Careers Advisor for details 	Diplomas and Certificates in: <ul style="list-style-type: none"> Applied Art Building Studies Drafting 	Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Architecture / Building Visual Arts Visual Communications Industrial Design Planning, Arts Engineering (Building) Landscape Architecture

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

ART/CLASSICAL PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Art 1 General or Fashion	Classical Studies 1	Literature 1 or Australian and Global Politics 1	Any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Art 2 General or Fashion	Classical Studies 2	Literature 2 or Australian and Global Politics 2	
English 3 and/or English Language 3 and/or Literature 3	Art 3 General or Fashion	Classical Studies 3	Literature 3 or Global and/or National Politics 3	
English 4 and/or English Language 4 and/or Literature 4	Art 4 General or Fashion	Classical Studies 4	Literature 4 or Global and/or National Politics 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE. Students interested in this pathway may be interested in the Specialist Humanities Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT	TAFE	UNIVERSITY
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE See a Careers Advisor for details 	Diplomas and Certificates in: <ul style="list-style-type: none"> Applied Art/Design Drafting Humanities and Social Sciences Social and Community Services 	Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Fine Arts • Visual Arts Visual Communication Textiles Design Ceramic Design • Interior Design Arts • Humanities Social Science • Education Archaeology Studies

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

ART PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Art 1 General or Fashion	Studio Arts 1	Visual Communication and Design 1 or Media 1	Any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Art 2 General or Fashion	Studio Arts 2	Visual Communication and Design 2 or Media 2	
English 3 and/or English Language 3 and/or Literature 3	Art 3 General or Fashion	Studio Arts 3	Visual Communication and Design 3 or Media 3	
English 4 and/or English Language 4 and/or Literature 4	Art 4 General or Fashion	Studio Arts 4	Visual Communication and Design 4 or Media 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE. Students interested in this pathway may be interested in the Specialist Visual Arts Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Architectural Drafting Vocational Arts Media Art and Design Graphic Design (some credit transfers available)

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Fine Arts • Visual Arts Visual Communication • Textiles Design • Ceramic Design Interior Design • Bachelor of Architecture in conjunction with other studies at some institutions

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

AUTOMOTIVE PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Design and Technology Competition Vehicles 1	VET Automotive	Systems Engineering 1 Visual Communication and Design - Technical 1	Any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Design and Technology Competition Vehicles 2	VET Automotive	Systems Engineering 2 Visual Communication and Design - Technical 2	
English 3 and/or English Language 3 and/or Literature 3	Design and Technology Competition Vehicles 3	VET Automotive	Systems Engineering 3 Visual Communication and Design 3	
English 4 and/or English Language 4 and/or Literature 4	Design and Technology Competition Vehicles 4	VET Automotive	Systems Engineering 4 Visual Communication and Design 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Traineeships and Apprenticeships are available See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Engineering (Mechanical, Electro Mechanical) <p>Note: Mathematics is a requirement for most University courses and some TAFE courses.</p>

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Industrial Design Engineering (Mechanical, Electro Mechanical) <p>Note: Maths Methods is a requirement for most University courses. Specialist Maths and Physics are recommended.</p>

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

PSYCHOLOGICAL SCIENCE PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Biology 1	Psychology 1	Maths Methods 1 and / or General Maths 1	Any units from VCE or VET as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Biology 2	Psychology 2	Maths Methods 2 and / or General Maths 2	
English 3 and/or English Language 3 and/or Literature 3	Biology 3	Psychology 3	Maths Methods 3 and / or Further Maths 3	
English 4 and/or English Language 4 and/or Literature 4	Biology 4	Psychology 4	Maths Methods 4 and / or Further Maths 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Social and Community Services Welfare Social Sciences Nursing

UNIVERSITY
Bachelor Degrees including: <ul style="list-style-type: none"> Social Science Environmental Science Biological Science Health Science Psychology Arts Social Work

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

BIOLOGICAL/GEOLOGICAL/AGRICULTURAL SCIENCE PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Chemistry 1 or Biology 1	Maths Methods 1 and / or General Maths 1	Biology 1 VET Agriculture	Any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Chemistry 2 or Biology 2	Maths Method 2 and / or General Maths 2	Biology 2 VET Agriculture	
English 3 and/or English Language 3 and/or Literature 3	Chemistry 3 or Biology 3	Maths Methods 3 and / or Further Maths 3	Biology 3 VET Agriculture	
English 4 and/or English Language 4 and/or Literature 4	Chemistry 4 or Biology 4	Maths Methods 4 and / or Further Maths 4	Biology 4 VET Agriculture	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE. Students interested in this pathway may be interested in the Uni Bridges Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Biotechnology Horticulture Applied Science Agriculture Technology

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Biological Science Health Science Ag Science • Medical Lab Science • Environmental Science Pharmacy • Chiropractic Osteopathy • Cartography Surveying • Dental Science Biomedical Science • Applied Science • Geo Science • Science

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

BUILDING AND CONSTRUCTION INDUSTRY PATHWAY

COMPULSORY UNITS				OTHER UNITS
VET STUDIES	ENGLISH	MATHS	COMPLIMENTARY STUDIES	OPTIONAL
VET Building and Construction (Certificate II) OR School Based Apprenticeship or Traineeship from the Construction, Plumbing and Services training package	English 1 OR EAL 1	General Maths 1 OR Maths Methods 1	At least one of: <ul style="list-style-type: none"> Additional studies from VET category Industry and Enterprise Business Management Product Design and Technology Systems Engineering Visual Communication and Design Technical 	Any units from VCE, VET, as appropriate.
	English 2 OR EAL 2	General Maths 2 OR Maths Methods 2		
	English 3 OR EAL 3	Further Maths 3 OR Maths Methods 3	At least one of: <ul style="list-style-type: none"> Additional studies from VET category Industry and Enterprise Accounting Business Management Product Design and Technology Systems Engineering Visual Communication and Design Technical 	
	English 4 OR EAL 4	Further Maths 4 OR Maths Methods 4		

OTHER UNITS
Selecting other units depends on whether you wish to complete additional related units to your pathway or other VCE units of interest.

THIS PATHWAY MAY LEAD TO:

BEFORE FINALISING UNITS:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some apprenticeships are available See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Engineering Cabinet Making Building and Construction

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Industrial Design Construction Economics Project Management <p>Note: University Courses strongly advise Mathematics.</p>

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

BUSINESS/COMPUTING PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Accounting 1 or Business Management 1	Computing 1	Maths Methods 1 and / or General Maths 1	VET Business, VET Information Technology or any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Accounting 2 or Business Management 2	Computing 2	Maths Methods 2 and / or General Maths 2	
English 3 and/or English Language 3 and/or Literature 3	Accounting 3 or Business Management 3	Computing 3	Maths Methods 3 and / or Further Maths 3	
English 4 and/or English Language 4 and/or Literature 4	Accounting 4 or Business Management 4	Computing 4	Maths Methods 4 and / or Further Maths 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE. Students interested in this pathway may be interested in the Specialist Commerce Program.

THIS PATHWAY MAY LEAD TO:

BEFORE FINALISING UNITS:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships are available See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Information Technology Marketing Business Administration Business (Accounting) Accounting

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Economics Events Management Computing Business Commerce Marketing Office Management Accounting Finance Information Systems Property Personnel Industrial Relations Tourism Sports Management

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

COMMERCE/BUSINESS PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Maths Methods 1 and / or General Maths 1	Business Management 1 or Legal Studies 1	Accounting 1	Any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Maths Methods 2 and / or General Maths 2	Business Management 2 or Legal Studies 2	Accounting 2	
English 3 and/or English Language 3 and/or Literature 3	Maths Methods 3 and / or Further Maths 3	Business Management 3 or Legal Studies 3	Accounting 3 or Economics 3	
English 4 and/or English Language 4 and/or Literature 4	Maths Methods 4 and / or Further Maths 4	Business Management 4 or Legal Studies 4	Accounting 4 or Economics 4	

OTHER UNITS

Selecting other units really depends on which direction you wish to take after completing your VCE. Students interested in this pathway may be interested in the Specialist Commerce Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT

- Limited opportunities for students seeking employment directly from VCE
- Some Traineeships are available
- See a Careers Advisor for details

TAFE

Diplomas and Certificates in:

- Information Technology
- Marketing
- Business Administration
- Business (Accounting)
- Accounting
- Numerous others

UNIVERSITY

Bachelor Degrees in:

- Business
- Commerce
- Events Management
- Marketing
- Office Management
- Accounting
- Finance
- Property
- Personnel and Industrial Relations
- Accounting
- Marketing
- Financial Planning
- Tourism
- Sports Management
- Economics

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:

- Tertiary entry requirements
- Prerequisites
- Recommended Units
- Any special requirements

COMMUNITY SERVICES AND HEALTH INDUSTRY PATHWAY

COMPULSORY UNITS				OTHER UNITS
VET STUDIES	ENGLISH	MATHS	COMPLIMENTARY STUDIES	OPTIONAL
VET Community Services OR School Based Traineeship from the Health or Community Services training package	English 1 OR EAL 1	Foundation Maths 1 OR General Maths 1 OR Maths Methods 1	At least one of: <ul style="list-style-type: none"> Additional studies from VET category Industry and Enterprise Health and Human Development Physical Education Biology 	Any units from VCE, VET, as appropriate. Students interested in this program may be interested in UniBridges program.
	English 2 OR E AL 2	Foundation Maths 2 OR General Maths 2 OR Maths Methods 2		
	English 3 OR EAL 3	Further Maths 3 OR Maths Methods 3	At least one of: <ul style="list-style-type: none"> Additional studies from VET category Industry and Enterprise Business Management Health and Human Development Physical Education Biology 	
	English 4 OR EAL 4	Further Maths 4 OR Maths Methods 4		

OTHER UNITS

Selecting other units depends on whether you wish to complete additional related units to your pathway or other VCE units of interest.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT

- Limited opportunities for students seeking employment directly from VCE
- Some Traineeships are available
- See Careers Advisor for Details.

TAFE

Diplomas and Certificates in:

- Social and Community Services
- Welfare
- Social Sciences
- Nursing
- Childcare

UNIVERSITY

Bachelor Degrees in:

- Social Science
- Social Work
- Nursing
- Human Services
- Youth Work

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:

- Tertiary entry requirements
- Prerequisites
- Recommended Units
- Any special requirements

COMPUTING PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Computing 1	Maths Methods 1 and/or General Maths 1	Physics 1 or Computing 3 or CISCO	VET - Information Technology, VET - Interactive Digital Media or any other units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Computing 2	Maths Methods 2 and/or General Maths 2	Physics 2 or Computing 4 or CISCO	
English 3 and/or English Language 3 and/or Literature 3	Computing 3 (Soft. Dev. or Informatics)	Maths Methods 3 and/or Further Maths 3	Physics 3 or CISCO	
English 4 and/or English Language 4 and/or Literature 4	Computing 4 (Soft. Dev. or Informatics)	Maths Methods 4 and/or Further Maths 4	Physics 4 or CISCO	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE. Students interested in this pathway may be interested in the Specialist Commerce Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships are available See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Information Technology Business Administration Business (Accounting) Games and Software Development

UNIVERSITY
Bachelor Degrees and/or Applied Science Degrees in: <ul style="list-style-type: none"> Economics Computing Business Commerce Office Management Information Systems Games and Software Development Information Programming and many more.

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

ELECTRONICS/ELECTRICAL PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Systems Engineering 1	Design and Technology 1: Competition Vehicles	VET Integrated Technology and/or Physics 1	Any units from VCE or VET, as appropriate. Maths Methods General Maths 1 and 2 Further Maths 3 and 4.
English 2 and/or English Language 2 and/or Literature 2	Systems Engineering 2	Design and Technology 2: Competition Vehicles	VET Integrated Technology and/or Physics 2	
English 3 and/or English Language 3 and/or Literature 3	Systems Engineering 3	Design and Technology 3: Competition Vehicles	VET Integrated Technology and/or Physics 3	
English 4 and/or English Language 4 and/or Literature 4	Systems Engineering 4	Design and Technology 4: Competition Vehicles	VET Integrated Technology and/or Physics 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Apprenticeships are available See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Engineering Refrigeration and Air Conditioning Electronics/Electrical Telecommunications

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Mechatronics Audio Engineering Sound Production Electrical Engineering Electronic Engineering <p>Note: University courses require Mathematical Methods.</p>

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

ENVIRONMENTAL SCIENCES PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Chemistry 1 or Biology 1	Maths Methods 1	Outdoor and Environmental Studies 1	VET Equine Industry, VET Outdoor Recreation, VET Agriculture or any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Chemistry 2 or Biology 2	Maths Methods 2	Outdoor and Environmental Studies 2	
English 3 and/or English Language 3 and/or Literature 3	Chemistry 3 or Biology 3	Maths Methods 3	Outdoor and Environmental Studies 3	
English 4 and/or English Language 4 and/or Literature 4	Chemistry 4 or Biology 4	Maths Methods 4	Outdoor and Environmental Studies 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE. Students interested in this pathway may be interested in the Uni Bridges Program or Specialist Maths and Science Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT	TAFE	UNIVERSITY
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE See a Careers Advisor for details 	Diplomas and Certificates in: <ul style="list-style-type: none"> Applied Science Horticulture Farming Community Recreation Conservation and Land Management 	Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Agribusiness Agricultural Science Applied Science Marine Biology Conservation Science Environment and Society Environmental Science Outdoor Education

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

FASHION/TEXTILES PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Design and Technology Textiles and Fashion 1	Visual Communication and Design 1 and Art Fashion 1		Any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Design and Technology Textiles and Fashion 2	Visual Communication and Design 2 and Art Fashion 2		
English 3 and/or English Language 3 and/or Literature 3	Design and Technology Textiles and Fashion 3	Visual Communication and Design 3 and Art Fashion 3	Art: General 3	
English 4 and/or English Language 4 and/or Literature 4	Design and Technology Textiles and Fashion 4	Visual Communication and Design 4 and Art Fashion 4	Art: General 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT	TAFE	UNIVERSITY
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships are available See a Careers Advisor for details 	Diplomas and Certificates in: <ul style="list-style-type: none"> Fashion Design and Production Fashion and Costume Design Fashion Styling Specialist Makeup 	Bachelor Degrees in: <ul style="list-style-type: none"> Art Photography Fashion Graphic Design/Visual Communication Textile Design Visual Art/Teaching Merchandising Interior Design Fashion and Costume Design

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements such as interviews and folios

GRAPHIC DESIGN AND VISUAL ARTS PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Studio Arts Painting and Drawing or Photography 1	Art General 1	Visual Communication and Design 1	VET Media or any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Studio Arts Painting and Drawing or Photography 2	Art General 2	Visual Communication and Design 2	
English 3 and/or English Language 3 and/or Literature 3	Studio Arts Painting and Drawing or Photography 3	Art General 3	Visual Communication and Design 3	
English 4 and/or English Language 4 and/or Literature 4	Studio Arts Painting and Drawing or Photography 4	Art General 4	Visual Communication and Design 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE. Students interested in this program may be interested in the Specialist Visual Arts Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Associate Diploma Applied Science Architectural Drafting Vocational Arts Certificate Advanced Certificate of Art and Design Multimedia.

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Visual Arts Visual Communications Bachelor of Architecture at some institutions. Multimedia

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements such as interviews and folios

HOSPITALITY/FOOD PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	VET Hospitality	Food Studies 1	Health and Human Development 1	Any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	VET Hospitality	Food Studies 2	Health and Human Development 2	
English 3 and/or English Language 3 and/or Literature 3	VET Hospitality	Food Studies 3	Health and Human Development 3	
English 4 and/or English Language 4 and/or Literature 4	VET Hospitality	Food Studies 4	Health and Human Development 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships and Apprenticeships are available See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Hospitality and Tourism Courses Hospitality studies Commercial Cookery

UNIVERSITY
Bachelor Degrees at various institutions in: <ul style="list-style-type: none"> Travel/Tourism Hospitality Business Management Event Management International Hospitality Management Hotel Management <p>Note: Some university courses require Mathematics.</p>

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

HUMANITIES PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS	OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	To complete your course choose from the following: Classical Studies 1-4 English Language 1-4 Geography 1-4 History 1-4 Australian and Global Politics 1 and 2 Global Politics 3 and 4 Literature 1-4 Languages 1-4 National Politics 3 and 4 Philosophy 1-4 Extended Investigation Sociology 1-4	Any units from VCE or VET as appropriate.
English 2 and/or English Language 2 and/or Literature 2		
English 3 and/or English Language 3 and/or Literature 3		
English 4 and/or English Language 4 and/or Literature 4		

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE. Students interested in this program may be interested in the Specialist Humanities Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE. See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Social and Community Services Humanities and Social Sciences Professional writing

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Arts • Humanities • Social Science • Family Studies Social Work • Public Relations Teaching • Education (eg. Library and Information Studies) Arts/Media. Majors may include: Philosophy • International Studies • Politics • Various Histories • Geography

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

ICT PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Maths Methods 1 and/or General Maths 1	VET Info. Tech. or Computing 1	CISCO	Any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Maths Methods 2 and/or General Maths 2	VET Info. Tech. or Computing 2	CISCO	
English 3 and/or English Language 3 and/or Literature 3	Maths Methods 3 and/or Further Maths 3	VET Info. Tech. or Computing 3	CISCO	
English 4 and/or English Language 4 and/or Literature 4	Maths Methods 4 and/or Further Maths 4	VET Info. Tech. or Computing 4	CISCO	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Opportunities exist for students seeking employment directly from school Traineeships are available See a Careers Advisor for details

CISCO
<ul style="list-style-type: none"> CCNP Cisco Certified Network Professional CCIE Cisco Certified Internetwork Engineer

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Computing Digital Technology Information Systems Applied Science (Computing)

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Vendor certification pathways Tertiary entry requirements Prerequisites TAFE credit transfer details

LEGAL/WELFARE PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Legal Studies 1 or Australian and Global Politics 1	Psychology 1 or VET Community Services	Classical Studies 1 or Sociology 1	Any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Legal Studies 2 or Australian and Global Politics 2	Psychology 2 or VET Community Services	Classical Studies 2 or Sociology 2	
English 3 and/or English Language 3 and/or Literature 3	Legal Studies 3 or National Politics 3 or Global Politics 3	Psychology 3 or VET Community Services	Classical Studies 3 or Sociology 3	
English 4 and/or English Language 4 and/or Literature 4	Legal Studies 4 or National Politics 4 or Global Politics 4	Psychology 4 or VET Community Services	Classical Studies 4 or Sociology 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE.

THIS PATHWAY MAY LEAD TO:

BEFORE FINALISING UNITS:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Community Services Law and Security Childrens Services. Law Clerk Community Services Youth Studies Disability

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Welfare Studies Social Work Law Speech Pathology Education Psychology Criminology Dispute Resolution

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

MANUFACTURING AND ENGINEERING INDUSTRY PATHWAY

COMPULSORY UNITS				OTHER UNITS
VET STUDIES	ENGLISH	MATHS	COMPLIMENTARY STUDIES	OPTIONAL
VET Engineering OR Vet Furnishing School Based Apprenticeship or Traineeship from the Manufacturing or Metal and Engineering training packages	English 1 OR EAL 1	Foundation Maths 1 OR General Maths 1 OR Maths Methods 1	At least one of: <ul style="list-style-type: none"> Additional studies from VET category Industry and Enterprise Product Design and Technology Systems Engineering Visual Communication and Design Technical 	Any units from VCE, VET, as appropriate.
	English 2 OR EAL 2	Foundation Maths 2 OR General Maths 2 OR Maths Methods 2		
	English 3 OR EAL 3	Further Maths 3 OR Maths Methods 3	At least one of: <ul style="list-style-type: none"> Additional studies from VET category Industry and Enterprise Business Management Product Design and Technology Systems Engineering Visual Communication and Design Technical 	
	English 4 OR EAL 4	Further Maths 4 OR Maths Methods 4		

OTHER UNITS
Selecting other units depends on whether you wish to complete additional related units to your pathway or other VCE units of interest.

THIS PATHWAY MAY LEAD TO:

BEFORE FINALISING UNITS:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships and Apprenticeships are available See Careers advisor for details.

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Engineering Cabinet Making Building and Construction

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Industrial Design Construction Project Management Engineering Product Design <p>Note: University Courses strongly advise Mathematics.</p>

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

MEDIA/ARTS (VISUAL AND PERFORMING) PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Media 1	Drama 1, Music 1, Theatre Studies 1 or Literature 1	Studio Arts 1 or Visual Communication 1 or Art 1	Dance, VET Interactive Digital Media, or any other units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Media 2	Drama 2, Music 2, Theatre Studies 2 or Literature 2	Studio Arts 2 or Visual Communication 2 or Art 2	
English 3 and/or English Language 3 and/or Literature 3	Media 3	Drama 3, Music 3, Theatre Studies 3 or Literature 3	Studio Arts 3 or Visual Communication 3 or Art 3	
English 4 and/or English Language 4 and/or Literature 4	Media 4	Drama 4, Music 4, Theatre Studies 4 or Literature 4	Studio Arts 4 or Visual Communication 4 or Art 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE. Students interested in this pathway may be interested in the Specialist Visual Arts Program

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Arts and Media courses Multimedia Music Industry (Performance) Dance

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Visual and Performing Arts General Arts Media / Communications Public Relations Journalism

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

MEDIA/JOURNALISM PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Literature 1 and/or English Language 1	Media 1	Australian and Global Politics 1 Languages 1	Any units from VCE or VET as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Literature 2 and/or English Language 2	Media 2	Australian and Global Politics 2 Languages 2	
English 3 and/or English Language 3 and/or Literature 3	Literature 3 and/or English Language 3	Media 3	Global Politics 3 and/or National Politics 3 Languages 3	
English 4 and/or English Language 4 and/or Literature 4	Literature 4 and/or English Language 4	Media 4	Global Politics 4 and/or National Politics 4 Languages 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE. Students interested in this pathway may also be interested in the Specialist Humanities Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE. Some Traineeships available See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Media production courses Professional writing and editing

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Arts Journalism Media Studies / Communications Public Relations Advertising Marketing

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

MEDICAL PROFESSIONAL PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Chemistry 1	Maths Methods 1 and Specialist Maths 1	Physics 1 or Biology 1	Any units from VCE or VET as appropriate. Strong recommendation to consider Maths Methods and Specialist Maths at 3/4 level.
English 2 and/or English Language 2 and/or Literature 2	Chemistry 2	Maths Methods 2 and Specialist Maths 2	Physics 2 or Biology 2	
English 3 and/or English Language 3 and/or Literature 3	Chemistry 3	Maths Methods 3	Physics 3 or Biology 3	
English 4 and/or English Language 4 and/or Literature 4	Chemistry 4	Maths Methods 4	Physics 4 or Biology 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE. Students interested in this pathway may also be interested in the Specialist Maths and Science Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE See a Careers Advisor for details

TAFE
Limited opportunities. See a Careers Advisor for details.

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Medicine Physiotherapy Occupational Therapy Speech Pathology Podiatry Orthoptics Chiropractic Pharmacy Dentistry Prosthetics and Orthotics.
Note: A UMAT test will need to be completed for medicine.

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements such as UMAT and interviews

METAL TRADES PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Design and Technology (Metals) 1	Visual Communication and Design - Technical 1	VET Engineering	Any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Design and Technology (Metals) 2	Visual Communication and Design - Technical 2	VET Engineering	
English 3 and/or English Language 3 and/or Literature 3	Design and Technology (Metals) 3	Visual Communication and Design 3	VET Engineering	
English 4 and/or English Language 4 and/or Literature 4	Design and Technology (Metals) 4	Visual Communication and Design 4	VET Engineering	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships and Apprenticeships are available See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Engineering <ul style="list-style-type: none"> Fabrication Metal Manufacturing (Engineering) Building and Construction

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Industrial Design Construction Economics Engineering
Note: Many University courses require Mathematics.

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

MUSIC PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Music Performance 1	Music Styles and Composition 1		Any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Music Performance 2	Music Styles and Composition 2		
English 3 and/or English Language 3 and/or Literature 3	Music Performance 3	Music Styles and Composition 3 and/or Music Investigation		
English 4 and/or English Language 4 and/or Literature 4	Music Performance 4	Music Styles and Composition 4 and/or Music Investigation		

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Music Industry Entertainment (Sound) Music Performance

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Visual and Performing Arts Arts (contemporary music, music industry, performance studies) Music

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

NURSING/ALLIED HEALTH AND HUMAN SERVICES PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Physical Education 1	Health and Human Development 1	Biology 1 or Chemistry 1 VET Allied Health	Any units from VCE or VET, as appropriate. Strongly recommend Mathematics or any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Physical Education 2	Health and Human Development 2	Biology 2 or Chemistry 2 VET Allied Health	
English 3 and/or English Language 3 and/or Literature 3	Physical Education 3	Health and Human Development 3	Biology 3 or Chemistry 3 VET Allied Health	
English 4 and/or English Language 4 and/or Literature 4	Physical Education 4	Health and Human Development 4	Biology 4 or Chemistry 4 VET Allied Health	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE. Students interested in this pathway may also be interested in the Uni Bridges Program.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships and Apprenticeships are available See a Careers Advisor for details

TAFE
Associate Diplomas, Advanced Certificates and Certificates in: <ul style="list-style-type: none"> Childcare Health Sciences Social and Community Services Occupational Studies Resource Management Hospitality Residential and Community Services

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Childcare Chiropractic Nursing Paramedics Physiotherapy Human Movement Physical Education Hospitality Studies Occupational Therapy Teaching Public Health <p>Note: Some University courses require Mathematics.</p>

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

OUTDOOR/RECREATION/ECO-TOURISM PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS		OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Outdoor and Environmental Studies 1 or VET Outdoor Recreation	Biology 1 or Environmental Science 1	VET Conservation and Land Management or any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Outdoor and Environmental Studies 2 or VET Outdoor Recreation	Biology 2 or Environmental Science 2	
English 3 and/or English Language 3 and/or Literature 3	Outdoor and Environmental Studies 3 or VET Outdoor Recreation	Biology 3 or Environmental Science 3	
English 4 and/or English Language 4 and/or Literature 4	Outdoor and Environmental Studies 4 or VET Outdoor Recreation	Biology 4 or Environmental Science 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE.

THIS PATHWAY MAY LEAD TO:

BEFORE FINALISING UNITS:

EMPLOYMENT
<ul style="list-style-type: none"> • Employment in recreation based retail outlets • Limited opportunities for students seeking employment directly from VCE • Limited Traineeships available • See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> • Resource Management • Applied Science - Resource Management • Tourism and Eco-Tourism • Sport and Recreation • Outdoor Recreation

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> • Teaching/Environmental Studies • Social Science • Parks and Recreation • Arts (Outdoor Education) • Nature Tourism

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> • Tertiary entry requirements • Prerequisites • Recommended Units • Any special requirements

PERFORMING ARTS PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Drama 1 and/or Theatre Studies 1 or Dance	Literature 1	History 1 or Media 1 or Classical Studies 1	Any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Drama 2 and/or Theatre Studies 2 or Dance	Literature 2	History 2 or Media 2 or Classical Studies 2	
English 3 and/or English Language 3 and/or Literature 3	Drama 3 and/or Theatre Studies 3 or Dance	Literature 3	History 3 or Media 3 or Classical Studies 3 or Dance 3	
English 4 and/or English Language 4 and/or Literature 4	Drama 4 and/or Theatre Studies 4 or Dance	Literature 4	History 4 or Media 4 or Classical Studies 4 or Dance 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE. Students may be interested in the Specialist Performing Arts Program.

THIS PATHWAY MAY LEAD TO:

BEFORE FINALISING UNITS:

EMPLOYMENT
<ul style="list-style-type: none"> • Limited opportunities for students seeking employment directly from VCE • Theatre Technician • See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> • Show Business • Performing Arts Services • Small theatre company studies • Small Community Theatre • Theatre Technology

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> • Performing Studies • Drama • Arts/Cinema Studies • Humanities • Arts/Media • Visual Arts • Welfare • Social Sciences • Film and TV • Performing Arts • Education (Media Studies, Drama Dance) • Producer/Director.

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> • Tertiary entry requirements • Prerequisites • Recommended Units • Any special requirements

PHYSICAL SCIENCE/ENGINEERING PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Physics 1 and/or Chemistry 1	Maths Methods 1 Specialist Maths 1		Any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Physics 2 and/or Chemistry 2	Maths Methods 2 Specialist Maths 2		
English 3 and/or English Language 3 and/or Literature 3	Physics 3 and/or Chemistry 3	Maths Methods 3	Specialist Maths 3	
English 4 and/or English Language 4 and/or Literature 4	Physics 4 and/or Chemistry 4	Maths Methods 4	Specialist Maths 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE. Students interested in this pathway may also be interested in the Specialist Maths and Science Program.

THIS PATHWAY MAY LEAD TO:

BEFORE FINALISING UNITS:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Traineeships (Lab Tech) See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Engineering Applied Science

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Architecture Engineering Science (Applied, Physical, Agricultural, Chemical, Biological, Health) Education Manufacturing

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

SPORT AND RECREATION INDUSTRY - INDUSTRY PATHWAY

COMPULSORY UNITS				OTHER UNITS
VET STUDIES	ENGLISH	MATHS	COMPLIMENTARY STUDIES	OPTIONAL
VET Sport and Recreation School Based Traineeship from the Sport and Recreation training package	English 1 OR EAL 1	Foundation Maths 1 OR General Maths 1 OR Maths Methods 1	At least one of: <ul style="list-style-type: none"> Additional studies from VET category Industry and Enterprise Physical Education Health and Human Development Outdoor and Environmental Studies 	Any units from VCE, VET, as appropriate.
	English 2 OR EAL 2	Foundation Maths 2 OR General Maths 2 OR Maths Methods 2		
	English 3 OR EAL 3	Further Maths 3 OR Maths Methods 3	At least one of: <ul style="list-style-type: none"> Additional studies from VET category Industry and Enterprise Physical Education Health and Human Development Outdoor and Environmental Studies 	
	English 4 OR EAL 4	Further Maths 4 OR Maths Methods 4		

OTHER UNITS
Selecting other units depends on whether you wish to complete additional related units to your pathway or other VCE units of interest.

THIS PATHWAY MAY LEAD TO:

BEFORE FINALISING UNITS:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships and Apprenticeships are available See Careers advisor for details.

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Sport Development Fitness Sport and Recreation Sports Therapy Massage Therapy

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Outdoor Education Outdoor Recreation Exercise Science Sport Coaching Sport and Recreation Management Human Movement Physical Education Sports Journalism

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

TRAVEL/TOURISM PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Australian and Global Politics 1	General Maths 1 and/or Maths Methods 1	Languages 1 or History 1 or Business Management 1	VET Hospitality or any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Australian and Global Politics 2	General Maths 2 and/or Maths Methods 2	Languages 2 or History 2 or Business Management 2	
English 3 and/or English Language 3 and/or Literature 3	Global Politics 3 and/or National Politics 3	Further Maths 3 and/or Maths Methods 3	Languages 3 or History 3 or Business Management 3	
English 4 and/or English Language 4 and/or Literature 4	Global Politics 4 and/or National Politics 4	Further Maths 4 and/or Maths Methods 4	Languages 4 or History 4 or Business Management 4	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE Some Traineeships are available See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Travel and Tourism Marketing Resort Management

UNIVERSITY
Bachelor Degrees at various institutions including: <ul style="list-style-type: none"> Tourism and Travel Resort Management Hotel Management Business

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

WOOD TRADES PATHWAY

COMPULSORY UNITS	SUGGESTED UNITS			OTHER UNITS
English 1 and/or English Language 1 and/or Literature 1	Design and Technology (Wood) 1	Visual Communication and Design - Technical 1	VET Building and Construction	Any units from VCE or VET, as appropriate.
English 2 and/or English Language 2 and/or Literature 2	Design and Technology (Wood) 2	Visual Communication and Design - Technical 2	VET Building and Construction	
English 3 and/or English Language 3 and/or Literature 3	Design and Technology (Wood) 3	Visual Communication and Design 3	VET Building and Construction	
English 4 and/or English Language 4 and/or Literature 4	Design and Technology (Wood) 4	Visual Communication and Design 4	VET Building and Construction	

OTHER UNITS
Selecting other units really depends on which direction you wish to take after completing your VCE.

THIS PATHWAY MAY LEAD TO:

EMPLOYMENT
<ul style="list-style-type: none"> Limited opportunities for students seeking employment directly from VCE. Some Traineeships and Apprenticeships are available. See a Careers Advisor for details

TAFE
Diplomas and Certificates in: <ul style="list-style-type: none"> Engineering Cabinet Making Building and Construction

UNIVERSITY
Bachelor Degrees in: <ul style="list-style-type: none"> Industrial Design Construction Management Project Management Engineering <p>Note: University courses strongly advise Mathematics.</p>

BEFORE FINALISING UNITS:

CONSULT A CAREERS ADVISOR AND CHECK:
<ul style="list-style-type: none"> Tertiary entry requirements Prerequisites Recommended Units Any special requirements

ACCOUNTING

ACCOUNTING UNITS 1-2 (BSAC1-2)

Accounting Units 1-4 is a highly recommended subject for students wishing to complete Business, Commerce or Economics degrees. It also provides core financial and employability skills for any student interested in business and entrepreneurship in general.

Accounting is the process of recording, reporting, analysing and interpreting financial data for communication to, and utilisation by, relevant internal and external users. It plays an integral role in the successful operation and management of businesses.

It is recommended that students have studied and satisfactorily completed Unit 2 Accounting prior to studying Units 3 and 4.

UNIT 1

In Unit 1 we examine the processes of gathering and recording financial data and the reporting and analysing of accounting information. Students explore topics such as accounting practices relevant to establishing and operating a small business. This includes financial statements such as balance sheets, income statements and cash journals as well as budgeting and variance reports.

LEARNING ACTIVITIES

Preparing statements, ICT tasks and ongoing assignments.

KEY SKILLS REQUIRED

Ability to recall information, numeracy and literacy skills, logically set out key financial statements, problem solving, and analysis and interpretation of data.

ASSESSED TASKS

Tests, reports, online tasks and an end of semester written examination.

UNIT 2

Students will explore topics such as accounting practices for trading businesses. Students learn a range of accounting statements from accounting data, double entry accounting, ICT and evaluating trading business success using financial and non-financial information.

LEARNING ACTIVITIES

ICT for accounting, manual accounting, preparing reports and ongoing assignments.

KEY SKILLS REQUIRED

Ability to recall information and accounting processes, numeracy and literacy skills, logically set out key financial statements, problem solving, and analysis and interpretation of data.

ASSESSED TASKS

Topic tests, ongoing report, tasks using accounting software and an end of semester written examination.

ACCOUNTING

ACCOUNTING UNITS 3-4 (BSAC3-4)

Accounting focuses on financial recording, reporting and decision making processes in business. Students study theoretical and practical aspects of accounting. Financial data and information will be collected, recorded and reported using both manual and electronic methods. Accounting enables students to develop their financial knowledge and skills and many pursue further studies in business and finance or become small business owners.

It is recommended that students have studied and have satisfactorily completed Unit 2 prior to completing Units 3 and 4.

UNIT 3

Students will explore topics such as recording financial data into appropriate accounting records using a double entry accrual-based accounting system and related aspects of this accounting system.

LEARNING ACTIVITIES

A folio of exercises (manual and ICT) focussing on the recording and reporting of financial data and theory components of the accounting system.

KEY SKILLS REQUIRED

Further development of the accounting skills established in Unit 2, in particular double entry accounting.

ASSESSED TASKS

Topic tests which will examine the areas of study.

UNIT 4

Students will explore topics such as further development of Unit 3 budgeting and analysis of the performance of a business.

LEARNING ACTIVITIES

A folio of exercises (manual and electronic), a case study requiring the preparation and analysis of budgets and structured questions on analysis and interpretation.

KEY SKILLS REQUIRED

Further development of the accounting skills established in Unit 3, detailed budgeting skills and financial and non-financial business analysis and interpretation skills.

ASSESSED TASKS

Topic tests which will examine the two areas of study and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), Coursework Unit 4 (25%), and a 2 hour end of year examination in November (50%).

ALGORITHMICS

ALGORITHMICS UNITS 3-4 (BSAL3-4)

Algorithmics is a Higher Education Scored Study that is recognised as a VCE Unit 3-4 subject. It provides a framework for structured problem solving in STEM (Science, Technology, Engineering and Mathematics) and in other disciplines that involve formal reasoning. The course has been developed in conjunction with VCAA and Monash and Melbourne Universities and provides accelerated pathways to students who have successfully completed this course to study Computer Science at a tertiary level. This subject is for students who enjoy the challenge of solving problems and puzzles involving logic, reasoning and imagination. Students learn how to think about problems in an abstract way and explore the different ways solutions can be found.

Satisfactory completion of Year 11 Math Methods CAS Units 1 and 2 are prerequisites.

UNIT 3

This unit focuses on how algorithms are used for solving complex problems. It investigates how algorithms are systematic problem solving procedures that exist independently of computers. Students develop an understanding of how algorithmic problem solving is a technique that can be applied to address a range of complex practical problems.

LEARNING ACTIVITIES

Representing information and analysing the possible relationships that exist, for example within a social network and writing algorithms to solve various problems and puzzles such as Sudoku and KenKen.

KEY SKILLS

Organisational skills, the ability to work independently, high level analysis skills and basic programming skills.

ASSESSED TASKS

A folio of tasks, written report and a research project.

UNIT 4

This unit focuses on the performance of algorithms and the scope and limitations of algorithms. Students develop the knowledge and skills to identify the resources that an algorithm needs to function efficiently.

LEARNING ACTIVITIES

Problem solving exercises.

KEY SKILLS

Organisational skills, the ability to work independently, high level analysis skills and basic programming skills.

ASSESSED TASKS

Written report, analysis of an algorithm and presentation of a problem solving activity.

NB: This subject may be delivered via distance education.

VCAA ASSESSMENT – The overall Study Score will consist of: School Assessed Coursework (40%) and external VCAA written examination (60%).

ART

ART UNITS 1-2 (VAAF1-2 or VAAG1-2)

Art allows for the acquisition of a broad range of knowledge in practical and theoretical areas. The focus of practical work is for students to explore the characteristics and qualities of materials and areas of personal interest to generate their own artworks. The theoretical work is based on students researching artists in different societies, cultures, and historical periods and developing their own points of view about the meanings and messages of the studied artworks.

Art can be studied in either Fashion or General. However, students can only be credited for one art study.

UNIT 1

FASHION OR GENERAL

In this unit students focus on artworks as objects and examine how art elements, art principles, materials and techniques and artistic processes communicate meaning. They examine artists in different societies and cultures, and historical periods, and develop their own viewpoints about the meanings and messages of artworks. In their practical work, students explore areas of personal interest and the characteristics of materials, techniques and the art process.

LEARNING ACTIVITIES

Students develop an understanding of the use of visual language to document their exploration and development of ideas, techniques and processes in a visual diary. Students also analyse and interpret a variety of artworks using the Structural and Personal Framework.

KEY SKILLS REQUIRED

Understanding and applying the formal elements and principles within art folio development. Applying the Structural and Personal Framework to analyse and interpret artworks.

ASSESSED TASKS

Written responses, visual analysis of artworks, oral report, folio and end of semester written examination

UNIT 2

FASHION OR GENERAL

Students use the Cultural Framework and the Contemporary Framework to examine the different ways that artists interpret and present social and personal issues in their artistic practice. In students' own artistic practice, they continue to use the art process and visual language to explore and experiment with materials and techniques and to develop personal and creative responses.

LEARNING ACTIVITIES

Students produce a folio and at least one finished artwork that explores social and/or personal ideas or issues. Students will discuss and compare artworks from different cultures and times using the Cultural and Contemporary Framework.

KEY SKILLS REQUIRED

Students analyse, interpret and compare artworks from different cultures and times. A visual responses to cultural and contemporary ideas is explored through experimentation.

ASSESSED TASKS

Research activity, analysis and comparison of artworks, folio and end of semester written examination.

ART

ART UNITS 3-4 (VAAF3-4 or VAAG3-4)

Art allows students to explore ways in which ideas and issues can influence the making and interpretation of art. The focus of practical work is through investigation, exploration and application of a variety of materials and techniques. The theoretical work is based on using appropriate art language when students interpret the layers of meaning and interpretation of artworks.

Art can be studied in either Fashion or General. However, students can only be credited for one art study. It is recommended that students have studied Units 1 and 2 Art and have satisfactorily completed Unit 2 prior to undertaking a Unit 3 and 4 Art sequence.

UNIT 3

FASHION OR GENERAL

Students will apply imagination and creativity to develop their ideas, concepts and observations through the investigation and experimentation of materials and techniques. Through practical work, students explore a range of ideas, techniques, media and artistic influences. The theory component investigates the meanings and messages from art produced before and since 1990.

LEARNING ACTIVITIES

Reading, group and class discussions, research activities, personal reflection and folio work.

KEY SKILLS REQUIRED

Progressively develop and refine personal concepts through exploring and experimenting with materials, techniques and art forms. Reflect on personal ideas and concepts. Compare and contrast artworks before and since 1990.

ASSESSED TASKS

Comparative essay and folio.

UNIT 4

FASHION OR GENERAL

In this unit the practical component enables students to continue to develop ideas and concepts begun in Unit 3. The theory component explores the learning and conceptual understanding around the discussion and debate of broad issues and viewpoints, such as the role of art in society.

LEARNING ACTIVITIES

Reading, group and class discussions, research activities and folio completion.

KEY SKILLS REQUIRED

Analysis, personal responses in selected art form(s), translating concepts and observations into effective visual solutions. Use of a range of resources including commentaries to examine, debate and evaluate diverse interpretations of an art issue.

ASSESSED TASKS

Commentaries, essay, folio and end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (20%), School Assessed Task (50%), 1½ hour written examination in November (30%).

AUSLAN

AUSLAN UNITS 1-2 (LEAU1-2)

Auslan is the contemporary visual-spatial language of the Australian Deaf Community. Auslan facilitates communication between Deaf and hearing communities, and helps maintain and share the cultural and linguistic heritage of Deaf and hearing Australians. The study also promotes understanding of different attitudes and values within the Australian community. The ability to communicate in Auslan provides students with enhanced vocational opportunities in education, interpreting, health sector, social work and counselling. Language study at VCE level steadily develops visual skills, expressive skills and sign language production and reception. These skills must be practised to meet demands of increasing language competency.

Year 10 competency is not a pre-requisite for Units 1 and 2.

UNIT 1

Students will explore their Personal Identity such as family, school, sport, food, hobbies and their future career job.

LEARNING ACTIVITIES

Signing in various signed text types (e.g. narrative, persuasive, formal and informal) to various audience sizes (solo, dialogue with another signer, class presentations) via rehearsed and natural conversation, role-play, responding to signed texts, vocabulary development, grammatical development, expressive skills, use of visual skills and homework practice tasks.

KEY SKILLS REQUIRED

Receptive and productive signing skills, comprehension, grammar and vocabulary.

ASSESSED TASKS

A two to four minute informal conversation; comprehension and retell of a viewed signed text; signed narrative presentation; and end of semester signed production examination.

UNIT 2

Students will explore topics such as Deaf culture, Deaf in sport and directions in Auslan.

LEARNING ACTIVITIES

Signing in various signed text types (e.g. narrative, persuasive, formal and informal) to various audience sizes (solo, dialogue with another signer, class presentations) via rehearsed and natural conversation, role-play, responding to signed texts, vocabulary development, grammatical development, expressive skills, use of visual skills and homework practice tasks.

KEY SKILLS REQUIRED

Receptive and productive signing skills, comprehension, grammar and vocabulary.

ASSESSED TASKS

Informal dialogue suggesting a possible course of action; personal commentary on viewed signed texts; signed narrative presentation, and an end of semester signed production examination.

AUSLAN

AUSLAN UNITS 3-4 (LEAU3-4)

Auslan is the contemporary visual-spatial language of the Australian Deaf community. Auslan facilitates communication between deaf and hearing communities, and helps maintain and share the cultural and linguistic heritage of Deaf and hearing Australians. The study also promotes understanding of different attitudes and values within the Australian community. The ability to communicate in Auslan provides students with enhanced vocational opportunities in education, interpreting, social work, health sector and counselling.

Language study at VCE level steadily develops visual skills, expressive skills and sign language production and reception. These skills must be practised to meet demands of increasing language competency.

STUDYING AUSLAN

Auslan does not require a pre-requisite of Year 10 competency before enrolment in Unit 1. Direct enrolment into Unit 3 is decided on an individual basis and is dependent upon signing ability.

UNIT 3-4

Throughout the year students will explore topics such as making travel arrangements, Deaf history, communication techniques, debate on cochlear implants and Deaf organisations.

LEARNING TASKS

Signing in various signed text types (e.g. narrative, persuasive, formal and informal) to various audience sizes (solo, dialogue with another signer, class presentations) via rehearsed and natural conversation, role-play, responding to signed texts, vocabulary development, grammatical development, expressive skills, use of visual skills and homework practice tasks.

KEY SKILLS REQUIRED

Receptive and productive signing skills, comprehension, grammar and vocabulary.

ASSESSED TASKS – UNIT 3

Informal dialogue: A four to five minute informal discussion using information from different sources to explain and justify an opinion.

Analysis task: Review at least two signed texts to provide commentary.

Informal signed text: A three to five minute task. Students provide instructions to peers (e.g. directions to a particular location or commenting on a set itinerary).

ASSESSED TASKS – UNIT 4

Formal dialogue: A three to five minute debate, meeting or interview focusing on an exchange of ideas.

Analysis task: View two signed texts, summarise information and rephrase for a three to five minute class presentation.

Formal signed text: Provide a four to five minute sustained explanation on a given topic. Students will also complete both an interactive sign, sign comprehension and sign production examination at the end of the year.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), 15 minutes interactive sign examination in October (15%), and a 2 hour sign comprehension and sign production examination in October (35%).

BIOLOGY

BIOLOGY UNITS 1-2 (SCBI1-2 or UBB1-2)

Biology explores the dynamic relationships that exist between organisms and their interactions with the non-living world. It also explores the processes of life, from the molecular world of the cell to that of the whole organism. Students examine classical and contemporary research to examine how our knowledge has evolved in response to new evidence and discoveries.

Students are advised to have studied Units 1 and 2 of Biology and where possible Unit 1 Chemistry in preparation for Units 3 and 4 Biology.

UNIT 1

How do living things stay alive?

This unit focuses on the structures of cells and the processes that maintain life. Students will examine the adaptations organisms require for survival. A student designed investigation that examines the survival of an organism or species will also be undertaken.

LEARNING ACTIVITIES

Practical reports, completion of worksheets, problem solving tasks, text reading and questions, maintaining class notes and summaries. An excursion to the Melbourne Zoo may be included.

KEY SKILLS REQUIRED

Multimedia skills, data analysis, problem solving, laboratory techniques, microscope use and dissection skills.

ASSESSED TASKS

Practical Reports, Tests and a student-based investigation.

UNIT 2

How is the continuity of life maintained?

On the completion of this unit the student should be able to compare the advantages and disadvantages of asexual and sexual reproduction, explain how cells reproduce and describe the medical research currently being undertaken in reproduction of organisms. Students will examine DNA and genetic inheritance. An investigation of genetic and reproductive technologies and the issues associated with these technologies will be undertaken.

LEARNING ACTIVITIES

Practical reports, research, completion of worksheets, problem solving tasks, text reading, text questions, maintenance of class notes and summaries.

KEY SKILLS REQUIRED

Data analysis, problem solving, laboratory techniques, microscope use, multimedia skills and an ability to prepare for tests and an examination.

ASSESSED TASKS

Practical Reports, Tests and a student-based investigation.

BIOLOGY

BIOLOGY UNITS 3-4 (SCBI3-4 or UBBI3-4)

Biology is a dynamic scientific discipline where it impacts on everyday life at the individual level. It can inform choices at the personal and at the societal level. It includes fields of biochemistry, neuroscience, genetics, evolutionary biology, behavioural science and cell and molecular biology including studies of genomics and proteomics.

UNIT 3

In this unit students explore the cell as a dynamic system of interacting molecules that define life. The chemistry of cells is explored and topics include: the structure and function of the plasma membrane including the control of the movement of molecules and ions in, out and within the cell; the synthesis, structure and function of nucleic acids, and proteins as key molecules in cellular processes; nature of biochemical pathways, their components, and energy transformations; signal transduction and how cells communicate with each other using a variety of signalling molecules; and the human immune system including interactions between its components to provide immunity to a specific antigen.

LEARNING ACTIVITIES

Practical investigations, research, drawing and labelling diagrams, constructing tables and concept maps, text reading and answering questions.

KEY SKILLS REQUIRED

Listening, reading biological texts, investigating and inquiring scientifically, applying biological information and understandings and communicating understanding (orally or in written form).

ASSESSED TASKS

Reports on practical activities and a practical investigation undertaken in either Unit 3 or Unit 4, or across both Units in the form of a scientific poster.

UNIT 4

In this unit students investigate: the relatedness between species and the impact of various change events on a population's gene pool; the accumulation of changes over time as a mechanism for biological evolution; the various forms of evidence for evolution including the use of technology; the human fossil record and the interrelationships between human biological and cultural evolution; and the biological consequences, and social and ethical implications of manipulating the DNA molecule and applying biotechnologies.

LEARNING ACTIVITIES

Practical investigations, research, modelling, concept maps, posters, text reading and answering questions.

KEY SKILLS REQUIRED

Investigating and inquiring scientifically, applying biological understandings to familiar and new contexts, analysing issues and implications relating to scientific and technological developments and communicating biological information and understanding.

ASSESSED TASKS

Reports on practical activities and a practical investigation related to cellular processes and/or biological change and continuity over time presented in a scientific poster format.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (40%) and 2½ hour written examination in November (60%).

BUSINESS MANAGEMENT

BUSINESS MANAGEMENT UNITS 1-2 (BSBM1-2)

Students who wish to learn about and have contact with the world of business and some local businesses should consider Business Management. Units 1 and 2 deals with the management of all businesses. Business Management also provides an introduction to Units 3 and 4 assisting with developing skills and concepts associated with the course.

UNIT 1

This unit provides students the opportunity to explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. A range of issues need to be considered before a business can be established including the personal motivation to set up a business, innovation, technological development and interaction in global markets. Students will make strong links with local businesses to build their understanding.

LEARNING ACTIVITIES

Research projects, online activities, worksheets, quizzes, crosswords and interactive decision making challenges.

KEY SKILLS REQUIRED

Data interpretation, creativity and imagination, report writing and case study investigations.

ASSESSED TASKS

Topic tests, reports, projects and an end of semester written examination.

UNIT 2

This unit focuses on the establishment phase of a business's life. The establishment of a business involves complying with legal requirements and financial considerations that are vital to setting up a business. To further assist business success, students will learn about the importance of marketing and staffing in a business.

LEARNING ACTIVITIES

Research projects, online activities, board games, quizzes, crosswords, marketing and development of creative business concepts.

KEY SKILLS REQUIRED

Awareness of current issues relating to small businesses, ability to work with others, ability to draw on own workplace experiences, creativity and imagination and case study investigations.

ASSESSED TASKS

Marketing a product, topic tests and an end of semester written examination.

BUSINESS MANAGEMENT

BUSINESS MANAGEMENT UNITS 3-4 (BSBM3-4)

Business Management examines the ways in which people, at various levels within a business organisation, manage resources to achieve the objectives of the organisation. Students develop an understanding of the challenges, complexities and rewards that come from business management and gain an insight into the various ways businesses are managed. There is a strong link to recent business scenarios to put theoretical perspectives into current practice.

UNIT 3

This unit focuses on all businesses and how they are managed to meet their objectives. Students study the styles and skills required to manage a variety of businesses and the operations management system as well as human resource management function. The changing pressures faced by business on a global level are analysed.

LEARNING ACTIVITIES

Case studies, online activities, worksheets and class discussions.

KEY SKILLS REQUIRED

Awareness of current business issues, ability to draw on individual experience, application and analysis of business literature, information and case studies.

ASSESSED TASKS

Topic tests, learning activities and case studies.

UNIT 4

This unit focuses on the management of change as it relates to businesses. Students study the management of change through a model for change. This incorporates forces for change and the measurement of successful change.

LEARNING ACTIVITIES

Case studies, online activities, worksheets, class discussion and application tasks.

KEY SKILLS REQUIRED

Awareness of current business issues, ability to draw on your own experience, application and analysis of business literature, information and case studies.

ASSESSED TASKS

Topic tests using case study material and an end-of-year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%) and a 2 hour written examination in November (50%).

CHEMISTRY

CHEMISTRY UNITS 1-2 (SCCH1-2)

The chemistry undertaken in this study provides students with the skills to pursue further studies and is representative of the major ideas of Chemistry. Students become responsible decision-making citizens able to use chemical knowledge in their everyday lives. Students are led to evaluate and debate important issues such as the future of our environment and its management.

Students need to have studied Units 1 and 2 Chemistry before attempting Units 3 and 4 Chemistry.

UNIT 1

Students will consider: 'How can the diversity of materials be explained?'

This will be achieved by studying atomic theory, the periodic table, mole theory, different types of bonding in matter, organic chemistry and the nature, properties and uses of different materials. Current theory and latest research will be investigated against a backdrop of the historical development of Chemistry dating back to the Greek philosophers. This unit is designed for students who are intending to undertake future studies of Chemistry.

LEARNING ACTIVITIES

A combination of laboratory investigations and activities that develop the necessary skills.

KEY SKILLS REQUIRED

Equation writing and numerical calculations require well developed numeracy and literacy skills.

ASSESSED TASKS

Project work, research, experimental reports, topic tests, independent investigation report, end of semester exam.

UNIT 2

Students will consider: 'What makes water such a unique chemical?'

They will look at how different substances interact with water, and how substances in water are measured and analysed. This will be achieved by studying the properties of water, water as a solvent, acid and base reactions, and redox reactions.

LEARNING ACTIVITIES

A combination of laboratory investigations and activities that develop the necessary skills.

KEY SKILLS REQUIRED

A command of Unit 1 skills in preparation for the Stoichiometry topic involving higher order numeracy and literacy skills.

ASSESSED TASKS

Project work, research, experimental reports, topic tests, independent investigation report, and an end of semester exam.

CHEMISTRY

CHEMISTRY UNITS 3-4 (SCCH3-4)

Chemistry Units 3-4 will provide students with key skills and knowledge required to pursue further scientific studies. Students will become more informed and responsible decision-making citizens able to evaluate and debate contemporary issues such as environmental management, approaches to meet our energy needs, and the design of reaction pathways to produce useful materials.

Students need to have satisfactorily completed Units 1 and 2 Chemistry prior to studying Units 3 and 4.

UNIT 3

Students will explore energy production using a range of sources including fossil fuels, biofuels, galvanic cells and fuel cells. Energy efficiency and environmental impacts will be explored and the potential of renewable sources of energy discussed.

The means to optimise the yield and rate for a manufacturing process will be studied using an understanding of collision theory and equilibrium principles. Waste management, health and safety and establishment of optimum conditions for the production are investigated. Energy changes in chemical reactions and the use of electrolysis to produce useful chemicals and recharge batteries will be explored.

LEARNING ACTIVITIES

A variety of learning activities will be used including: Practical activities and reports, research, text reading and answering text questions and the completion of worksheets.

KEY SKILLS REQUIRED

An ability to inquire scientifically, conduct experiments, communicate chemical understandings and information and an ability to complete numerical calculations.

ASSESSED TASKS

Assessed tasks will require the evaluation of stimulus materials and the use of annotations from practical activities to respond to a set of structured questions.

UNIT 4

Students will learn how carbon based molecules are categorized, analysed and used. They will be able to deduce simple organic structures by interpreting the data produced by mass spectrometers, NMR and IR spectrometers. Students will be able to design reaction pathways for the manufacture of organic molecules. An investigation of the chemistry of food including proteins, carbohydrates, fats and oils and vitamins and a determination of the energy content in food by calorimetry will be undertaken. An extended practical investigation will be undertaken into energy or food and findings communicated as a scientific poster.

LEARNING ACTIVITIES

A variety of learning activities will be used including: Practical activities and reports, research, text reading and answering text questions and the completion of worksheets.

KEY SKILLS REQUIRED

An ability to inquire scientifically, apply and communicate chemical understandings and information and an ability to complete numerical calculations.

ASSESSED TASKS

Assessed tasks will involve responses to a set of structured questions, responses to stimulus material and a scientific poster.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework 40% (16% in Unit 3 and 24 % in Unit 4),

A 2½ hour written examination in November 60%.

CHINESE - FIRST LANGUAGE

CHINESE - FIRST LANGUAGE UNITS 3-4 (LECL3-4)

The study of Chinese develops students' abilities to understand and use a language spoken by about a quarter of the world's population. It is the major language in China, Taiwan, Singapore and overseas Chinese communities. China's economy has been booming over recent decades and links between Australia and China have been strengthened, particularly in business, tourism, education, commerce and investment. The study of Chinese promotes the strengthening of these links.

Studying Chinese can provide a basis for continued learning and a pathway for students into a number of post-secondary options. Knowledge of Chinese can provide students with enhanced vocational opportunities in many fields, including banking and international finance, commerce, diplomacy, and translating and interpreting.

UNIT 3-4

Throughout the year students will explore topics such as traditions and culture, history, the world of technology, the world of work, youth issues, Chinese in Australia, the environment and Australian-Chinese relations.

LEARNING ACTIVITIES

Writing, (the student should be familiar with a wide range of text types including personal, imaginative, persuasive, informative and evaluative writing), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role-plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised to meet the demands of increasing language competency.

ASSESSED TASKS - UNIT 3

Essay: 500-600 character imaginative written piece.

Listening and Responding: Analyse and use information from spoken texts.

Oral: A four to five minute speech evaluating the advantages and disadvantages of an issue.

ASSESSED TASKS - UNIT 4

Reading and Responding: Analyse and use information from written texts to produce a written piece.

Essay: A 500-600 character persuasive or evaluative written response.

Oral Interview: A four minute interview on an issue related to the detailed studies.

Students will also complete both an oral and written examination at the end of the year.

STUDYING LANGUAGES

Language study at VCE level steadily develops students' proficiency in listening, speaking, reading and writing.

EXCHANGE OPPORTUNITIES

Exchange opportunities exist for students of all languages at BSSC.

VCAA ASSESSMENT – The overall Study Score will consist of:

Unit 3 School Assessed Coursework (25%), Unit 4 School Assessed Coursework (25%), 10 minutes oral examination in October (10%), and a 2 hour written examination in November (40%).

CLASSICAL STUDIES

CLASSICAL STUDIES UNITS 1-2 (HUCS1-2)

Classical Studies will help students to understand the universality of human experience and the culture of the Western World. What is a hero? What does Homer reveal about the heroic code? Did the Trojan War really take place? What defines a monster?

Students in Classical Studies explore these questions and more in a study spanning the breadth of mythology in classical Greece, via investigation of the archaeological evidence behind mythology, the workings of every day culture and society.

UNIT 1

Students explore myth in ancient Greece. Myth was one way in which the Greeks explained the physical world and the part humans play in it. By focusing on the form and function of myths, students develop an understanding of the universal nature of the human experience. Students explore ideas such as hero and tragedy through predominantly Greek historical sources focusing on oral and written stories, plays and archaeology. Students examine archaeological discoveries and explore the search for evidence related to selected myths. Students explore the ways in which myths are represented in art and literature.

LEARNING ACTIVITIES

Reading and analysis tasks, researching archaeological sites, short written reports, mapping exercises, genealogy reports and short essays.

KEY SKILLS REQUIRED

Analysis, close reading, summarising, researching, evaluation and synthesis.

ASSESSED TASKS

Essay, report, oral presentation and an end of semester written examination.

UNIT 2

Students will explore and analyse the intellectual and material culture of classical Greece, examining the ideas, values and development of classical Greece through the investigation of a classical work or works. Students will also complete an in-depth study of the ways in which classical works are reference points, for later ages to aspire to or react against.

LEARNING ACTIVITIES

Reading and analysis tasks, researching, short written reports and completing mapping exercises, genealogy reports and short essays.

KEY SKILLS REQUIRED

Analysis, close reading, summarising, researching, evaluation and synthesis.

ASSESSED TASKS

Essay, analysis, report and an end of semester written examination.

CLASSICAL STUDIES

CLASSICAL STUDIES UNITS 3-4 (HUCS3-4)

Classical Studies assists students to understand the universality of human experience and the origin of the culture that now defines the Western World. By engaging with a variety of texts, sculpture and architecture students develop an understanding of the ideas explored in Classical works, comparing them to discover how different writers and artists portray and develop those universal ideas. Units 3 and 4 have identical areas of study and outcomes but students study different works for each unit.

UNIT 3

Students engage with the intellectual and material culture of Classical Greece. They examine a range of prescribed texts including epic poetry, dramatic plays, comedies, architectural works and sculptural works. Students explore an individual work and a pair of comparative works, evaluating the techniques used to present ideas and values of ancient Greece. The socio-historical context of the works is also investigated.

LEARNING ACTIVITIES

Reading and analysis tasks, researching culture, short written reports, mapping exercises, short essays, group work.

KEY SKILLS REQUIRED

Analysis, close reading, summarising, researching, evaluation, synthesis.

ASSESSED TASKS

A selection of structured questions or an analysis of the ideas and techniques in a classical work. A research report or essay, comparing ideas and techniques in two classical works, that includes a discussion of their socio-historical contexts.

UNIT 4

As with Unit 3, students will engage with the intellectual and material culture of Classical Greece. Students examine a range of prescribed texts that are different from those in Unit 3.

LEARNING ACTIVITIES

Reading and analysis tasks, researching culture, short written reports, mapping exercises, short essays, group work.

KEY SKILLS REQUIRED

Analysis, close reading, summarising, researching, evaluation, synthesis.

ASSESSED TASKS

A selection of structured questions or an analysis of the ideas and techniques in a classical work. A research report or essay comparing ideas and techniques in two classical works that includes a discussion of their socio-historical contexts. An end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

COMPUTING

COMPUTING UNITS 1-2 (BSCO1-2)

Computing focuses on how data, information and networked digital systems can be used to meet a range of users' current and future needs. It has a software development emphasis. Many students study this in conjunction with VET Interactive Digital Media (PAVM) or VET Information Technology (BSVI).

UNIT 1

Students collect primary data when investigating an issue, practice or event and create a digital solution that graphically presents the findings of the investigation. They examine the technical underpinnings of wireless and mobile networks, and security controls to protect stored and transmitted data, to design a network solution that meets an identified need or opportunity. They predict the impact on users if the network solution were implemented. In Area of Study 3 students acquire and apply their knowledge of information architecture and user interfaces, together with web authoring skills, when creating a website to present different viewpoints on a contemporary issue. When creating solutions students need to apply relevant stages of the problem-solving methodology as well as computational, design and systems thinking skills.

LEARNING ACTIVITIES

Students complete a series of tasks using electronic products such as spread sheets, presentation tools and web page editors to create solutions. They will complete worksheets and activities on various theory topics.

KEY SKILLS REQUIRED

Application of a range of ICT knowledge and skills, problem solving and logical thinking.

ASSESSED TASKS

Written test, a design task, a team project and an end of semester examination.

UNIT 2

Students focus on data and how the application of computational, design and systems thinking skills support the creation of solutions that automate the processing of data. Students develop their computational thinking skills when using a programming or scripting language to create solutions. They engage in the design and development stages of the problem-solving methodology. Students learn how a range of software tools can be used to extract data from large repositories and manipulate it to create visualisations that are clear, usable and attractive, and reduce the complexity of data. Students apply all stages of the problem-solving methodology to create a solution using database management software and explain how they are personally affected by their interactions with a database system.

LEARNING ACTIVITIES

Students complete a folio of programming and database tasks. They will complete worksheets and activities on various theory topics.

KEY SKILLS REQUIRED

Application of a range of ICT knowledge and skills, problem solving and logical thinking.

ASSESSED TASKS

Projects or written tests and an end of semester examination.

COMPUTING: SOFTWARE DEVELOPMENT UNITS 3-4 (BSSD3-4)

This subject is useful for students who wish to work in the IT industry or where some programming knowledge would be beneficial. Many students study this in conjunction with VET Interactive Digital Media (PAVM) or VET Information Technology (BSVI).

A student can study Software Development Units 3 and 4 and Informatics Units 3 and 4 and gain credit for both.

UNIT 3

Unit 3 focuses on the use of the analysis, design and development stages of the problem solving methodology to create working software modules. The programming language Visual Basic.Net is studied in both Units 3 and 4.

LEARNING ACTIVITIES

Students complete a series of activities using various design tools and develop a folio of tasks using VisualBasic.Net. Students document the software requirements and produce project plans for given scenarios.

KEY SKILLS REQUIRED

Some experience in programming using Visual Basic.Net, problem solving and analysis skills.

ASSESSED TASKS

Students interpret design requirements and apply a range of functions using a programming language to develop working modules. Students also analyse and document a need or opportunity, generate alternative design ideas, represent the preferred solution design and formulate a project plan for creating the solution. This is a project that carries over into Unit 4.

UNIT 4

This unit focuses on how the information needs of individuals and organisations are met through the creation of software solutions in a networked environment.

LEARNING ACTIVITIES

Students continue to add to their folio of Visual Basic.Net tasks and complete the activities evaluating the efficiency and effectiveness of various solutions. They research situations where data stored in information systems is shared with other information systems and the impact of this.

KEY SKILLS REQUIRED

Some experience in programming using Visual Basic.Net, problem solving and analysis skills.

ASSESSED TASKS

Students apply the stages of the problem-solving methodology to transform the design they created in Unit 3 into a software solution that meets the needs they documented. They update their project plan to show time spent on each step, test their solution and make adjustments and evaluate their solution.

Students analyse and explain the dependencies between two information systems and evaluate the controls in place to protect the integrity of its source data.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework:

Unit 3 Outcome 1 (10%), Unit 3 Outcome 2 and Unit 4 Outcome 1(30%), Unit 4 Outcome 2 (10%),

2 hour written examination in November (50%).

DANCE

DANCE UNITS 1-2 (PADA1-2)

In this unit students explore the potential of the body as an instrument of expression. They learn about and develop physical skills. Students discover the diversity of expressive movement by exploring body actions, and commence the process of developing a personal movement vocabulary. They also begin to develop skills in documenting and analysing movement and develop understanding of how choreographers use these processes. Knowledge of physiology, including care and maintenance of the body, is applied to the execution of body actions through the safe application of physical skills. Students develop and perform movement studies and dances with unified compositions created through a range of movement creation processes.

It is recommended that students have three to four years dance and/or movement experience prior to the commencement of VCE Dance. This experience might focus on a specific dance style or could involve development of a personal movement vocabulary.

UNIT 1

This area of study focuses on analysis of choreographers' expressive intentions, expressive body actions resulting from movement creation processes, and the physical skills required to safely execute these expressive body actions. Students learn about ways of articulating an expressive intention, analyse and document influences on their own dance making, and consider expressive intentions used by other choreographers. They also learn about ways of documenting movement, for example using annotated drawings and sketches, and writing descriptions using dance terminology and using notation.

LEARNING ACTIVITIES

Technique classes, practical exercises, analysis of dance works and movement vocabulary.

KEY SKILLS REQUIRED

Well-developed dance skills and techniques.

ASSESSED TASKS

Essays, tests, dance performances, written reports, movement workshops. Live dance performance analysis and written examination.

UNIT 2

This unit focuses on expanding students' personal movement vocabulary and choreographic skills through the exploration of the elements of movement: time, space and energy and the study of form. Students apply their understanding of form and the expressive capacity of the elements of movement to the dance-making and performing processes involved in choreographing and performing their own dance works and dance works created by others. Students are also introduced to dance traditions, styles and works. Dance traditions, styles and works selected for study might encompass dance traditions of indigenous cultures or other culturally specific dance through to the works of ballet choreographers, modern dance, early musical theatre/film choreography and the work of tap/jazz or street performers.

LEARNING ACTIVITIES

Technique classes, increasing movement vocabulary, choreography, rehearsal and performance skills.

KEY SKILLS REQUIRED

A passion for choreography in dance stage performance, significant repertoire of correct dance terminology, choreographic skills and performance skills.

ASSESSED TASKS

Essays, tests, written reports, movement workshops, dance performances, and written examination.

DANCE

DANCE UNITS 3-4 (PADA3-4)

Dance is the language of movement. This study is designed to develop understanding and appreciation of dance as an art form based on investigation and communication of ideas, themes and concepts. It also focuses on the development of students' technical and physical skills, personal movement vocabulary and application of choreographic and analytical principles.

It is recommended that students have three to four years dance and/or movement experience prior to the commencement of VCE Dance. This experience might focus on a specific dance style or could involve development of a personal movement vocabulary.

UNIT 3

Focuses on choreography, solo dance work involving physical execution of body actions, the use of technical and performance skills and group dance work created by a choreographer. Choreographic skills are developed through analysis of a 20th or 21st Century choreographer of solo dance works. Students analyse expressive use of movement vocabulary, cultural influences on the choreographers' choice of expressive intention and technical and production aspects of dance works.

LEARNING ACTIVITIES

Technique classes, learn and rehearse a dance, practical exercises, analysis of dance works and movement vocabulary.

KEY SKILLS REQUIRED

Well-developed dance skills and techniques.

ASSESSED TASKS

Essays, tests, dance performances, written reports, movement workshops. Live dance performance and studio showings.

UNIT 4

Focuses on choreography, rehearsal and performance of a unified solo dance work, including execution of choreographic variations of spatial organisation and demonstration of performance skills. Students will document and analyse dance making and performance processes. Students' understanding of choreographic skills is refined and cultural influences on choices made by choreographers are studied.

LEARNING ACTIVITIES

Technique classes, creation of solo dance compositions, modes of dance making and solo dance works.

KEY SKILLS REQUIRED

A passion for choreography in dance stage performance, competition circuits and skills in creative movement or dance improvisation.

ASSESSED TASKS

Essays, tests, written reports, movement workshops, solo dance performances, studio showings and an end of year performance and written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (25%), 2½ -5 minutes performance examination (50%), and a 1½ hour written examination in November (25%).

DRAMA

DRAMA UNITS 1-2 (PADR1-2)

Drama is about imagining, creating and performing ideas through dramatic expression. Drama provides opportunities for students to learn about dramatic art through the development of expressive skills and the experience of making and being in a role.

Drama and Theatre Studies are separate subjects and both of these subjects can be selected.

UNIT 1

This unit focuses on creating, presenting and analysing a devised performance that includes real or imagined characters, based on personal, cultural and/or community experiences and stories.

LEARNING ACTIVITIES

Creating, sustaining and performing roles and characters, creating ensemble and/or solo performances, evaluating own performances through written and oral tasks, analysing and evaluating a professional performance and maintaining a workbook of research, notes, and homework.

KEY SKILLS REQUIRED

Organisation, ability to perform in front of an audience, ability to maintain a workbook, research, collaborate cooperatively in small groups and an ability to analyse and evaluate performances of others.

ASSESSED TASKS

Ensemble and/or solo performances, folio/journal, written and/or oral reports analysing own performance work, a professional performance and an end of semester written examination.

UNIT 2

Students will investigate processes used in constructing a devised ensemble and/or solo performance based on a contemporary or historical Australian context.

LEARNING ACTIVITIES

Exploring techniques to construct performance, exploring ways of using different theatrical conventions, stagecraft and dramatic elements, documenting and recording processes used in devising a performance, performance presentation and analysis of both their own performance work and an Australian drama performance.

KEY SKILLS REQUIRED

Organisation, ability to perform in front of an audience, ability to maintain a workbook, ability to read and interpret a play script, research, collaboration in small groups and an ability to analyse and evaluate performances of others.

ASSESSED TASKS

Ensemble performance, folio/journal, written analysis and evaluation of own performance work, written analysis of a professional production and an end of semester written examination.

DRAMA

DRAMA UNITS 3-4 (PADR3-4)

Drama is about imagining, creating and performing ideas through dramatic expression. Drama provides opportunities for students to learn about dramatic art through the development of expressive skills and the experience of making and being in a role.

Students are advised to complete Units 1 and 2 Drama or have significant previous Drama experience prior to studying Units 3 and 4.

UNIT 3

Students will develop skills in constructing and presenting a non-naturalistic ensemble performance to an audience, applying specific performance styles based on a prescribed task.

LEARNING ACTIVITIES

Research to develop characters specific to ensemble tasks, exploration of different performance styles and how to apply theatrical performance conventions, stagecraft and dramatic elements; techniques to document and record the processes used to construct a performance, analysing own performance as well as a performance from the prescribed VCAA play list.

KEY SKILLS REQUIRED

The ability to create and perform characters confidently in front of an audience, an ability to analyse and evaluate performance work of both self and others verbally and in writing, to learn and use the key language and terminology of drama, the ability to collaborate successfully in a group and an ability to meet deadlines within a production schedule.

ASSESSED TASKS

Contribution to a group devised performance and presentation of this performance to an audience. A written analysis of the group devised performance process, attendance at a prescribed production and subsequent written analysis of this production.

UNIT 4

Students will develop the skills for creating and developing characters for a solo performance.

LEARNING ACTIVITIES

Research to develop characters specific to a solo task; exploration and application of theatrical conventions, stagecraft and dramatic elements; document and record the stages and processes used to construct a solo performance and written analysis of own performance.

KEY SKILLS REQUIRED

The ability to create and perform characters confidently as a solo performer in front of an audience, an ability to analyse and evaluate performance work of both self and others verbally and in writing, to learn and use the key language and terminology of drama and an ability to meet deadlines within a production schedule. Also the ability to study and prepare for a written exam based on the Outcomes from Units 3 and 4.

ASSESSED TASKS

Short solo performance and written evaluation; development and presentation of a solo performance selected from a prescribed VCAA list of characters; a written report and an end of year written examination. Students will also present the VCAA solo character performance at the end of year performance examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (40%), 7 minute solo performance examination in October (35%), and a 1½ hour written examination in November (25%).

ECONOMICS

ECONOMICS UNITS 1-2 (BSEC1-2)

Economics is the study of how humans make decisions in the face of scarcity. These can be individual decisions, family decisions, business decisions or societal decisions.

How can you make decisions like what to do for a career, what to invest your money in or what bank to use, without having some knowledge about the economy? Through studying economics you develop a financial awareness that is extremely beneficial, no matter what your career aspirations may be.

Economics is a great foundation for many careers.

UNIT 1

In this unit you will be introduced to the fundamentals of Economics including the market system and typical economic issues. You will learn how to explain the role of markets in the Australian economy, how markets operate to meet the needs and wants of its citizens, and apply economic decision making to current economic problems.

You will explore contemporary economic issues and learn how these issues are affected by the actions of economic decision-makers, and evaluate the impact of these issues on living standards.

LEARNING ACTIVITIES

Glossary of terms, applied economic exercises and research tasks.

KEY SKILLS REQUIRED

Research and reporting, interpretation and analysis of economic information, effective communication, team work and use of basic technology.

ASSESSED TASKS

Project, topic tests and an end of semester written examination.

UNIT 2

In this unit you will focus on population, employment and change. The changing nature of Australia's population and employment will have an impact upon future rates of economic growth and our living standards and therefore it is an important study of Economics.

You will also extend beyond the domain of the Australian economy and investigate global economic issues. This will include exploring the issues that exist in economies that have an impact on living standards and on the stability of the economy.

LEARNING ACTIVITIES

Glossary of terms, applied economic exercises, research.

KEY SKILLS REQUIRED

Research and reporting, interpretation and analysis of economic information, effective communication, team work and use of technology programs.

ASSESSED TASKS

Project, topic tests and an end of semester written examination.

ECONOMICS

ECONOMICS UNITS 3-4 (BSEC3-4)

“To achieve true economic empowerment and avoid past blunders, ordinary voters must acquire a working knowledge of economics.” (Chris Middenthorp)

Why not take this opportunity to improve your economic literacy?

It is strongly recommended that students who intend to complete a business course at tertiary level complete Units 3 and 4 Economics.

UNIT 3

In this unit you will be introduced to microeconomics. You will learn how the market operates to allocate scarce resources to satisfy our many needs and wants. You will consider the role of government in economic decision making and to what extent this should happen. You will then focus on macroeconomics and look at the government’s domestic economic goals - full employment, sustainable economic growth, low inflation. In the final area of study of Unit 3 you will focus on Australia and the world economy by exploring reasons why countries engage in international transactions and how these transactions might affect living standards.

LEARNING ACTIVITIES

Glossary of terms, applied economic exercises and research tasks.

KEY SKILLS REQUIRED

Research and reporting, interpretation and analysis of economic information, effective communication, team work and use of basic technology.

ASSESSED TASKS

Multiple choice and short answer tests.

UNIT 4

In this unit you will learn how the Australian government uses a variety of policies to achieve their economic goals. Should the government spend more money on defence than education? What is the main objective of the Reserve Bank when it decides on monetary policy? How does government policy affect competitiveness, productive capacity and economic growth?

Students will develop a critical perspective about the role of these policies in the current government policy mix.

LEARNING ACTIVITIES

Glossary of terms, applied economic exercises, research.

KEY SKILLS REQUIRED

Research and reporting, interpretation and analysis of economic information, effective communication, team work and use of technology programs.

ASSESSED TASKS

Multiple choice and short answer tests.

Students will also complete an end of year examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

ENGLISH

INTRODUCTION

English aims to develop students' critical understanding and mastery of the English language and to help them communicate in a wide range of social contexts. The study of English will help students to develop a level of competence to meet the demands of post-school employment, further education and participation in an open democratic society.

WHICH ENGLISH UNITS SHOULD STUDENTS CHOOSE?

English remains a compulsory study and all students who wish to complete their VCE must pass a minimum of three units. To meet the English requirement of the VCE, students must select their FOUR English units from the English group consisting of English Units 1-4, English as an Additional Language (EAL) Unit 1-4, English Language Units 1-4, and Literature Units 1-4. Students can complete English Essentials as an alternative to English in Units 3 & 4. Students must satisfactorily complete a Unit 3/4 sequence from the English group above. No more than two units of Units 1 and 2 may count toward the English requirement. For ATAR purposes, up to two of these sequences can be counted. All Units 3 and 4 studies must be taken as a sequence.

ENGLISH PATHWAYS

Standard English pathway

Year 11	Year 12
English Units 1 and 2	English Units 3 and 4 or English Essentials Units 3 and 4

English Language pathway

Year 11	Year 12
English Language Units 1 and 2 and English Units 1 and 2	English Language Units 3 and 4
OR	AND/OR
English Language Unit 1 and English Unit 2	English Units 3 and 4 or English Essentials Units 3 and 4

English Literature pathway

Year 11	Year 12
Literature Units 1 and 2 and English Units 1 and 2	Literature Units 3 and 4
OR	AND/OR
Literature Unit 1 and English Unit 2	English Units 3 and 4 or English Essentials Unit 3 and 4

An ATAR score may include up to two English studies as part of the best four overall for tertiary admission.

NOTE ON ENGLISH PATHWAYS

It is strongly recommended that:

- Those students who are interested in completing one unit of English Language or Literature take Unit 2 English if they wish to keep their options open in terms of the Unit 3 and 4 sequence(s) of English they complete;
- Students considering an English Language and/or English pathway complete either English Language 1 and 2 as well as English 2 or English Language 1 followed by English 2;
- Students considering a Literature and/or English pathway complete Literature 1 and 2 as well as English 2 or Literature 1 followed by English 2.

ENGLISH (EAL)

English as an Additional Language (EAL) is an accredited VCE subject designed to cater for students for whom English is not their primary language. English (EAL) follows a similar course structure to the existing VCE English; however, the skills reflected in the main areas of study are modified, in order not to disadvantage students from non-English speaking backgrounds.

Who is eligible to enrol in English (EAL)?

A student is eligible for EAL status if:

- He or she has been resident in Australia or New Zealand for a cumulative period of no more than seven calendar years.
- English has been the student's major language of instruction for a total period of not more than seven years prior to the year in which the study is being undertaken at Units 3 and 4.
- The student meets the requirement for classification as a hearing impaired student.

A student who believes he or she is eligible to be recognised as being comparatively unfamiliar with the English language must speak to a Learning and Engagement Coordinator at Bendigo Senior Secondary College and provide supporting documentation.

ENGLISH

ENGLISH UNITS 1-2 (ENEN1-2 or UBEN1-2 or SDEN1-2)

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

UNIT 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

LEARNING ACTIVITIES

Students will write analytical, argumentative and creative responses to texts, give spoken presentations and read a range of texts. The subject promotes the integration of the skills of reading, writing, speaking and listening.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

ASSESSED TASKS

Analytical essay on a set text, creative responses to an alternate text, spoken presentation on an issue in the media, an analysis of the ways in which authors construct arguments to position audiences and an end of semester examination consisting of an extended text response, creative response and language analysis.

UNIT 2

In this unit students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

LEARNING ACTIVITIES

Students will compare the ideas, issues and themes presented in texts and the ways authors convey these. They will also identify and analyse how argument and persuasive language are used in text/s that attempt to influence an audience, and create a text which presents a point of view in writing.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately. In Unit 2 students will be expected to develop skills to compare texts. They will also build on their understanding of argument and the use of persuasive language in texts.

ASSESSED TASKS

A comparative, analytical essay on set texts, a persuasive text that presents an argument or viewpoint, an analysis of the use of argument and persuasive language in texts and an end of semester examination consisting of an analysis of text, a persuasive writing piece and language analysis.

ENGLISH UNITS 3-4 (ENEN3-4 or SDEN3-4 or UBEN3-4)

The study of English contributes to the development of literate individuals capable of critical and creative thinking. This study also develops students' abilities to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

UNIT 3

The focus of this unit is on discussing and analysing how the features of selected texts create meaning and how they influence interpretation. Students will write creatively, analyse texts and analyse and compare the use of argument and language.

LEARNING ACTIVITIES

Students will read a range of texts, write analytical essays, personal and creative pieces. They will work individually and in groups.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

ASSESSED TASKS

A creative piece in response to Text 1, an essay in response to Text 2 and an analytical response to an issue in the media.

UNIT 4

The focus of this unit is on exploring the meaningful connections between two texts. Students will analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. Students will also build their understanding of both the analysis and construction of texts by presenting a sustained and reasoned point of view on an issue currently debated in the media.

LEARNING ACTIVITIES

Students will read a range of texts, write analytical essays and complete oral presentations. They will work individually and in groups.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

ASSESSED TASKS

A comparative essay and an oral presentation.

The final examination consists of an essay on one of the set texts, an essay comparing two texts and an analysis of a piece of persuasive writing.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 3 hour written examination in October (50%).

ENGLISH ESSENTIALS

ENGLISH ESSENTIALS UNITS 3-4 (ENEE3-4)

This English Essentials subject is designed to cater for students who have experienced difficulties with English throughout their secondary schooling. This course will be framed in an alternative way to General English, with a greater focus on building foundational literacy skills rather than the higher order thinking skills explored in General English. Students will be required to complete all assessments in the same way as General English.

Students will have every opportunity to meet the outcomes and successfully complete the VCAA examination but a greater emphasis will be placed on comprehension and studying characters, settings, events, ideas, issues and themes of the texts studied. Students will learn how to plan creative and analytical responses and how to utilise text to support ideas. Students will also be guided through Analysing Language, with a focus on identification of argument and word usage in persuasive language. Students wanting to select English Essentials will need to discuss this with their English teachers.

UNIT 3

The focus of this unit is on discussing and analysing how the features of selected texts create meaning and how they influence interpretation. Students will write creatively, analyse texts and analyse and compare the use of argument and language

LEARNING ACTIVITIES

Students will read a range of texts, write analytical responses through short, answers and guided essay writing. Students will be encouraged to present their work in a variety of ways including multimodal. They will write creatively and will work individually and in small groups.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

ASSESSED TASKS

A creative piece in response to Text 1, an essay in response to Text 2 and an analytical response to an issue in the media.

UNIT 4

The focus of this unit is on exploring the meaningful connections between two texts. Students will analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. Students will also build their understanding of both the analysis and construction of texts by presenting a sustained and reasoned point of view on an issue currently debated in the media.

LEARNING ACTIVITIES

Students will read a range of texts, compare texts through short answers and guided essay writing. They will explore a number of contemporary issues and will write their own point of view.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

ASSESSED TASKS

A comparative essay and an oral presentation

The final examination consists of an essay on one of the set texts, an essay comparing two texts and an analysis of a piece of persuasive writing.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 3 hour written examination in October (50%).

ENGLISH AS AN ADDITIONAL LANGUAGE UNITS 1-2 (LEEA1-2)

English as an Additional Language (EAL) recognises the particular English learning needs of those students for whom English is not their first language. EAL will help students to develop understanding and control of the English language through reading critically, writing in a wide range of styles, listening in a variety of contexts, and oral communication.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and other cultures, students studying EAL become confident, articulate and critically aware communicators and further develop a sense of themselves, their world, and their place within it. EAL helps equip students for participation in a democratic society and the global community.

UNIT 1

One focus of this unit is the reading and responding to texts analytically and creatively. They learn to write analytical essays and to use the features of creative writing, including the use of descriptive language, metaphor, and dialogue. Students also read and analyse persuasive texts, and analyse the use of arguments and persuasive language. Lastly, they develop competence in oral communication, including the use of paralinguistic features.

LEARNING ACTIVITIES

Students will write analytical and creative responses, give spoken presentations, and demonstrate their understanding of persuasive texts in short answer questions and essays. The subject promotes classroom activities that integrate the skills of reading, writing, speaking and listening.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking, and using language expressively and accurately.

ASSESSED TASKS

Analytical and creative response to a set text, spoken presentation on an issue in the media, analysis of the ways in which authors construct arguments and use language to position audiences, and an end-of-semester examination consisting of an analytical text response essay and analysis of a persuasive text.

UNIT 2

In this unit students analyse and compare the presentation of ideas, issues and themes in two set texts. They learn to use language to compare and to write a comparative essay. They also build on their knowledge of persuasive writing, by reading and analysing a range of persuasive texts and presenting their own point of view on an issue.

LEARNING ACTIVITIES

Students will analyse and compare the ideas, issues, and themes presented in two set texts and the ways writers and directors convey these. They will identify and analyse how argument and persuasive language are used in texts that attempt to influence an audience, and create a written text which presents a point of view. Students will also listen and respond to a variety of aural material as part of their study of persuasive texts.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking, and using language expressively and accurately. In Unit 2 students will be expected to develop skills to compare texts. They will build on their understanding of argument and the use of persuasive language in texts.

ASSESSED TASKS

A comparative essay on set texts, a persuasive text that presents a viewpoint, an analysis of the use of argument and persuasive language in texts, and an end-of-semester examination consisting of a comparative essay and an essay analysing a writer's use of argument and persuasive language.

ENGLISH AS AN ADDITIONAL LANGUAGE

ENGLISH AS AN ADDITIONAL LANGUAGE UNITS 3-4 (LEEA3-4)

The study of EAL contributes to the development of literate individuals capable of critical and creative thinking. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

There are special rules of eligibility for these units. These are outlined in the introduction section for the English subjects.

UNIT 3

The focus of this unit is on discussing and analysing how the features of selected texts create meaning and how they influence interpretation. Students will write creatively, analyse texts and analyse and compare the use of argument and language. Students also develop their listening skills to engage in a wide range of factual and fictional texts in a range of situations.

LEARNING ACTIVITIES

Students will read a range of texts, write analytical essays, personal and creative pieces. They will work individually and in groups. Students will also listen and respond to a variety of aural material.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

ASSESSED TASKS

A creative piece in response to Text 1, an essay in response to Text 2 an analytical response to an issue in the media and a response to aural texts.

UNIT 4

The focus of this unit is on exploring the meaningful connections between two texts. Students will analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. Students will also build their understanding of both the analysis and construction of texts by presenting a sustained and reasoned point of view on an issue currently debated in the media.

LEARNING ACTIVITIES

Students will read a range of texts, write analytical essays and complete oral presentations. They will work individually and in groups.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking and using language expressively and accurately.

ASSESSED TASKS

A comparative essay and an oral presentation.

The final examination consists of an essay on one of the set texts, an essay comparing two texts, an analysis of a piece of persuasive writing and a listening task.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 3 hour written examination in October-November (50%).

ENGLISH LANGUAGE

ENGLISH LANGUAGE UNITS 1-2 (ENLA1-2)

This study aims to combine learning about the nature of language in human thought and communication with learning how to use English more effectively. It is based on linguistics and involves an exploration of the nature of the English Language. A knowledge of how language functions helps develop skills that are useful in any field in which attention is paid to language such as Psychology, Computer Science and Philosophy.

It is recommended that students have studied Units 1 and 2 English Language or have satisfactorily completed Unit 1 prior to completing Units 3 and 4.

UNIT 1

This unit introduces students to the nature of language and the functions that we perform using language. Students are introduced to terminology to name the many features of language. These are explored through a range of texts, from transcripts of conversations to email and literary extracts. Students will also study how and when children learn language.

LEARNING ACTIVITIES

Students will write analytical responses, give spoken presentations and read a range of different types of texts. The subject promotes classroom activities that integrate the skills of reading, writing, speaking, listening and thinking. Class work will involve a range of individual and group-based activities.

KEY SKILLS REQUIRED

Learning and using the subject's specialist vocabulary, reading and listening closely, conducting structured analysis of language use and writing and speaking effectively.

ASSESSED TASKS

Short answer tests, an extended analytical task, an essay, and an end of semester exam.

UNIT 2

Students will investigate the history of English, different Englishes used around the world and the future of English. A range of texts from the four periods of English will be analysed and discussed.

LEARNING ACTIVITIES

Students will analyse and annotate texts from different periods in the history of English, research the different varieties of modern English and write essays on the future of English and associated issues. Class work will take a range of forms and involve individual and group-based activities.

KEY SKILLS REQUIRED

Learning and using the subject's specialist vocabulary, reading and listening closely, conducting research and writing and speaking effectively.

ASSESSED TASKS

Short answer tests, an extended analytical task, an essay, and an end of semester exam.

ENGLISH LANGUAGE

ENGLISH LANGUAGE UNITS 3-4 (ENLA3-4)

These units extend directly from the knowledge, ideas and skills developed in Units 1 and 2. Students will continue to learn grammatical and stylistic features of language. They will analyse and investigate how language reflects the context that it exists in. They will discuss how language can both reflect and create personal identity, and how our national Australian identity is conveyed through our language.

It is recommended that students have studied Units 1 and 2 English Language or have satisfactorily completed Unit 1 prior to completing Units 3 and 4.

UNIT 3

Unit 3 covers Language Variation and Social Purpose, where students consider how the language we use is both shaped by and reflects the context that we are in and how language communicates information, ideas, attitudes and prejudices. They investigate grammatical and stylistic features of formal and informal language in order to describe how language conveys message and meaning.

LEARNING ACTIVITIES

Students will write analytical responses, give spoken presentations, read a range of different types of texts and search for examples of language features in modern texts. The subject promotes classroom activities that integrate the skills of reading, writing, speaking, listening and thinking. Class work will involve a range of individual and group-based activities.

KEY SKILLS REQUIRED

Learning and using the subject's specialist vocabulary, conducting structured analysis of language use, writing and speaking effectively, reading and listening closely.

ASSESSED TASKS

Two short answer tests, an extended analytical task and an extended essay response.

UNIT 4

Unit 4 covers Language Variation and Identity. Students will learn about the distinctive features of different varieties of Australian English and how the use of a variety is influenced by personal, social and cultural factors. They will explore how language can communicate an identity to others, both personal and national.

LEARNING ACTIVITIES

Students will write analytical responses, give spoken presentations and read a range of different types of texts. The subject promotes classroom activities that integrate the skills of reading, writing, speaking, listening and thinking.

KEY SKILLS REQUIRED

Learning and using the subject's specialist vocabulary, conducting structured analysis of language use in a wide range of text types, writing and speaking effectively, reading and listening closely.

ASSESSED TASKS

Two short answer tests, an extended analytical task and an extended essay response.

The November Exam consists of short answer questions in responses to set texts, extended analysis of a set text, and an extended essay response.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

LITERATURE

LITERATURE UNITS 1-2 (ENLI1-2)

The study of Literature is based on the enjoyment and appreciation of reading that comes from discussion, debate and the challenge of exploring the meanings of literary texts. Students reflect on their interpretations of texts and the views others hold. The subject requires a strong commitment to the set reading and covers a range of forms including film, novels, plays, short stories and poetry.

UNIT 1

This unit focuses on how literature represents human experience and is designed to allow students to develop practices which deepen their understanding of a text. Narrative, characterisation, structure and language of literary texts are all explored.

LEARNING ACTIVITIES

Students will write analytical and imaginative responses, give spoken presentations and read a range of texts. The subject promotes classroom activities that integrate the skills of reading, writing, speaking, listening and thinking.

KEY SKILLS REQUIRED

Close reading and listening, effective writing and speaking, using language expressively and accurately.

ASSESSED TASKS

An essay and oral presentation discussing the degree to which points of view, experiences and contexts shape responses to a text. A second essay considering the ideas and concerns in text and an end of semester written examination consisting of analytical responses to the texts studied in the Unit.

UNIT 2

The focus of this unit is on students' critical and creative responses to texts. Students explore the contexts and forms of literary works and how these affect their meanings and ideas.

LEARNING ACTIVITIES

Students will explore the features of different writing styles, the effect of adapting literature to film and the significance of social context on a writer's work. The set reading includes novels, plays, short stories and poetry.

KEY SKILLS REQUIRED

Close reading and listening, effective writing, speaking, and analysis, using language expressively and accurately and the capacity to learn and use literary and analytical terms.

ASSESSED TASKS

An analytical comparison of print and non-print versions of a set text. An extended creative response to one of the set texts and a spoken commentary on this response. An end of semester written examination consisting of analytical responses to the texts studied in the Unit

LITERATURE

LITERATURE UNITS 3-4 (ENLI3-4)

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely.

UNIT 3

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

LEARNING ACTIVITIES

Students write analytical and creative responses, engage in class discussions, give spoken presentations and read a range of texts.

KEY SKILLS REQUIRED

Close reading and listening; effective writing and speaking; using language expressively and accurately; and the capacity to learn and use literary and analytical terms.

ASSESSED TASKS

An analytical comparison of print and non-print versions of a set text. An extended creative response to one of the set texts and a spoken commentary on this response.

UNIT 4

In this unit students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis.

LEARNING ACTIVITIES

Students write analytical responses, engage in class discussions, give spoken presentations and read a range of texts.

KEY SKILLS REQUIRED

Close reading and listening; effective writing and speaking; using language expressively and accurately; and the capacity to learn and use literary and analytical terms.

ASSESSED TASKS

An analysis of the critical views and social context of one set text. Extended critical interpretations of two further set texts.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%) and School Assessed Coursework Unit 4 (25%) The level of achievement for Units 3 and 4 is also assessed by an end-of-year Examination, which will contribute 50% of the Study Score. The examination is of two hours' duration and requires essay responses to two texts studied through the year.

ENVIRONMENTAL SCIENCE

ENVIRONMENTAL SCIENCE UNITS 3-4 (SCES3-4)

VCE Environmental Science enables students to explore the challenges that past and current human interactions with the environment present for the future by considering how Earth's atmosphere, biosphere, hydrosphere and lithosphere function as interrelated systems. In undertaking this study, students examine how environmental actions affect, and are affected by, ethical, social and political frameworks.

Students can complete Unit 3 and 4 Environmental Science without the completion of Unit 1 and 2 Environmental Science. If you have an interest in environmental issues or intend studying the environment as part of your university/TAFE studies these units will be beneficial.

UNIT 3: HOW CAN BIODIVERSITY AND DEVELOPMENT BE SUSTAINED?

In this unit students apply sustainability principles to examine environmental management. They explore the value and management of the biosphere by considering the concept of biodiversity and the services provided to all living things. Students analyse the processes that threaten biodiversity and evaluate biodiversity management strategies for a chosen threatened endemic species. They use a selected environmental science case study to explore management at an Earth systems scale.

LEARNING ACTIVITIES

Practical investigation, individual and group research, fieldwork and recordings.

KEY SKILLS REQUIRED

Note taking, scientific methods, observations and research investigation.

ASSESSED TASKS

Practical investigation, Case study report, an investigation into threatened species and a test.

UNIT 4: HOW CAN THE IMPACTS OF HUMAN ENERGY USE BE REDUCED?

In this unit students analyse the social and environmental impacts of energy production and use on society and the environment. They explore the complexities of interacting systems of water, air, land and living organisms that influence climate, focusing on both local and global scales, and consider long term consequences of energy production and use. Students compare efficiencies of the use of renewable and non-renewable energy resources, and consider how science can be used to reduce the impacts of energy production and use. They consider the uncertainty associated with measurement of environmental indicators.

LEARNING ACTIVITIES

Individual and group research, fieldwork and recordings.

KEY SKILLS REQUIRED

Note taking, interpretation of data and research investigation.

ASSESSED TASKS

A report on use of renewable and non-renewable energy resources, an evaluation of management strategies based on primary and/or secondary data. A report/test on the evaluation of environmental science projects or an environmental management plan.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (50%), and a 2 hour written examination in November (50%).

EXTENDED INVESTIGATION

EXTENDED INVESTIGATION UNITS 3-4 (HUEI3-4)

Extended Investigation is a VCE Unit 3-4 subject only. It involves students designing, investigating and presenting a research project that is based on their own specialised interest which can come from any discipline area. Classroom teaching focuses on building skills and an understanding of the research process including designing research questions, planning approaches to research and applying critical thinking skills. Students conduct their research independently with the ongoing support of a teacher and mentor. The results of the investigation are presented in a written report together with an oral presentation. This is an ideal subject for students interested in building the skills needed to undertake tertiary study at University. Students must enjoy reading and be able to sustain their interest in a long-term project. It is a fully scored VCE subject.

UNIT 3

This unit focuses on developing an understanding of the skills of critical thinking and research. Students will design a research question that requires critical inquiry and develop a detailed proposal and implementation plan, justify appropriate research methods and undertake research. Students will consider research ethics, relevant selected literature and the conventions of academic writing including referencing systems and acknowledging sources.

LEARNING ACTIVITIES

Critical thinking exercises, a written rationale, detailed plan and literature review and an oral presentation.

KEY SKILLS

High level research skills, analytical skills focusing on critical thinking, communication skills, organisational skills, the ability to work independently and to sustain a long-term project.

ASSESSED TASKS

A written rationale, critical thinking exercises, detailed research plan and literature review and an oral presentation.

UNIT 4

This unit focuses on completing the independent investigation and producing a written report that critically evaluates the results of the investigation. The study concludes with the presentation of research findings to an audience.

LEARNING ACTIVITIES

Written and oral report.

KEY SKILLS

High level research skills, analytical skills focusing on critical thinking, communication skills, organisational skills, the ability to work independently and sustain a long-term project.

ASSESSED TASKS

Written report of 4000 words and an oral presentation requiring students to respond to questions and challenges from a panel. There is no end of year examination but students complete an online critical thinking test in August that is used to moderate results.

VCAA ASSESSMENT – The overall Study Score will consist of: School Assessed Coursework (30%) and externally assessed tasks including the online critical thinking skills task (10%), final research report and oral presentation (60%).

FOOD STUDIES

FOOD STUDIES UNITS 1-2 (TSFS1-2)

This study enables students to develop as informed, discerning and capable food citizens. They will develop their understanding of food while acquiring skills that enable them to take greater ownership of their food decisions and eating patterns. Students will build practical food skills in planning, preparation, evaluation and enjoyment of food, including the principles and practices that ensure the safety of food. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

UNIT 1

Students will focus on food from a historical and cultural perspective; investigating the origins and roles of food through time across the world and in Australia; exploring the progression made from the hunter-gatherer to rural based agriculture.

LEARNING ACTIVITIES

Students will complete practical tasks using ingredients from earlier cultures including those indigenous to Australia, dietary analysis, and food testing, research tasks and product evaluations.

KEY SKILLS REQUIRED

Researching food production and customs with practical applications of food from particular regions around the world; using safe and hygienic food handling practices whilst demonstrating practical skills; using equipment and techniques appropriately as well as organisational skills required in preparation, cooking and presentation of food.

ASSESSED TASKS

Practical activities: Two of which will be accompanied by a production plan and an evaluation. A short written report is also required. The completion of an end of semester written examination is also required.

UNIT 2

Students will investigate food systems in contemporary Australia. Comparisons are made on food production industries and small-scale domestic settings with students gaining an insight into their significance on the Australian economy.

LEARNING ACTIVITIES

Investigate a new food product development and innovation, using the design process, production activities, adapting recipes and developing an entrepreneurial project.

KEY SKILLS REQUIRED

Research skills, food preparation skills and the ability to use the design process, adapting food in response to dietary needs; using safe and hygienic food handling practices whilst demonstrating practical skills; using equipment and techniques appropriately as well as organisational skills required in preparation, cooking and presentation of food.

ASSESSED TASKS

Design and develop a practical food solution in response to an opportunity or a need in the food industry or school community and one for a domestic or small-scale setting. The completion of an end of semester written examination is also required.

FOOD STUDIES

FOOD STUDIES UNITS 3-4 (TSFS3-4)

Through this study, students will explore food from a wide range of perspectives. They study many physical and social functions of food, economic, environment and ethical dimension of food and how to critically evaluate information, marketing messages and new trends in food. This study complements and supports further training and employment opportunities in the fields of home economics, food technology, food manufacturing and hospitality.

UNIT 3

In this unit students will investigate the physiology of eating, the microbiology of digestion and the functional properties of food and the changes that occur during preparation and cooking. Students will also explore nutritional requirements and influences on our food choices.

LEARNING ACTIVITIES

Practical activities, investigation/research projects, structured questions and case study analyses.

KEY SKILLS REQUIRED

Using food science terminology, using equipment and techniques appropriately, applying safe and hygienic food handling practices and using organisational and technical skills in relation to preparation, cooking and presentation in a range of practical activities.

ASSESSED TASKS

A range of practical activities with records of two food production sessions and a short written report.

UNIT 4

In this unit students will examine debates about global and Australian food systems. Focus will be on the environment, ecology, ethics, farming practices food wastage and water and land management. We will also look at food information and misinformation and how to assess it.

LEARNING ACTIVITIES

Practical activities, investigation projects, structured questions, case study analysis and a research task.

KEY SKILLS REQUIRED

Research skills, analysis skills, using equipment and techniques appropriately, applying safe and hygienic food handling practices and using organisational and technical skills in relation to the preparation, cooking and presentation of food.

ASSESSED TASKS

A range of practical activities with records of two food productions session and a written report and the completion of an externally assessed exam that covers Units 3 and 4 Food Studies.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework – Unit 3 (30%), Unit 4 (30%) and a 1½ hour written examination in November (40%).

FRENCH

FRENCH UNITS 1-2 (LEFR1-2)

The study of French develops students' abilities to understand and use a language which is widely learned internationally, and which is an official language of many world organisations and events. The ability to use and understand French also provides students with direct access to the rich and varied culture of francophone communities around the world. Knowledge of French can provide students with enhanced vocational opportunities in many fields, including banking, international finance, commerce, diplomacy, translating and interpreting.

It is recommended that students have studied French at Year 10 level prior to studying Units 1 and 2.

UNIT 1

Students will explore topics such as Youth Issues, Modern Family and Future Plans.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised to meet the demands of increasing language competency.

ASSESSMENT TASKS

Speaking Task (role play), listening and responding task, reading and responding task, written task and end of semester written, oral and grammar examinations.

UNIT 2

Students will explore topics such as Immigration, the Environment and Travels.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised to meet the demands of increasing language competency.

ASSESSED TASKS

Speaking Task, listening and responding task, reading and responding task. Written task, end of semester written, oral and grammar examinations.

FRENCH

FRENCH UNITS 3-4 (LEFR3-4)

The study of French develops students' abilities to understand and use a language which is widely learned internationally, and which is an official language of many world organisations and international events. The ability to use and understand French provides students with direct access to the rich and varied culture of worldwide francophone communities. French language can provide students with enhanced vocational opportunities in many fields, including banking, international finance, commerce, diplomacy, translating and interpreting.

Students need to have satisfactorily completed Units 1 and 2 French prior to studying Units 3 and 4 of this subject.

UNIT 3-4

Throughout the year students will explore topics such as Leisure activities, careers, key historical events, French culture, literature and art.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised to meet the demands of increasing language competency.

ASSESSED TASKS - UNIT 3

Essay: 250-word personal or imaginative written piece.

Listening and Responding: Analyse and use information from spoken texts.

Role play: three to four minute role play, focusing on the resolution of an issue.

ASSESSED TASKS - UNIT 4

Reading and Responding: Analyse and use information from written texts.

Essay: 250-300 word informative, persuasive or evaluative written response.

Oral Interview: three to four minute interview on an issue related to the texts studied.

Students will also complete both an oral and written examination at the end of the year.

STUDYING LANGUAGES

Language study at VCE level steadily develops students' proficiency in listening, speaking, reading and writing.

EXCHANGE OPPORTUNITIES

Exchange opportunities exist for students of all languages at BSSC.

VCAA ASSESSMENT – The overall Study Score will consist of:

Unit 3 School Assessed Coursework (25%), Unit 4 School Assessed Coursework (25%), 15 minute oral exam in October (12½%), and a 2 hour written examination in November (37½%).

GEOGRAPHY

GEOGRAPHY UNITS 1-2 (HUGE1-2)

The study of geography is a structured way of exploring, analysing, and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects? How is it changing? How is it different?

This study examines how human interaction with the environment has had significant consequences. Students will gain an understanding of how and why this interaction takes place and why it matters.

UNIT 1: HAZARDS

This unit provides an overview of hazards before investigating two contrasting types of hazards and the responses to them by people. Types of hazards include: geological, hydro-meteorological, biological and technological. Topics covered include: tsunamis, bushfires, infectious diseases and human induced hazards.

LEARNING ACTIVITIES

Students will undertake fieldwork and collect data at a variety of sites. Students will develop a case study of a hazard and a report about a response to a hazard and disaster.

KEY SKILLS REQUIRED

Analysing maps and data, collecting, sorting and processing data, and researching topics.

ASSESSED TASKS

A fieldwork report, structured questions, a case study, a report, a folio of class exercises and a mid-year examination.

UNIT 2: TOURISM

This unit investigates the characteristics of tourism, with particular emphasis on where it has developed, its various forms, how it has changed and continues to change. Students will specialize in examples of tourism within Australia and overseas. They will explore the environmental, economic and socio-cultural impacts of different types of tourism.

LEARNING ACTIVITIES

Students will undertake fieldwork and collect data at a variety of sites. Students will develop a case study of a tourism site and a report about the impact of tourism.

KEY SKILLS REQUIRED

Analysing maps and data, collecting, sorting and processing data, and researching topics.

ASSESSED TASKS

A fieldwork report, structured questions, a case study, a report, a folio of class exercises and an end of year examination.

GEOGRAPHY

GEOGRAPHY UNITS 3-4 (HUGE3-4)

The study of geography is a structured way of exploring, analysing, and understanding the characteristics of places that make up our world. Geographers are interested in key questions concerning places and geographic phenomena: What is there? Where is it? Why is it there? What are the effects? How is it changing? How is it different?

This study examines how human interaction with the environment has had significant consequences. Students will gain an understanding of how and why this interaction takes place and why it matters.

UNIT 3: CHANGING THE LAND

This unit focuses on two investigations of geographical change: change to land cover and change to land use.

LEARNING ACTIVITIES

Students will undertake fieldwork and collect data at a variety of sites. Students will develop a case study of a hazard and a report about a response to a hazard and disaster.

KEY SKILLS REQUIRED

Analysing maps and data, collecting, sorting and processing data, and researching topics.

ASSESSED TASKS

A fieldwork report, structured questions, a case study, a report, a folio of class exercises and an end of year examination.

UNIT 4: HUMAN POPULATION – TRENDS AND ISSUES

In this unit students investigate the geography of human populations. They explore the patterns of population change, movement and distribution, and how governments, organisations and individuals have responded to those changes in different parts of the world.

LEARNING ACTIVITIES

Students will develop explanations of population dynamics and theories of population. They will analyse maps, graphs and other geographical data and will undertake case studies on populations in different regions.

KEY SKILLS REQUIRED

Analysing maps and data, sorting and processing data, and researching topics.

ASSESSED TASKS

Structured questions, data analysis, case studies, a folio of class exercises and an end of year examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%) and a written examination in November (50%).

GERMAN

GERMAN UNITS 1-2 (LEGE1-2)

The study of German develops students' abilities to understand and use a language recognised as a world language of culture, music and philosophy, as well as a key language in the fields of science, medicine, economics and technology. Partnerships between German and Australian universities enable students to undertake sections of under and post-graduate courses in Germany. The bilingual skills achieved through such programs give students access to enhanced vocational opportunities in today's globalised market place.

It is recommended that students have studied German at Year 10 prior to studying Units 1 and 2.

UNIT 1

Students will explore topics such as family, school, hobbies and travel.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role-plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised to meet the demands of increasing language competency.

ASSESSED TASKS

Informal conversation, listening and responding task, reading and responding task, written review or article, oral examination and an end of semester written examination.

UNIT 2

Students will explore topics such as youth issues, health, media and music.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised to meet the demands of increasing language competency.

ASSESSED TASKS

Oral role-play or interview, listening and responding task, reading and responding task, journal entry, personal account or short story, oral examination and an end of semester written examination.

GERMAN

GERMAN UNITS 3-4 (LEGE3-4)

The study of German develops students' abilities to understand and use a language recognised as a world language of culture, music and philosophy, as well as a key language in the fields of science, medicine, economics and technology. Partnerships between German and Australian universities now enable students to undertake sections of both under and post-graduate courses in Germany. The bilingual skills achieved through such programs give students access to enhanced vocational opportunities in today's globalised market place.

Students need to have satisfactorily completed Units 1 and 2 German prior to studying Units 3 and 4 of this subject.

UNIT 3-4

Throughout the year students will explore topics such as family relationships and decision-making, environmental issues, planning for future employment, modern German history, life in the former East Germany, and migration issues in Germany.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role-plays), exploring and understanding culture, vocabulary development, grammar exercises, and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised to meet the demands of increasing language competency.

ASSESSED TASKS - UNIT 3

Essay: 250-word personal or imaginative written piece.

Listening and Responding: Analyse and use information from spoken texts.

Role-play: A three to four minute role-play focusing on the resolution of an issue.

ASSESSED TASKS - UNIT 4

Reading and Responding: Analyse and use information from written texts.

Essay: A 250-300 word informative, persuasive or evaluative written response.

Oral Interview: A three to four minute interview on an issue related to the texts studied.

Students will also complete both an oral and written examination at the end of the year.

STUDYING LANGUAGES

Language study at VCE level steadily develops students' proficiencies in listening, speaking, reading and writing.

EXCHANGE OPPORTUNITIES

Exchange opportunities exist for students of all languages at BSSC.

VCAA ASSESSMENT – The overall Study Score will consist of:

Unit 3 School Assessed Coursework (25%), Unit 4 School Assessed Coursework (25%), 15 minutes oral exam in October (12½%), and a 2 hour written examination in November (37½%).

POLITICS: GLOBAL

POLITICS: GLOBAL UNITS 3-4 (HUGP3-4)

Global Politics provides students with an insight into the political, social, cultural and economic forces that shape our rapidly changing world. Students develop a critical awareness and understanding of the world in which they live, knowledge of the key actors, ethics, issues, events and the forces that shape them. In doing so, students build the skills needed to meet the opportunities and challenges posed by contemporary international life. Students can complete Australian and Global Politics in Units 1 and 2 and follow a pathway to Global Politics in Units 3 and 4.

UNIT 3

This unit investigates the key global players in twenty-first century global politics. Students begin with an examination of the key global actors, their aims, roles, power and authority, which are analysed using contemporary evidence. Students develop this understanding through an in-depth examination of the concepts of national interest and power as they relate to the state (China, Australia or USA), and the way in which one Asia-Pacific state uses power to achieve its objectives. Emphasis in this unit is the contemporary twenty-first century world.

LEARNING ACTIVITIES

Case study research, internet investigations and oral presentations.

KEY SKILLS REQUIRED

Analytical reading and research, summarising, formal writing and synthesising evidence to draw conclusions, close reading and note taking and participation in class discussion.

ASSESSED TASKS

Short answer tests, essays, multimedia presentations, case studies or extended responses.

UNIT 4

This unit investigates key global challenges facing the international community in the twenty-first century. Students begin with an examination and analysis of the debates surrounding two ethical issues, which are underpinned by the contested notion of global citizenship, and evaluate the effectiveness of responses to these issues. Students then explore the nature of global crises, in terms of their context, causes, the varying effectiveness of responses and challenges to solving them. Case Studies include; War on Terror, Humanitarian Intervention, human rights, and arms control.

LEARNING ACTIVITIES

Case study research, internet investigations and oral presentations.

KEY SKILLS REQUIRED

Close reading and note taking, participation in class discussion, analytical reading and research, summarising, formal writing and synthesising evidence to draw conclusions.

ASSESSED TASKS

Short answer tests, essays, multimedia presentations, case studies or extended responses and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

HEALTH AND HUMAN DEVELOPMENT UNITS 1-2 (HPHH1-2 or SDHH1-2)

This subject will provide students with an excellent background for a career in nursing or other health areas – dietician, occupational therapy, speech pathology, health promotion, social welfare, youth work, education – kindergarten and early childhood, childcare or hospitality.

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

Students will explore the dimensions of health and wellbeing and the influence that age, culture, religion, gender and socioeconomic status has on these concepts. With a focus on youth, students will examine the reasons for variations and inequalities in health status. Health literacy skills will be developed through the interpretation and use of data, evaluating nutrition information including food selection models, advertisements and social media. Students will undertake an independent research task on an area of interest which focuses on the health and wellbeing of Australia's youth.

LEARNING ACTIVITIES

May include any of the following: case studies, written responses, class discussions, oral presentations, multimedia presentations, readings and activities.

KEY SKILLS REQUIRED

Reading, interpreting and analysing information and data, research, cooperative group work, drawing informed conclusions and use of a range of ICT including Web 2.0 tools.

ASSESSED TASKS

May include any of the following: a short written report, such as a media analysis, a blog or a case study analysis; visual presentations such as a graphic organiser, concept/mind map or a digital presentation; structured questions, including data analysis under test conditions; a research task.

UNIT 2: MANAGING HEALTH AND DEVELOPMENT

Students will investigate the developmental changes and expectations that are part of the transition from youth to adulthood. Characteristics of healthy respectful relationships will be examined and parenthood as a potential transition in life will also be studied. With a focus on parents/carers and families, students investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Students will examine how to access Australia's health care system and how it promotes health and wellbeing in their community. Emerging health procedures and medical technologies will also be studied and the issues associated with their use will be explored.

LEARNING ACTIVITIES

May include any of the following: case studies, written responses, class discussions, oral presentations, multimedia presentations, text readings and activities.

KEY SKILLS REQUIRED

Reading, interpreting and analysing information and data, research, cooperative group work, drawing informed conclusions and use of a range of ICT including Web 2.0 tools.

ASSESSED TASKS

May include any of the following: a short written report, such as a media analysis, a blog or a case study analysis; visual presentations such as a graphic organiser, concept/mind map or a digital presentation; structured questions, including data analysis under test conditions; a research task.

HEALTH AND HUMAN DEVELOPMENT

UNITS 3-4 (HPHH3-4 or SDHH3-4)

This subject will provide students with an excellent background for a career in nursing or other health related areas – dietician, occupational therapy, speech pathology, health promotion, social welfare, youth work, international aid work, education (kindergarten and early childhood, primary and secondary), childcare.

UNIT 3: AUSTRALIA'S HEALTH IN A GLOBALISED WORLD

Students will explore and examine the concepts of health and wellbeing and its importance as a resource for both individuals and communities both in Australia and globally. There is a focus on the health of Australians looking at particular population groups and the many factors that can contribute to differences in health status, for example dietary risks. Australia's health system will be investigated along with health promotion initiatives to improve population health and indigenous health and wellbeing and healthy eating.

LEARNING ACTIVITIES

Written responses, class discussions, oral presentations, multimedia presentations, text readings, activities and summaries.

KEY SKILLS REQUIRED

Read and interpret information and data, research, cooperative group work, summarise and evaluate strategies and a range of ICT skills including WEB 2.0 tools.

ASSESSED TASKS

Structured questions, written report, case study analysis, visual presentation, data analysis and a research inquiry.

UNIT 4: HEALTH AND HUMAN DEVELOPMENT IN A GLOBAL CONTEXT

Students will examine the similarities and differences in the major burdens of disease in low, middle and high income countries, including Australia. A range of factors including poverty, access to safe water and sanitation, education and inequality that can lead to health inequalities around the world will be explored. Global trends including climate change and conflict will also be investigated to explain their implications for health and wellbeing. There is a focus on actions to promote health globally and students will explore the United Nations Sustainable Development Goals that aim to promote health and wellbeing and human development outcomes. Students will also familiarise themselves with the priorities and work of the World Health Organisation, along with the features of Australia's aid program and its partnerships with non-government organisations to promote health and wellbeing, and human development.

LEARNING ACTIVITIES

Written responses, class discussions, oral presentations, multimedia presentations, text readings and activities, summaries.

KEY SKILLS REQUIRED

Read and interpret information and data, research, cooperative group work, summarise and evaluate strategies, and a range of ICT skills including WEB 2.0 tools.

ASSESSED TASKS

Structured questions, written report, case study analysis, visual presentation, data analysis, a

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

HISTORY: 20TH CENTURY

HISTORY: 20TH CENTURY UNITS 1-2 (HUTC1-2)

Twentieth Century History involves the study of the radical changes, upheavals and wars that have shaped the modern world. The first half of the century was marked by world war, revolution, economic collapse and the horror of the Holocaust. The USA and USSR emerged from World War Two as the new world superpowers in a new age of atomic weapons. The relationship between these allies soon dissolved into distrust and suspicion and for the next forty years a Cold War was waged between these opposing ideologies. These units provide the skills required for all Unit 3 and 4 History subjects.

UNIT 1

1900-1945

Students will examine the nature of political, social and cultural change in the period between the world wars focusing on how World War One reshaped borders, movements, ideologies and power structures. These changes resulted in conflict and political change across the globe. Economic instability caused by the Great Depression also contributed to the development of Totalitarian governments in Europe which used the military, education and propaganda to impose controls on the way people lived. These factors combined to contribute to the outbreak of World War Two in 1939.

LEARNING ACTIVITIES

Creative responses to historical events, oral presentations, discussion and debates, case studies, internet investigations and group activities.

KEY SKILLS REQUIRED

Use of concepts relevant to the historical context, analysis of written and visual primary source materials, synthesising evidence to draw conclusions, research skills and essay writing skills.

ASSESSED TASKS

Short answer tests, essays, image and document analysis, case studies and an end of semester written examination.

UNIT 2

1945-2000

Students will consider how despite internationalist moves, the second half of the twentieth century was dominated by the competing ideologies of democracy and communism, setting the backdrop for the Cold War. They will examine the establishment of the United Nations and The Universal Declaration of Human Rights. They will investigate decolonisation and the emergence of independence movements in former colonies. New social movements challenged existing values and traditions, such as the civil rights movement, feminism and environmental movements. Finally, the rise of global terrorism at the end of the century will be explored.

LEARNING ACTIVITIES

Case study research, oral presentations, internet investigations and group activities.

KEY SKILLS REQUIRED

Use of concepts relevant to the selected historical context, analysis of written and visual materials, synthesising evidence to draw conclusions, research skills and essay writing skills.

ASSESSED TASKS

Short answer tests, essays, image and document analysis, case studies and an end of semester written examination.

HISTORY: ANCIENT

HISTORY: ANCIENT UNITS 1-2 (HUAN1-2)

Ancient History is an exciting new VCE subject offered to students from 2016 focusing on the historical investigation of the great civilizations of the Mediterranean world and the Near East. It is a four unit sequence that allows students to study the Ancient Civilizations of Mesopotamia and Egypt in Units 1/2 and Greece and Rome in Units 3/4. Through the study of ancient history, students learn about the development of complex societies and the impact of individuals and groups on ancient events and ways of life.

UNIT 1

ANCIENT MESOPOTAMIA

In this unit, students explore Ancient Mesopotamia, the lands between the rivers Tigris and the Euphrates which have been described as the 'cradle of civilization'. The study of Ancient Mesopotamia provides important insights about the growth of cities. Students investigate the creation of city-states and empires. They examine the invention of writing – a pivotal development in human history. This unit highlights the importance of primary sources (the material record and written sources) to historical inquiry about the origins of civilization.

LEARNING ACTIVITIES

Creative responses to historical events, oral presentations, discussion and debates, case studies, internet investigations and group activities.

KEY SKILLS REQUIRED

Use of concepts relevant to the historical context, analysis of written and visual primary source materials, synthesizing evidence to draw conclusions, research skills and essay writing skills.

ASSESSED TASKS

Assessment will include a historical inquiry, an analysis of primary sources, an analysis of historical interpretations, an essay and an end of semester examination.

UNIT 2

EGYPT

In this unit, students explore how Ancient Egypt gave rise to a civilization that endured for approximately three thousand years. Unlike Mesopotamia, Egypt was not threatened by its neighbours for the greater part of its history. The Nile served as the lifeblood of urban settlements in Upper and Lower Egypt. Students will examine kingship in Old and Middle Kingdom Egypt and the social, political and economic reasons for the construction of pyramids, and Egyptian beliefs concerning the afterlife.

LEARNING ACTIVITIES

Case study research, oral presentations, discussion and debates, internet investigations and group activities.

KEY SKILLS REQUIRED

Use of concepts relevant to the selected historical context, analysis of written and visual materials, synthesizing evidence to draw conclusions, research skills and essay writing skills.

ASSESSED TASKS

Assessment will include a historical inquiry, an analysis of primary sources, an analysis of historical interpretations, an essay and an end of semester examination.

HISTORY: ANCIENT

HISTORY: ANCIENT UNITS 3-4 (HUAN3-4)

Ancient History is an exciting new VCE subject focusing on the historical investigation of the great civilizations Ancient Greece and Rome. In each of Units 3 and 4, students explore the structures of these societies and the way life was shaped by the complex interplay of social, political and economic factors. Furthermore, these societies experienced dramatic crises which caused massive disruption. During these times of upheaval, individuals acted in ways that held profound consequences for themselves and for their society.

UNIT 3

ANCIENT GREECE

In this unit students examine the social, political and economic features of life during the Archaic Period focusing on life in Athens and Sparta to 454 BC. They examine the causes and consequences of the conflict between Greece and Persia. Students engage in an investigation of the archaeological site of the Panathenaic Way. Students explore the Peloponnesian War (431– 404 BC) in Greece with particular reference to the role of Pericles, Alcibiades and Lysander.

LEARNING ACTIVITIES

Group and individual work including research, reading exercises, synthesis writing, analysis of artworks and primary documents.

KEY SKILLS REQUIRED

Use of concepts relevant to the historical context, analysis of written and visual primary source materials, synthesizing evidence to draw conclusions, research skills and essay writing skills.

ASSESSED TASKS

Assessment in Unit 3 and 4 will include a historical inquiry, an analysis of primary sources, an analysis of historical interpretations, an essay and an end of year examination.

UNIT 4

ANCIENT ROME

In this unit students examine the early development of Rome and life under the Kings with a focus on the Roman Republic. They examine the causes and consequences of the conflict between Rome and Carthage and engage in an investigation of the archaeological site of Rome's ancient harbour, Ostia Antica. Students explore the demise of the Republic in Rome with particular reference to the role of Julius Caesar, Cleopatra VII and Augustus.

LEARNING ACTIVITIES

Group and individual work including research, reading exercises, synthesis writing, analysis of artworks and primary documents.

KEY SKILLS REQUIRED

Use of concepts relevant to the historical context, analysis of written and visual primary source materials, synthesizing evidence to draw conclusions, research skills and essay writing skills.

ASSESSED TASKS

Assessment in Unit 3 and 4 will include a historical inquiry, an analysis of primary sources, an analysis of historical interpretations, an essay and an end of year examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

HISTORY: AUSTRALIAN

HISTORY: AUSTRALIAN UNITS 3-4 (HUAH3-4)

Transformations in Australia's history have occurred sometimes chaotically in response to a sudden rush for land or gold and at other times in a debated and planned fashion, as in the creation of what was, in the early twentieth century, an advanced democracy.

Students will explore four periods of time which span some of the transformative events and processes that developed and changed the nature of Australian society and created modern Australia. The first slice of time begins in the 1830s with the expansion of European control over much of southern Australia and the responses of and outcomes for Australia's Indigenous inhabitants. The remaining three time periods consider transformations undergone by the new Australian nation in the twentieth century.

UNIT 3

Students will focus on the European experience in Australia from the early years of the Port Phillip District (later Victoria) through the Nineteenth Century and up to the end of World War One. The latter part of Unit Three focuses on the nature of Australian society around the turn of the Twentieth Century and how WW1 added to or disrupted the visions underpinning the new nation.

LEARNING ACTIVITIES

Reading, group and class discussions, research activities, extended answer questions, document studies.

KEY SKILLS REQUIRED

Analysis and synthesis of materials to draw conclusions, formal writing, research and analysis of historical sources.

ASSESSED TASKS

Historical inquiry and an essay.

UNIT 4

Students examine the social, economic and political consequences of World War Two. The emphasis is on the ways in which Australians responded to these threats and whether this affected the cohesion of the nation. The study concludes with an examination of TWO debates that sought and achieved change at the end of the twentieth century.

LEARNING ACTIVITIES

Reading, group and class discussions, research activities.

KEY SKILLS REQUIRED

Analysis and synthesis of materials to draw conclusions, formal writing, research and analysis of historical sources.

ASSESSED TASKS

An analysis of historical interpretations and an analysis of primary sources. Students will also complete an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

HISTORY: REVOLUTIONS

HISTORY: REVOLUTIONS UNITS 3-4 (HUHR3-4)

This subject will help students understand the causes, processes and patterns in violent and radical change in societies. Students explore revolutions and evaluate the causes of tension and conflicts and the role played by ideas, movements and leaders in revolutionary struggles. Students will also evaluate the role of ideas such as Marxism, liberty, equality and nationalism, as well as significant leaders and movements in shaping the revolutionary struggles.

UNIT 3

Students will examine:

The Russian Revolution from October 1917 to 1927 and
The Russian Revolution from 1896 to October 1917

Students will examine the role and significance of ideas, leaders, movements and events in the chosen revolution. An analysis of the challenges facing the emerging new order, and the way in which attempts were made to create a new society will be conducted.
A second revolution will be explored in Unit 4.

LEARNING ACTIVITIES

Study of paintings, drawings and cartoons, film analysis, role plays, group tasks, research activities and historiography exercises.

KEY SKILLS REQUIRED

Reading, group and class discussions, formal writing and ICT activities.

ASSESSED TASKS

Analysis of visual and/or written documents and a research report.

UNIT 4

Students will examine:

The Chinese Revolution from 1912 to 1949
The Chinese Revolution from 1949 to 1971

The causes of social and political tensions and divisions will be examined. The difficulties or crises faced by revolutionary groups or governments as a new state will be investigated.

LEARNING ACTIVITIES

Group tasks, role plays, analysis of propaganda posters, documentaries and research activities, historiography exercises.

KEY SKILLS REQUIRED

Reading, analysis and synthesis, essay writing, research, analysis of historical sources and historians' interpretations.

ASSESSED TASKS

Historiography exercise, essay and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

INDONESIAN

INDONESIAN UNITS 1-2 (LEIN1-2)

Studying Indonesian develops students' abilities to understand and use the language of one of Australia's closest neighbours. Links between Australia and Indonesia have been strengthened in recent decades, in particular in areas such as business, tourism, defence and education. The study of Indonesian also has a broader application in that it is closely related to Malay, and is understood in Malaysia and by Malay-speaking inhabitants of Singapore and Brunei.

It is recommended that students have undertaken a study of the language at Year 10 level prior to studying Units 1 and 2 of this subject.

UNIT 1

Students will explore topics such as family, school, hobbies and music.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

ASSESSED TASKS

Informal conversation, listening and responding task, reading and responding task, written review or article, oral examination and an end of semester written examination.

UNIT 2

Students will explore topics such as youth culture, travel, environmental issues and the world of work.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

ASSESSED TASKS

Oral role-play or interview, listening and responding task, reading and responding task, journal entry, personal account or short story, oral examination and an end of semester written examination.

INDONESIAN UNITS 3-4 (LEIN3-4)

Indonesian language develops students' abilities to understand and use the language of one of Australia's closest neighbours and one of the most populous countries in the world. Links between Australia and Indonesia have been strengthened in recent decades, particularly in business, tourism, defence and education. The study of Indonesian has a broader application as it is closely related to Malay, and is understood in Malaysia and by Malay speaking inhabitants of Singapore and Brunei.

Students must have satisfactorily completed Units 1 and 2 Indonesian prior to studying Units 3 and 4.

UNIT 3-4

Throughout the year, students will explore topics such as health, lifestyles and entertainment, travel arrangements, religions, customs and traditions, the environment and Australian-Indonesian relations.

LEARNING ACTIVITIES

Writing (reports, letters, charts, posters), responding to oral and visual texts, oral presentations (speeches, discussions, interviews, rehearsed and natural conversation, role-plays), exploring and understanding culture, vocabulary development, grammar exercises and homework practice tasks.

KEY SKILLS REQUIRED

Listening and responding, reading and responding, speaking, writing and grammar. These skills must be practised regularly to meet the demands of increasing language competency.

ASSESSED TASKS - UNIT 3

Essay: 250 word personal or imaginative written piece.

Listening and Responding: Analyse and use information from spoken texts.

Role-play: A three to four minute role-play focusing on the resolution of an issue.

ASSESSED TASKS - UNIT 4

Reading and Responding: Analyse and use information from written texts.

Essay: A 250-300 word informative, persuasive or evaluative written response.

Oral Interview: A three to four minute interview on an issue related to the texts studied.

Students will also complete both an oral and written examination at the end of the year.

STUDYING LANGUAGES

Language study at VCE level steadily develops students' proficiency in listening, speaking, reading and writing.

EXCHANGE OPPORTUNITIES

Exchange opportunities exist for students of all languages at BSSC.

VCAA ASSESSMENT – The overall Study Score will consist of:

Unit 3 School Assessed Coursework (25%), Unit 4 School Assessed Coursework (25%), 15 minutes oral exam in October (12½%), and a 2 hour written examination in November (37½%).

INDUSTRY AND ENTERPRISE

INDUSTRY AND ENTERPRISE UNITS 3-4 (BSIE3-4)

Year 11 students looking for a manageable study should consider Industry and Enterprise Units 3 and 4 particularly if they already have employment. Industry and Enterprise is also complementary to the study of VET Business Administration and VCE Business Management.

A key feature of the study is the requirement that students undertake work placement outside the classroom in order to develop a range of lifelong and work related skills. Units 1 and 2 Industry and Enterprise will not be offered in 2018.

UNIT 3

This unit investigates the concept of enterprise culture and the role of leadership and teamwork in shaping attitudes, skills and behaviours within an enterprise. This unit also examines the role and impact of innovation, quality, technology, and workplace flexibility in creating cultural change in Australian industry.

LEARNING ACTIVITIES

Structured reports, case studies, work placement, group work and a storyboard.

KEY SKILLS REQUIRED

Ability to apply workplace knowledge to topics covered in class.

ASSESSED TASKS

Students must complete 35 hours of work placement by the end of Semester 1. A current casual job or holiday work is acceptable. Industry visits, reports and topic tests.

UNIT 4

This unit investigates how pressures and opportunities for change - like globalization, social values and attitudes, developing technology and sustainability and the need for enterprising responses - are transforming the Australian workplace. It focuses on evaluating the importance of training and lifelong learning and employability skills within this context of change.

LEARNING ACTIVITIES

Structured reports, case studies, workplace visits and group work.

KEY SKILLS REQUIRED

Motivation, good organisational and observation skills and an interest in workplaces.

ASSESSED TASKS

Workplace visits, reports, case studies (SACs), unit tests and an end-of-year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

LEGAL STUDIES

LEGAL STUDIES UNITS 1-2 (BSLS1-2 or SDLS1-2)

Students who choose Legal Studies will have the opportunity to learn who makes the laws under which we all must live and look at resolving civil and criminal disputes through courts and other bodies. It focuses on laws that affect us in everyday life.

Students can select to undertake this subject as self-directed using online resources.

UNIT 1

This unit provides a study of criminal law and civil law and how it affects us. Students study the different types and sources of law and learn about the Victorian court hierarchy. Students explore concepts relating finding an accused guilty of a crime and explore the presumption of innocence. Students also look at liability for a civil law claim.

LEARNING ACTIVITIES

Learning from different criminal cases, essay writing and class discussions. Students will also hear guest speakers, participate in court visits and an excursion to Loddon Prison.

KEY SKILLS REQUIRED

Students should have an interest in and awareness of current legal issues and a willingness to discuss issues during classroom discussion. Students will learn to analyse and apply the law to legal cases. Essay writing skills will also be developed.

ASSESSED TASKS

Tests, essay, case studies and an end of semester written examination.

UNIT 2

This unit focuses on criminal sanctions, civil remedies and the legal rights of individuals in society. Students will explore a range of criminal cases; learn about sanctions that can be imposed, and factors that can affect sentencing by judges. Students will learn about a range of civil remedies and how civil disputes can be resolved.

LEARNING ACTIVITIES

Research report, case studies and a visit to the Bendigo Law Courts.

KEY SKILLS REQUIRED

Students should have an interest in and awareness of current legal issues and a willingness to discuss issues during classroom discussion. Students will learn to analyse and apply the law to legal cases, research topics and write essays.

ASSESSED TASKS

Case studies, assignments, tests and an end of semester written examination.

LEGAL STUDIES

LEGAL STUDIES UNITS 3-4 (BSLS3-4)

There are many opportunities for tertiary studies in the legal field including; Dispute Resolution, Criminal Justice Administration, Forensics, Criminology, Legal Studies and Legal Practice. Career pathways include the Police Force, Law, Paralegal, Courts, Customs, Security and many more.

It is appropriate for students to select Legal Studies 3 and 4 during their Year 11 studies. Students selecting this option should be motivated and well organised.

UNIT 3

In this, unit students examine criminal cases and resolving civil disputes. Students consider the Magistrates' Court, County Court and Supreme Court within the Victorian court hierarchy, as well as other Victorian legal institutions and bodies available to assist with cases. Students explore matters such as the rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and the ability of sanctions and remedies to achieve their purposes. They discuss recent and recommended reforms to enhance the ability of the justice system to achieve the principles of justice.

LEARNING ACTIVITIES

Topic tests, essays and case studies.

KEY SKILLS REQUIRED

Students should be highly motivated, well organised and able to manage their time effectively. During the year, students will develop an awareness of current legal issues and enhance their ability to write extended response questions.

ASSESSED TASKS

Tests (made of short answer and extended response questions).

UNIT 4

In this unit, students explore how the Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law making. Students develop an understanding of the significance of the High Court in protecting and interpreting the Constitution. They investigate parliament and the courts, and the relationship between the two in law making, and consider the roles of the individual, the media and law reform bodies in influencing law reform.

LEARNING ACTIVITIES

Topic tests, essays, case studies and a Bendigo Law Court excursion.

KEY SKILLS REQUIRED

Students should be highly motivated, well organised and able to manage their time effectively. Throughout this unit, students apply legal reasoning and information to actual scenarios.

ASSESSED TASKS

Tests (made of short answer and extended response questions) and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

MATHEMATICS

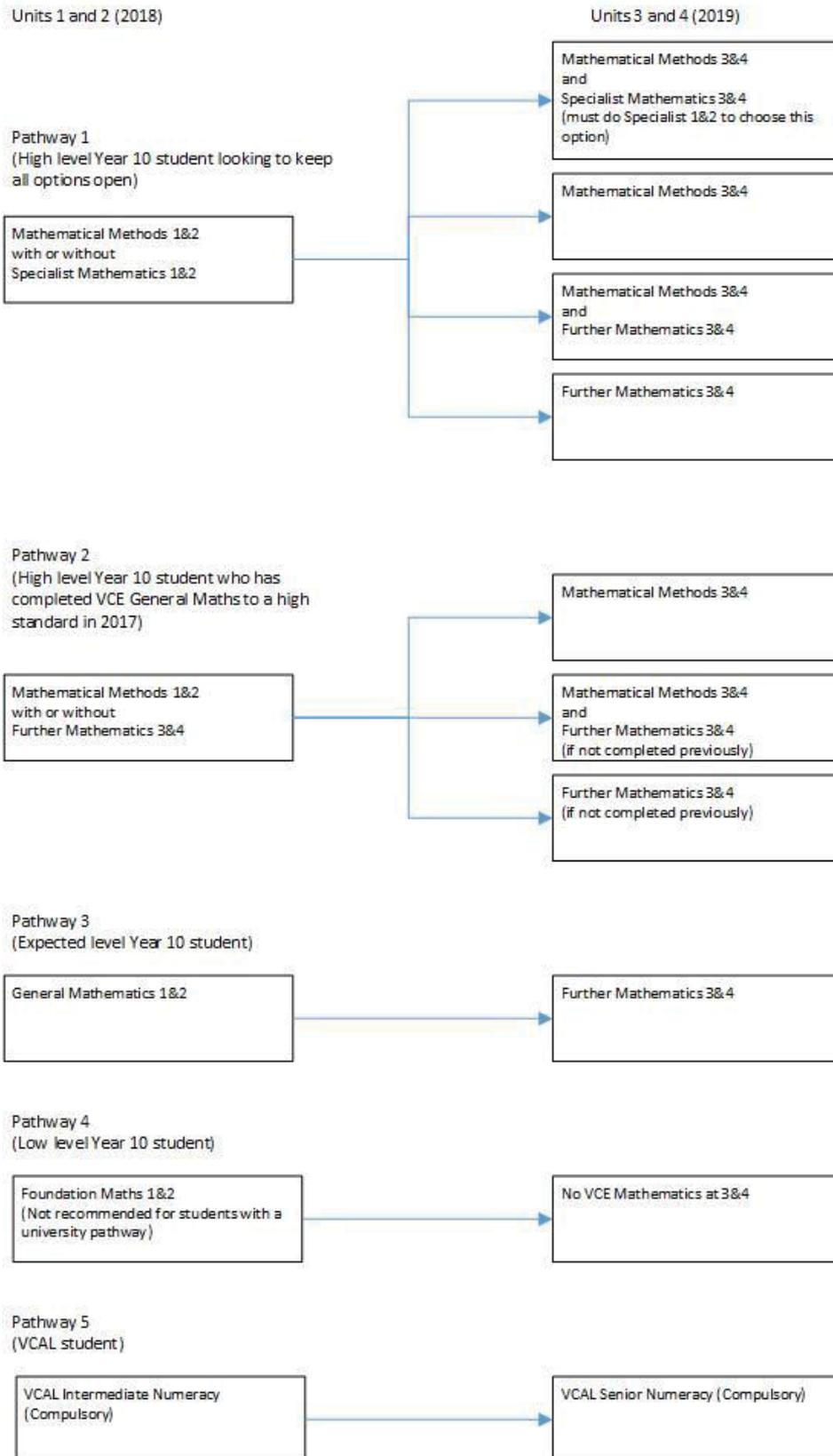
WHAT IS VCE MATHEMATICS ABOUT?

Students learn, practise and apply mathematical routines and techniques by undertaking application tasks, solving problems set in both unfamiliar and real life situations and finding solutions to standard problems. All courses involve the use of technology and all but one utilise sophisticated CAS (Computer Algebra System) calculators. For these courses, it is compulsory to have access to a CAS calculator in class and at home. Bendigo Senior Secondary College offers a range of Mathematics courses to suit different abilities and all career paths.

FAQs about VCE Maths

Question	Answer
Why should I study Maths in my VCE program?	To keep options open for post secondary school destinations. Trades, TAFE courses, Tertiary courses and employment opportunities require you to use the basic to advanced numeracy skills gained from Mathematics in VCE and previously.
What should I consider when choosing a Maths subject for my VCE program?	Mathematical ability: As subjects are of varying difficulty levels it is important to choose one that challenges you but isn't beyond your ability. Prerequisites for future pathways: Do your research into any prerequisites for future (e.g Math Methods for Engineering at University) and make your choice accordingly.
Is Math Methods for me?	Math Methods is a subject important for Science careers and courses in University and beyond. It is a subject that comes with a volume of work much greater than Year 10 Maths. As a result students MUST be willing to complete work outside of class regardless of their ability in order to succeed. Students are also assumed to possess high level algebra skills and an ability to recall many concepts from Year 9 and 10 Maths.
How do students learn in VCE Maths?	Learning activities include textbook work, worksheets, ICT based activities, projects, application tasks, online quizzes and depending on the subject, combinations of these items form the learning portfolio.
Can I swap Maths levels if I find it too hard?	If you are worried about subject selection please speak to your Year 10 Maths teacher; they know you and your ability better than most. If you find you have still chosen the wrong level of Maths, opportunities exist in December, after Step Up week, week 1 of 2018 and mid year 2018 to swap to the appropriate level. NOTE: You are only able to swap down levels as swapping up causes numerous problems.

Mathematics Pathways at BSSC



Please turn to the next page for descriptions on these pathways.

WHICH MATHS UNITS SHOULD STUDENTS CHOOSE?

SELECTING UNITS 1-2 (Year 11 subjects)

Pathway 1: Mathematical Methods 1 and 2 with Specialist Mathematics 1 and 2

To have the widest choice and the strongest background for Units 3 and 4 Mathematics, students should consider studying four units of Mathematics at the Units 1 and 2 levels. Studying Mathematical Methods with Specialist Mathematics 1 and 2, allows coverage of all material to a greater depth in preparation for both subjects in Year 12. Mathematical Methods requires all students to complete work outside of the classroom to complete the course so prospective students must be diligent in this area.

Pathway 2: Further Mathematics 3 and 4 and/or Mathematical Methods 1 and 2

Students can do Mathematical Methods Units 1 and 2 alone as a prerequisite for Mathematical Methods Units 3 and 4 and Further Mathematics Units 3 and 4 (assuming VCE Maths has been completed to a high level in Year 10). Mathematical Methods requires all students to complete work outside of the classroom to complete the course so prospective students must be diligent in this area.

Note: Mathematical Methods 1 and 2 alone is not recommended as ideal preparation for Specialist Mathematics 3 and 4. Students should satisfactorily complete both Specialist Mathematics Units 1 and 2 and Mathematical Methods Units 1 and 2 before studying Specialist Maths Units 3 and 4.

Pathway 3: General Mathematics

If students would like to study Mathematics but wish to study the standard level then this is the appropriate unit. It can lead on to Further Mathematics and is the most popular Year 11 subject choice.

Pathway 4: Foundation Mathematics

Students who find Maths very difficult, do not need Maths as a prerequisite at Year 12 level and do not intend to study Maths in Year 12, may choose Foundation Maths. If a student successfully completes Foundation Maths and wants to continue their mathematical studies, they may study General Mathematics in Year 12 and possibly Further Mathematics in Year 13.

Pathway 5: VCAL Numeracy

If you are a VCAL student your numeracy choice will default to VCAL Numeracy to allow integration in the program with other subjects.

SELECTING UNITS 3-4 (Year 12 subjects)

Students must consider their performance in Units 1 and 2 and have a clear understanding of their mathematical abilities and the requirements of possible career pathways. It is recommended that students leave the widest possible options open and consider recommendations from Year 10 and 11 teachers.

Further Mathematics Units 3 and 4

This is an ideal choice for students who do not have a strong background in Mathematics but wish to keep their options open for their future career pathway. It is also a suitable subject for students with strong mathematical ability who require one or more Maths subjects and who may like the flexibility of studying a Unit 3 and 4 Maths subject at either Year 11 or Year 12.

Mathematical Methods Units 3 and 4

This is the important prerequisite for many tertiary courses, in particular those in Mathematics, Science and Engineering. Students should carefully consider pairing Specialist Maths with this choice.

Mathematical Methods Units 3 and 4 and Further Mathematics Units 3 and 4

This is an interesting combination for students who enjoy Mathematics. They will experience a much broader coverage of Mathematics than can be achieved by only selecting Mathematical Methods. They will study calculus along with the more immediately applicable fields of statistics and arithmetic applications. Selecting Further Mathematics will support the work being studied in Mathematical Methods.

Specialist Mathematics Units 3 and 4 and Mathematical Methods Units 3 and 4

Specialist Mathematics must be taken with Mathematical Methods and is therefore an ideal study for highly capable Mathematics students. The obvious advantage of combining these two Mathematical studies is that 'Specialist' helps students understand the 'Methods' course by giving them more practise in similar concepts.

MATHEMATICS: FOUNDATION

MATHEMATICS: FOUNDATION UNITS 1-2 (MAFN1-2)

This subject is intended to provide support for students who need mathematical skills in other VCE subjects including VET and who do not intend undertaking Units 3 and 4 VCE Mathematics. It is also a numeracy strand for Intermediate VCAL students.

Foundation Maths does not provide a pathway for any Unit 3 and 4 studies in VCE Mathematics.

Effective use of technology in practical situations will be encouraged.

UNIT 1

This subject studies everyday Mathematics. Topics are designed to raise awareness of mathematics in everyday lives and it is ideal for those who do not intend studying Mathematics at Unit 3 and 4 level.

LEARNING ACTIVITIES

Practice exercises and practical activities which include: surveys, modelling and research, preparing reports/presentations.

KEY SKILLS REQUIRED

Mathematical problem solving skills, calculator technology and numeracy skills.

ASSESSED TASKS

Assignments, presentations, topic tests and an end of semester examination.

UNIT 2

This unit continues the theme of practical, everyday Mathematics and it develops skills in budgeting, personal finance, map reading and navigation.

LEARNING ACTIVITIES

Individual projects involving the local community and a range of practice exercises.

KEY SKILLS REQUIRED

Mathematical problem solving skills, calculator technology and numeracy skills.

ASSESSED TASKS

Assignments, presentations, topic tests and an end of semester examination.

MATHEMATICS: GENERAL

MATHEMATICS: GENERAL UNITS 1-2 (MAGM1-2)

This subject is for students who do not have a strong background in Mathematics but need to study it to meet or support career requirements. This subject provides an ideal preparation for Units 3 and 4 Further Mathematics and is the most popular Unit 1-2 Mathematics subject.

Students cannot meet the Outcomes for this course Unit 1-2 without an approved CAS calculator.

A student may study this subject in conjunction with other mathematics units.

UNIT 1

Students will study Graphs and Networks, Computation and Practical Arithmetic, Data Distributions and Linear Equations and Graphs.

LEARNING ACTIVITIES

Textbook exercises and other activities, including online quizzes and summary book.

KEY SKILLS REQUIRED

Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS

Topic tests, online activities, problem solving and modelling tasks, an application task and an end of semester written examination.

UNIT 2

Students will study Bivariate Statistics, Financial Arithmetic, Number Patterns and Recursion, Matrices.

LEARNING ACTIVITIES

Textbook exercises and other activities, including online quizzes and summary book.

KEY SKILLS REQUIRED

Mathematical skills and understanding, graphing calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS

Topic tests, online activities, problem solving and modelling tasks, an application task and an end of semester written examination.

MATHEMATICS: METHODS

MATHEMATICAL METHODS: UNITS 1-2 (MAMM1-2)

Students taking this subject should have a very good mathematical background and have studied the highest level of Mathematics in Year 10 with a recommended result being an AUSVELS level of 10 or more. Students should feel confident when working with algebra. Mathematical Methods and Specialist Maths Units 1 and 2, taken together, form the best possible preparation for the study of Mathematical Methods Units 3 and 4. Students will be required to participate in the Australian Mathematics Competition. Students cannot meet the Outcomes for this course without an approved CAS calculator.

UNIT 1

Students will study functions and relations, quadratics, probability, combinatorics and rates of change.

Calculators (CAS) are used to explore skills and concepts but students also practise skills without the use of a calculator.

LEARNING ACTIVITIES

Textbook exercises, worksheets, online revision activities and summary book.

KEY SKILLS REQUIRED

Well developed mathematical skills and understanding, graphing calculator (CAS) technology. Ability to apply mathematical skills and knowledge to solve application problems.

ASSESSED TASKS

Topic tests, application task and two end of semester written examinations to mirror VCAA regulations for Mathematical Methods 3 and 4.

UNIT 2

This unit involves the study of logarithms, exponential functions, trigonometric functions, polynomial functions and calculus.

LEARNING ACTIVITIES

Textbook exercises, worksheets, online revision activities and summary book.

KEY SKILLS REQUIRED

Well developed mathematical skills and understanding, graphing calculator (CAS) technology. Ability to apply mathematical skills and knowledge to solve application problems.

ASSESSED TASKS

Topic tests, application task and two end of semester written examinations to mirror VCAA regulations for Mathematical Methods 3 and 4.

MATHEMATICS: SPECIALIST

MATHEMATICS: SPECIALIST

UNITS 1-2 (MASM1-2)

Specialist Mathematics Units 1 and 2 is a lead in to Specialist Mathematics Units 3 and 4. All students who study Specialist Maths Units 1 and 2 **must** also study Mathematical Methods Units 1 and 2. Students in this course should have strong number skills and be confident when working with algebra. Students cannot meet the Outcomes for this course without an approved CAS calculator. Students need to have satisfactorily completed Specialist Mathematics Units 1 and 2 and Mathematical Methods CAS Units 1 and 2 prior to studying Specialist Mathematics Units 3 and 4.

UNIT 1

Students will study a range of concepts including Algebra, Arithmetic and Number, Geometry and Trigonometry, Sequence and Series, Proof and Complex Numbers.

LEARNING ACTIVITIES

Textbook exercises, worksheets, online revision activities and summary book.

KEY SKILLS REQUIRED

Mathematical skills and understanding, CAS calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS

Topic tests, application tasks and two end of semester written examinations mirroring the VCAA conditions for Specialist Mathematics Units 3 and 4.

UNIT 2

Students will study a range of concepts including Algebra, Variation, Vectors, Statics, Non Linear Graphs, Kinematics, Sampling and Sample distributions and Matrices.

LEARNING ACTIVITIES

Textbook exercises, worksheets, online revision activities and summary book.

KEY SKILLS REQUIRED

Mathematical skills and understanding, CAS calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS

Topic tests, application tasks and two end of semester written examinations mirroring the VCAA conditions for Specialist Mathematics Units 3 and 4.

MATHEMATICS: FURTHER

MATHEMATICS: FURTHER UNITS 3-4 (MAFM3-4)

Further Mathematics can be taken on its own or with Mathematics Methods Units 3 and 4. Students undertaking Further Mathematics should have successfully completed either

- Specialist Mathematics Units 1 and 2 and/or Mathematical Methods Units 1 and 2
- Or
- General Maths Units 1 and 2

Students in this course must have an approved CAS calculator.

Students who have achieved excellent results in an Advanced Maths class in Year 10 may choose to study Further Mathematics in Year 11. (This is not our best recommended pathway)

Note: Foundation Mathematics does not provide a basis for undertaking Further Mathematics.

UNIT 3

In this unit students will study Data Analysis and Recursion and Financial Modelling.

LEARNING ACTIVITIES

Textbook exercises, revision activities, online quizzes and summary book.

KEY SKILLS REQUIRED

Mathematical skills and understanding, CAS calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS

Application, modelling and problem-solving tasks.

UNIT 4

In this unit students will study Networks and Decision Mathematics and Matrices.

LEARNING ACTIVITIES

Textbook exercises, revision activities, online quizzes and summary book.

KEY SKILLS REQUIRED

Mathematical skills and understanding, CAS calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS

Modelling and problem-solving tasks.

Students will also complete two end of year examinations.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (34%), 1½ hour multiple-choice Examination 1 in November (33%), and a 1½ hour written Examination 2 in November (33%).

MATHEMATICS: METHODS

MATHEMATICAL METHODS: UNITS 3-4 (MAMM3-4)

This unit is designed to equip students to undertake Mathematics at a tertiary level. As algebra is instrumental in much of the content of this subject, students should have developed strong algebraic skills and achieved very good to excellent results in Specialist Maths 1 and 2 and/or Mathematical Methods Units 1 and 2 in order to succeed in this subject. Students will be required to participate in the Australian Mathematics Competition.

UNIT 3

Students will study a variety of graphs (power, exponential, logarithmic, circular, inverse and modulus functions), as well as algebra (trigonometric, logarithmic, exponential, literal and simultaneous equations) and calculus.

LEARNING ACTIVITIES

Textbook exercises, revision activities and summary book.

KEY SKILLS REQUIRED

Mathematical skills and understanding, CAS calculator technology, application of mathematical skills and knowledge.

ASSESSED TASKS

Topic tests and application task.

UNIT 4

Students will study the application of calculus to practical problems and probability (random variables, probability distributions and density functions).

LEARNING ACTIVITIES

Textbook exercises, revision activities and summary book.

KEY SKILLS REQUIRED

Mathematical skills and understanding, CAS calculator technology, application of mathematical skills and knowledge

ASSESSED TASKS

Two analysis tasks and two end of year written examinations.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (34%), 1 hour written Examination 1 (technology free) in November (22%), and a 2 hour written Examination 2 (technology active) in November (44%).

MATHEMATICS: SPECIALIST

MATHEMATICS: SPECIALIST

UNITS 3-4 (MASM3-4)

Specialist Mathematics is recommended for students intending to study mathematics, science, computing or engineering based university subjects. A high level of mathematics is essential in our rapidly changing and technologically advanced world.

Students enrolled in this course must also be enrolled in Mathematical Methods Units 3 and 4. Successful completion of both Specialist Mathematics Units 1 and 2 and Mathematical Methods Units 1 and 2 are essential to undertake Specialist Mathematics Units 3 and 4.

UNIT 3

Students will study a variety of functions and graph vectors, algebra including complex numbers and calculus.

LEARNING ACTIVITIES

Textbook exercises, revision activities, note taking, writing of summaries, analysis and applications exercises. Many of these activities will also incorporate the use of technology, primarily the TI-Nspire CAS calculator.

KEY SKILLS REQUIRED

High level mathematical skills and understanding is required. A large bank of key skills and knowledge from studying Specialist Mathematics and Mathematical Methods Units 1 and 2 is assumed and used. Students are expected to be able to apply techniques, routines and processes related to the areas of study with and without the use of technology as well as the ability to problem solve.

ASSESSED TASKS

One application task SAC.

UNIT 4

Students will study calculus techniques and applications including differential equations, mechanics and the probability and statistics of sampling.

LEARNING ACTIVITIES

Textbook exercises, revision activities, note taking, writing of summaries, analysis and applications exercises. Many of these activities will also incorporate the use of technology, primarily the TI-Nspire CAS calculator.

KEY SKILLS REQUIRED

High level mathematical skills and understanding is required. A large bank of key skills and knowledge from studying Specialist Mathematics and Mathematical Methods Units 1 and 2 is assumed and used. Students are expected to be able to apply techniques, routines and processes related to the areas of study with and without the use of technology as well as the ability to problem solve.

ASSESSED TASKS

Two modelling or problem solving tasks and two end of year written examinations.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (34%), 1 hour written examination (technology free) in November (22%), and 2 hours written examination (technology active) in November (44%).

MEDIA

MEDIA UNITS 1-2 (PAME1-2)

A study of Units 1 and 2 Media provides students with the opportunity to better understand and make their own media. It also lays the foundation for a more in-depth study of the media in Year 12. You will learn how films, television shows, photographs, print and online media, use codes and conventions to construct representations. You will also learn how media texts tell stories and often carry important messages. Media graduates are highly sought after. Pathways include tertiary studies in Media and Communications and careers in film making, television, photography, print and online journalism and strategic marketing. BSSC Media students have gone on to do their Masters in Media and Communications as well as securing work within the film, radio and television industry and the print and online publishing industry. Some have even started up their own production companies. This study offers a number of opportunities for students to develop employability skills.

UNIT 1

Students will study a range of texts and learn how the media constructs meaning through the selective use of technical and symbolic codes such as lighting, camera angles, sound, dialogue and character performance. Media technologies such as video production, print, photography will be explored. Aspects of the Australian Film Industry will be explored, including how films are financed and how creators craft narratives from various genres.

LEARNING ACTIVITIES

Students will analyse representations from popular Netflix series such as Jessica Jones as well as print and commercial viral campaigns. Students then create their own short film, print product or series of photographs using Canon DSLRs and Adobe and other software. Finally, students will analyse how Australian film and television content engages audiences in a close study of retro and modern film.

KEY SKILLS REQUIRED

Research, analysis and media production skills.

ASSESSED TASKS

Test SAC and/or class presentation, individual media production and an end of semester written examination.

UNIT 2

In this unit students further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms. Students undertake production activities to design and create narratives that demonstrate an awareness of media codes and conventions.

LEARNING ACTIVITIES

Students will study a diverse range of narratives in film, games and print media. Next students will design and produce their own media, focusing on creating narratives and working through various stages of the production process. Finally students will explore the influence of new media technologies such as video streaming, apps, emoji, 3D glasses, iphones to name a few.

KEY SKILLS REQUIRED

Research, analysis and media production skills.

ASSESSED TASKS

Collaborative media production, test SAC and/or class presentation and an end of semester written examination.

MEDIA

MEDIA UNITS 3-4 (PAME3-4)

We are surrounded by media and increasingly use new and emerging technologies to create our own. The Media plays an increasingly pivotal role in shaping public opinion and reflecting our national identity. A study of the Media is crucial if we want to work in this industry, make our own media, or just want to better understand how it could influence our behaviour and shape our attitudes. All tertiary providers offer increasingly popular Media and Communication Studies courses as well as media production courses. Media graduates are highly sought after. Pathways may include tertiary studies in Media and Communications and careers in film making, television, photography, print and online journalism and strategic marketing. This study offers a number of opportunities for students to develop employability skills.

UNIT 3

In this unit students explore stories that circulate in society through media narratives such as film. Students use the pre-production stage of the media production process to design the production of a media product for a specified audience. Next students experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress. Students undertake pre-production processes in their selected media form such as film, photography or print media and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

LEARNING ACTIVITIES

Students will watch, then analyse fictional narrative films and complete practice Narrative SAC questions analysing how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language. Students develop skills in the use of equipment, media technologies and processes appropriate to a selected media form and proposed product. Finally students will complete a design plan for their major media production.

KEY SKILLS REQUIRED

Media analysis and research skills; media production skills; time management skills; creative ability

UNIT 4

Students will complete the media production planned in Unit 3 as an individual undertaking. The theoretical component of unit 4 explores the dynamic and changing relationship between the media and its audience. Students will discuss the extent of the influence of the media, analyse issues and challenges relating to regulation and control of the media.

LEARNING ACTIVITIES

Students will operate equipment, materials and technologies in the production of a media product, applying media codes relevant to the selected media form. Students will document the development, refinement and resolution of a media product. Students will also complete questions regarding media influence, considering audience, agency and media regulation.

KEY SKILLS REQUIRED

Media analysis & research skills; media production skills; time management skills; creative ability.

ASSESSED TASKS

A major production in a chosen format. A written SAC.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (20%), School Assessed Task (40%), and a 2 hour written examination in November (40%).

MUSIC PERFORMANCE

MUSIC PERFORMANCE UNITS 1-2 (PAMP1-2)

This study is heavily focused on solo and group music rehearsal and performance. Other areas of this study are designed to enhance musicianship. There is a balance of class work including theory, research, creative work, aural comprehension and practical performance work. Participation in a number of weekly ensemble rehearsals is a compulsory component of the course. Some of these rehearsals will occur outside of normal class time. The ability to read music is assumed. Some performances and assessments will take place out of normal school hours.

Previous studies in classroom music are strongly encouraged and at least four prior years of instrumental tuition is required.

UNIT 1

Students develop performance skills, knowledge of music theory and a critical understanding of pieces being studied.

LEARNING ACTIVITIES

Weekly theory worksheets, aural work and individual instrumental lessons, analysis of a variety of compositions, written analysis assignments, ensemble rehearsals and performances and daily practice of scales, pieces and exercises.

KEY SKILLS REQUIRED

Ability to read music, school ensemble experience, some music theory and a minimum of four years tuition with an instrumental music teacher.

ASSESSED TASKS

Theory and aural tests, ensemble participation, performance assessment of solo pieces, scales, exercises, written analysis assignment and an end of semester written examination.

UNIT 2

Students further develop their performance skills, knowledge of music theory and a critical understanding of pieces being studied.

LEARNING ACTIVITIES

Weekly theory worksheets, aural work and individual instrumental lessons, written analysis of pieces, composing and improvising in selected styles, ensemble rehearsals and daily practice of scales, pieces and exercises.

KEY SKILLS REQUIRED

Ability to read music, school ensemble experience, some music theory and a minimum of three years tuition with an instrumental music teacher.

ASSESSED TASKS

Theory, aural tests, ensemble participation, performance assessment of solo pieces, scales, exercises and sight reading or improvisation, written assignments and an end of semester written examination. Students create a simple composition based on the analysis of their program works.

MUSIC PERFORMANCE

MUSIC PERFORMANCE UNITS 3-4 (PAMP3-4)

This subject is for students who are interested in music performance as a career or lifelong passion. Participation in weekly ensemble rehearsals is a compulsory component. A significant number of rehearsals and performances will take place outside of class time.

It is recommended that students have studied Units 1 and 2 Music Performance and have satisfactorily completed Unit 2 Music Performance prior to studying Units 3 and 4. Students must have an Instrumental Music Teacher in order to complete these units. The school allocates teachers for students studying some instruments but not all. If the school cannot supply an Instrumental Music Teacher the student is responsible for engaging a teacher.

UNIT 3

Students will develop their solo and ensemble performance skills. Students will further refine and expand their understanding of music language and interpretation.

LEARNING ACTIVITIES

Theory worksheets, aural comprehension tasks, analyses of a variety of musical compositions, written analysis assignments, daily practice of scales, pieces and exercises and regular ensemble rehearsals and performances.

KEY SKILLS REQUIRED

High level ability in reading music, advanced ensemble skills and a minimum of five years of instrumental tuition.

ASSESSED TASKS

Performance assessment of ensemble and solo pieces, scales, exercises and unprepared performance, performance assessment of participation in an ensemble and completion of theory, aural and analysis tests and worksheets.

UNIT 4

Students will mainly focus on either solo or ensemble performance as commenced in Unit 3. Studies in music language and interpretation continue.

LEARNING ACTIVITIES

Theory worksheets, aural comprehension tasks, analyses of selected works, written analysis assignment, daily practice of scales, pieces and exercises and regular ensemble rehearsals and performances.

KEY SKILLS REQUIRED

High level ability in reading music, advanced ensemble and solo performance skills, a minimum of five years instrumental tuition.

ASSESSED TASKS

Performance assessment of solo or group pieces, scales, exercises and unprepared performance. Performance assessment of participation in an ensemble and completion of theory, aural and analysis tests and worksheets.
End of year performance and written examinations.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (30%), 25 minutes solo performance examination in October (50%), 1½ hour aural and written examination in November (20%).

MUSIC STYLE AND COMPOSITION

MUSIC STYLE AND COMPOSITION

UNITS 1-2 (PAMS1-2)

Music Style and Composition is recommended for all students who wish to pursue a career in music, or as a general interest subject for students with an interest in music. Assessment requires composition tasks, written and oral reports, analyses and responses to music. Previous studies in classroom music are strongly recommended.

It is strongly recommended that students who intend to enrol in Units 3 and 4 of this study first complete Units 1 and 2.

UNIT 1

Students will study the history and characteristics of three selected music styles and analyse specific works within these styles. In previous years the blues and world music have been included for study.

LEARNING ACTIVITIES

Music composition exercises, written assignments and essays and analysis of a wide variety of compositions.

KEY SKILLS REQUIRED

Knowledge of a variety of musical styles, formal writing skills and an ability to read music is an advantage. Composition skills are an advantage but not required.

ASSESSED TASKS

Written assignments, regular written and listening tests, folio of composition tasks and an end of semester written examination.

UNIT 2

Students will study a wide variety of compositions and musical styles and will create and analyse music for other media such as film, theatre and television. In previous years music from The Matrix Trilogy and Buffy the Vampire Slayer has been set for study.

LEARNING ACTIVITIES

Written research assignments and essays, analysis of a wide variety of compositions and composing music to accompany another art form.

KEY SKILLS REQUIRED

Essay writing skills and an ability to analyse a variety of musical styles. An ability to read music is an advantage. Composition skills are an advantage but not required.

ASSESSED TASKS

Written assignments, regular written and listening tests, a folio of composition tasks and an end of semester written examination.

MUSIC STYLE AND COMPOSITION

MUSIC STYLE AND COMPOSITION UNITS 3-4 (PAMS3-4)

Music Style and Composition is recommended for all students who wish to pursue a career in music. Assessment requires written and aural reports, analyses and responses to music. Previous studies in classroom music are strongly recommended.

It is recommended that students satisfactorily completed Units 1 and 2 Music Style and Composition prior to completing Units 3 and 4.

UNIT 3

Students will develop an understanding of the ways that different times, places and stylistic traditions influence music creators. They analyse and respond to music from a wide variety of traditions and styles and in response to these works compose short musical exercises in specific styles. Students will also study the musical characteristics and style of two selected works and develop an understanding of the ways contextual issues have influenced the works. One of these works will be by an Australian composer.

LEARNING ACTIVITIES

Written reports, class discussion, use of ICT, short composition activities, listening and written analysis of a variety of musical compositions and styles.

KEY SKILLS REQUIRED

Essay writing and a knowledge of a variety of musical styles. An ability to read music is a strong advantage.

ASSESSED TASKS

Written test, aural analysis test and a folio of composition tasks which includes documentation of the processes used. Composition tasks undertaken in this unit will be submitted to the VCAA for assessment in the Externally Assessed Task.

UNIT 4

Students will build further on their ability to analyse and respond to music from a wide variety of traditions. Student will compose a fully realised original work. Students will also study the musical characteristics and style of a selected work and develop an understanding of the ways contextual issues have influenced the creative process. This work must be post 1950.

LEARNING ACTIVITIES

Composition activities, including a significant original composition, written reports, class discussion, use of ICT, listening and written analysis of a variety of musical compositions and styles.

KEY SKILLS REQUIRED

Skills in using music technology, essay writing skills, knowledge of a variety of musical styles and an ability to read music is a strong advantage.

ASSESSED TASKS

Written test, aural analysis test, a short composition which includes documentation of the processes used and an end of year written examination. The composition task in this unit will be submitted to the VCAA for assessment in the Externally Assessed Task.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (15%), School Assessed Coursework Unit 4 (15%), Written Examination (40%), Externally Assessed Composition Task (30%).

MUSIC INVESTIGATION

MUSIC INVESTIGATION UNITS 3-4 (PAMI3-4)

This subject is an advanced music performance based subject for students who are interested in studying music through research, composition, arrangement and/or improvisation and performance. Participation in weekly ensemble rehearsals is a compulsory component. Rehearsals and performances will take place outside of class time on a regular basis. Students must work with a highly accomplished instrumental music teacher as part of this study. **It is a condition of enrolment in this subject that students have completed Units 1 and 2 of Music Performance. Further, students must have completed Units 3 and 4 of Music Performance or be concurrently enrolled in Units 3 and 4 of Music Performance. This requirement may be waived in exceptional circumstances.**

UNIT 3

Students will develop knowledge of a musical focus area. Students use this as a starting point for research, composition, improvisation and/or arranging, and performance of the material created.

LEARNING ACTIVITIES

Analysis of a variety of musical compositions within the chosen focus area, written analysis assignments, composition folio, recorded improvisations, aural analysis, transcription, daily practice of instrumental skills, regular ensemble rehearsals and performances.

KEY SKILLS REQUIRED

High level music performance and music literacy skills; skills in aural analysis; music research skills; transcription skills.

ASSESSED TASKS

A performance of technical work and a lecture demonstration, research assessments, performance assessments of a program of solo or group pieces, a folio of compositions and/or arrangements and/or recorded improvisations, aural and visual analysis tests and a variety of worksheets.

UNIT 4

Students will continue their exploration of the focus area commenced in Unit 3.

LEARNING ACTIVITIES

Analyses a variety of musical compositions, written analysis assignments, fully realised composition, recorded improvisations, aural analysis, transcription, daily practice of instrumental skills, regular ensemble rehearsals and performances.

KEY SKILLS REQUIRED

High level ability in music literacy, skills in aural analysis; music research skills; transcription skills and extensive performance skills.

ASSESSED TASKS

A performance of technical work and completion of a composition with documentation and explanation. Performance assessments of a program of solo or group pieces, written analysis of the program of pieces, performance of a composition or arrangement or improvisation containing characteristics of the focus area, associated technical work and exercises, aural and visual analysis tests and a variety of worksheets. Students will also complete an external end of year performance examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), Externally Assessed Performance Examination (50%).

OUTDOOR AND ENVIRONMENTAL STUDIES

OUTDOOR AND ENVIRONMENTAL STUDIES UNITS 1-2 (HPOE1-2)

This is an excellent subject if you are interested in Outdoor Education, Recreation, Eco Tourism, Environmental Science or Resource Management. It combines a range of compulsory multi-day practical activities that explore the theory associated with environmental relationships, and concepts related to human and societal relationships with outdoor environments.

The subject is 70% theory and 30% practical.

There is an additional cost of \$280 for the year to complete this subject.

A student cannot study both VCE Outdoor and Environmental Studies and VET Outdoor Recreation.

UNIT 1

This unit introduces students to the characteristics of a variety of outdoor environments. Students undertake a number of case studies of different types of environments and develop appropriate practical skills for safe and sustainable participation in outdoor experiences. The focus is on the individual and his/her personal relationship with the natural environment. Students develop a clear understanding of the range of motivations for interacting with natural environments.

LEARNING ACTIVITIES

Practical experiences are linked with theoretical investigation so students can gain insight into a variety of responses to and relationships with nature.

KEY SKILLS REQUIRED

Plan, participate and reflect upon outdoor experiences, analysis and group work.

ASSESSED TASKS

Reflective journal of outdoor experiences, short reports/survey, written responses, practical reports, oral presentations, tests and an end of semester written examination.

UNIT 2

This unit focuses on human activities undertaken in the outdoor environments and their impact on the environment. Such impacts include natural and human induced changes. Through investigation of specific outdoor environments, students analyse different ways of experiencing and knowing the outdoor environment and the various codes of conduct that apply.

LEARNING ACTIVITIES

Practical experiences will provide the basis for comparison and reflection and opportunities for students to develop theoretical knowledge about natural environments.

KEY SKILLS REQUIRED

Plan, participate and reflect upon outdoor experiences, analysis, identify strategies, apply practices and codes and group work.

ASSESSED TASKS

Reflective journal of outdoor experiences, short reports, written responses, case studies, surveys, practical reports, oral presentations, tests and an end of semester written examination.

OUTDOOR AND ENVIRONMENTAL STUDIES

OUTDOOR AND ENVIRONMENTAL STUDIES UNITS 3-4 (HPOE3-4)

This is an excellent subject if you are interested in Outdoor Education, Recreation, Eco Tourism, Environmental Science or Resource Management. It combines a range of **compulsory** multi-day practical activities that explore the theory associated with environmental relationships, and concepts related to human and societal relationships with outdoor environments. This subject is 75% theory and 25% practical. There is an additional cost of approximately \$300 for the year to complete this subject.

A student cannot study both VCE Outdoor and Environmental Studies and VET Outdoor Recreation.

UNIT 3

The focus of this unit is the ecological, historical and social context of relationships between humans and natural environments in Australia. It examines the impact of these relationships on natural environments, reflecting on the changing nature of human interactions and relationships with, and perceptions of, the natural environment in Australia since human habitation.

LEARNING ACTIVITIES

Written reports, assignments, class discussions, research tasks and group work.

KEY SKILLS REQUIRED

Reflect upon outdoor experiences, analysis, research and application of information.

ASSESSED TASKS

Short reports, written responses, tests and practical knowledge.

UNIT 4

This unit focuses on the sustainable use and management of natural environments. It examines the contemporary state of environments in Australia, considers the importance of the maintenance of natural environments and examines the capacity of the natural environment to support the future needs of the world's human population.

LEARNING ACTIVITIES

Written reports, assignments, class discussions, research tasks and group work.

KEY SKILLS REQUIRED

Reflect upon outdoor experiences, analysis, research and application of information.

ASSESSED TASKS

Short reports, tests, case studies, written responses, and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

PHILOSOPHY

PHILOSOPHY UNITS 1-2 (HUPH1-2)

Philosophy provides students with the opportunity to read and understand some powerful ideas that have shaped our culture. Philosophy grapples with some of the most profound questions, such as: What is the nature of reality? Is it possible to attain absolute certainty about anything? Are right and wrong simply matters of culture? Is it rational to have religious beliefs? Studying philosophy develops the ability to clarify concepts, analyse problems and construct reasonable, coherent arguments.

UNIT 1

Through the study of philosophical texts, students will cover an introduction in basic philosophical enquiry in metaphysics and epistemology. The selected texts explore what is meant when we say we have a mind and body, and how we use them. Epistemology addresses the study of how we attain knowledge and the importance of knowledge and justification. It also includes an introduction to logic and reasoning.

LEARNING ACTIVITIES

Group and class discussions, understanding and developing arguments, research reports and oral presentations.

KEY SKILLS REQUIRED

Analytical reading, summarising, synthesising and analysing texts and formal writing.

ASSESSED TASKS

Close reading with note taking, analysis, essays, short answer responses and an end of semester written examination.

UNIT 2

This unit begins with a study of ethics. Through key philosophical texts students explore questions such as: What should I do? What is right? Philosophy of religion then addresses questions such as: What does the term God mean? Can a coherent account of God be given? Other traditions of thought include Buddhism and Hinduism. Students will also cover an area of logic and reasoning.

LEARNING ACTIVITIES

Group and class discussions, understanding and developing arguments, research reports and oral presentations.

KEY SKILLS REQUIRED

Analytical reading, summarising, synthesising and analysing texts, formal writing.

ASSESSED TASKS

Close reading with note taking, analysis, essays, short answer responses and an end of semester written examination.

PHILOSOPHY

PHILOSOPHY UNITS 3-4 (HUPH3-4)

Unit 3 and 4 Philosophy takes the central philosophical questions surrounding humanity and applies them to key texts throughout history. Students apply skills of analysis and close reading to texts by Plato, Aristotle, Nietzsche, Descartes, Armstrong, Hume, Locke and Buddhist scriptures. These units allow students to explore the questions in light of specific writers over time. There is also a focus on students relating the ideas found in the texts to their lives as individuals in a modern world.

UNIT 3

This unit explores two areas of contemporary debate and their historical development. The first area considers the question: “What is the mind?” and the second: “How do we define personal identity?” Since it is by using our mind and senses that we acquire knowledge, the two questions are interrelated. Students will critically compare the works listed by the VCAA.

LEARNING ACTIVITIES

Group and class discussions, understand and develop arguments, research reports, oral presentations, close reading (including note taking), journal entries, short answer responses, essays.

KEY SKILLS REQUIRED

Analytical reading, summarising, analysing, evaluating and comparing ideas in texts and formal writing.

ASSESSED TASKS

Essay and short answer responses.

UNIT 4

Students will consider a range of texts and ideas that cover the questions of: What is it to live well? What is the nature of happiness? What is the role of the good life? What does the good life have to do with being morally good to other people? Texts by ancient and modern philosophers will be covered. Students will critically compare the works listed by the VCAA.

LEARNING ACTIVITIES

Group and class discussions, understand and develop arguments, research reports, oral presentations, close reading (including note taking), journal entries, short answer responses, and essays.

KEY SKILLS REQUIRED

Analytical reading, summarising, analysing, evaluating and comparing ideas in texts and formal writing.

ASSESSED TASKS

Essay, short answer responses and end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

PHYSICAL EDUCATION

PHYSICAL EDUCATION UNITS 1-2 (HPPE1-2)

This subject introduces students to an exploration of physical activity looking at the relationship between the musculoskeletal and cardiorespiratory systems, analysis of factors that influence physical performance and how these systems and associated structures adapt and respond to the demands in physical activity, sport and exercise. Students will also consider the current use of legal and illegal practices to improve the performance of the body systems, looking at benefits and harms as well as strategies to reduce the risk of illness or injury to each system.

This subject is 60% theory and 40% practical work.

Units 1 and 2 each have a cost of \$65. This payment is made via the booklist process.

UNIT 1

Students examine how the musculoskeletal system works together to produce movement and how the cardiorespiratory system functions at rest and during physical activity. Through practical activities students explore relationships between the body systems and the limitations to these in physical activity. They are introduced to the use of practices and substances to enhance the performance and the possible effects on these two systems.

LEARNING ACTIVITIES

Practical laboratory reports, practical activity classes, written reports, data analysis exercises and participation in and evaluation of practical classes via a reflective folio/diary.

KEY SKILLS REQUIRED

Observation and involvement in classroom activities, ability to write laboratory reports, data analysis, research skills, ability to participate in and evaluate practical classes via individual and group work, general ICT skills and note taking.

ASSESSED TASKS

Practical laboratory reports, written reports, tests, case study analysis and an end of semester written examination.

UNIT 2

This subject explores the relationships between physical activity, sport, health and society. Students are also introduced to the types of physical activity and the role participation in physical activity and sedentary behaviour plays in critiquing the health and well-being of the population. Through a series of practical activities, students gain an appreciation of the level of physical activity required for health benefits as well as their own participation across the lifespan. Students also investigate and analyse one current issue linked with physical activity and/or sport.

LEARNING ACTIVITIES

Laboratory classes and reports, data analysis exercises and participation in and evaluation of practical classes via a critically reflective folio/diary.

KEY SKILLS REQUIRED

Observation and involvement in classroom activities, ability to write laboratory reports, data analysis, research skills, ability to participate in and evaluate practical classes via individual and group work, general ICT skills and note taking.

ASSESSED TASKS

Test, case study analysis, practical laboratory report, written reports and an end of semester written examination.

PHYSICAL EDUCATION

PHYSICAL EDUCATION UNIT 3-4 (HPPE3-4)

The study of VCE Physical Education enables students to integrate a contemporary understanding of the theoretical underpinnings of performance and participation in physical activity with practical application. Through engagement in physical activities, VCE Physical Education enables students to develop the knowledge and skills required to critically evaluate influences that affect their own and others' performance and participation in physical activity. This study equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and to understand the physical, social, emotional and cognitive health benefits associated with being active. The study also prepares for employment and/or further study at the tertiary level or in vocational education and training settings in fields such as exercise and sport science, health science, education, recreation, sport development and coaching, health promotion and related careers.

UNIT 3

This unit introduces students to a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. Students also explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

LEARNING ACTIVITIES

Summaries, laboratory reports, case studies and structured questions.

KEY SKILLS REQUIRED

Describe, identify, collect, analyse and interpret data, complete laboratory reports, analyse and evaluate information collected, apply theory to practical situations and participate in practical classes.

ASSESSED TASKS

Written reports, practical laboratory report and tests.

UNIT 4

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students also participate and evaluate a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Chronic adaptations in response to exercise are also evaluated.

LEARNING ACTIVITIES

Summaries, laboratory reports, case studies and structured questions.

KEY SKILLS REQUIRED

Describe, identify, collect, analyse and interpret data, complete laboratory reports, report on, analyse and evaluate information collected, apply theory to practical situations and participate in practical classes.

ASSESSED TASKS

Written reports, practical laboratory report, tests and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

PHYSICS

PHYSICS UNITS 1-2 (SCPH1-2)

In Physics, students gain an appreciation of the laws of nature from the small scale of the atomic nucleus to the largest scale, that of the entire universe. Physics provides an excellent grounding for a large number of fulfilling careers and is a very suitable subject for inquisitive students who have sound capabilities in mathematics.

Students need to have satisfactorily completed Unit 1 and 2 Physics prior to studying Units 3 and 4.

UNIT 1

Students will study:

- Thermodynamic principals and apply these to explain changes in thermal energy within the context of climate science.
- Electric circuits, where students apply a basic DC circuit model to simple battery operated devices and an AC model to household electrical systems.
- The origins of matter and how matter can be transformed through nuclear processes.

LEARNING ACTIVITIES

Discussions of physical phenomena, worksheets, group activities, text questions and practical activities.

KEY SKILLS REQUIRED

Strong mathematical skills in the areas of arithmetic calculations, substitution, transposing and analysing data. The ability to predict, observe and explain physical events is also important.

ASSESSED TASKS

Topic tests, reports of practical investigations, research, and team based multimedia presentations and an end of semester written examination.

UNIT 2

In this unit students describe and explain the movement of various objects in terms of kinematics, forces, momentum, energy and power. Students will also undertake a detailed practical investigation on an aspect of their prior physics studies and take a further area of study from a prescribed list.

LEARNING ACTIVITIES

Discussions of physical phenomena, worksheets, group activities, text questions and practical activities.

KEY SKILLS REQUIRED

Strong mathematical skills in the areas of arithmetic calculations, substitution, transposing and analysing data. The ability to predict, observe and explain physical events is also important.

ASSESSED TASKS

Topic tests, practical work, an extended practical investigation, research, team based multimedia presentations and an end of semester written examination.

PHYSICS

PHYSICS UNITS 3-4 (SCPH3-4)

Students gain an appreciation of the laws of nature from the small scale of the atomic nucleus to the large scale of the entire universe. Students learn through experimenting, observing, discussing and developing theoretical models that describe the phenomena we see, and by applying their learning to a variety of scenarios. The study of Physics underpins much of the technology found in areas such as commerce, communications, engineering and industry.

Students need to have satisfactorily completed Unit 1 and 2 Physics prior to studying Units 3 and 4.

UNIT 3

In this unit students explore the importance of energy in explaining and describing the physical world through 3 outcomes: Analyse gravitational, electric and magnetic fields, and use these to explain motors, particle accelerators and orbits of satellites. Analyse and evaluate electricity generation and distribution systems. Analyse motion using Newton's laws of motion in one and two dimensions, and motion of objects moving at very large speeds using Einstein's theory of special relativity.

LEARNING ACTIVITIES

Learning activities include experimental work, interactive simulation activities, text questions, quizzes, homework sheets and other relevant tasks. Guest speakers and excursions are used when possible.

KEY SKILLS REQUIRED

Motion and electric circuit skills and other knowledge from Units 1 and 2, data interpretation and analysis, ability to use and manipulate formulae, enquiry based skills and problem solving abilities.

ASSESSED TASKS

At least 1 task per outcome which may be a report of practical activities or an investigation, analysis of data or media, evaluation or explanation of the operation of a device, a solution to a problem, responses to structured questions or a reflective learning journal/blog.

UNIT 4

Students study 3 outcomes: Applying wave concepts to analyse, interpret and explain the behaviour of light; Providing evidence for the nature of light and matter, and analysing the data from experiments that support this evidence; Designing and undertaking a practical investigation related to waves, fields or motion.

LEARNING ACTIVITIES

Learning activities include experimental work, interactive simulation activities, text questions, quizzes, homework sheets and other relevant tasks.

KEY SKILLS REQUIRED

Knowledge and skills of electric circuits, waves and motion from Units 1 and 2, data interpretation and analysis, ability to use and manipulate formulae, enquiry based skills and problem solving abilities.

ASSESSED TASKS

At least 1 task for each of Outcomes 1 and 2 as per Unit 3 and a practical investigation related to waves, fields or motion presenting methodologies, findings and conclusions in a scientific poster.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (40%), and a 2½ hour written examination in November (60%).

PRODUCT DESIGN AND TECHNOLOGY

PRODUCT DESIGN AND TECHNOLOGY

UNITS 1-2 (TSDC1-2 or TSDM1-2 or TSdT1-2 or TSDW1-2)

Product Design and Technology can be studied in one of four foci: Competition Vehicles, Metals, Textile Fashion or Wood. All are based on developing knowledge of materials and production processes. Students will design and make products using different materials to solve problems.

Student may only choose ONE focus from either: Competition Vehicles, Metals, Textile Fashion OR Wood.

Please note: 2018 will be a new Study Design so some changes may occur.

UNIT 1

This unit focuses on the analysis, modification and improvement of a product design. It provides a structured approach towards the design process, and looks at examples of design practice used by a designer.

LEARNING ACTIVITIES

The analysis, modification and improvement of a product's design - students will be required to modify a project for an outlined or given situation.

KEY SKILLS REQUIRED

Understanding of design elements and principles, redesigning existing products, listening and responding to a design scenario, developing criteria for design, researching existing and possible design solutions, building the redesigned product and the evaluation of the finished product.

ASSESSED TASKS

Production modification folio, production processes and product evaluation.
Students will also complete an end of semester written examination.

UNIT 2

In this unit each student works as a member of a team to design and develop a product range or contribute to the design and production of a group product.

LEARNING ACTIVITIES

Design and develop a product range.
Team members contribute their expertise, share research findings and develop viable solutions.

KEY SKILLS REQUIRED

Working with a design team, developing skills in processes and techniques, listening and responding to design scenarios, developing design evaluation criteria, producing valid design options, production of the product and evaluation of the product against developed criteria.

ASSESSED TASKS

Production folio, production processes and product evaluation.
Students will also complete an end of semester written examination.

PRODUCT DESIGN AND TECHNOLOGY

PRODUCT DESIGN AND TECHNOLOGY

UNITS 3-4 (TSDC3-4 or TSDM3-4 or TSDT3-4 or TSDW3-4)

Design and Technology can be studied in one of four foci: Competition Vehicles, Metals, Textile Fashion or Wood. All are based on developing knowledge of materials and production processes. Students will design and make products using different materials to solve problems.

Students may only choose ONE focus from either: Competition Vehicles, Metals, Textile Fashion OR Wood.

Please note: 2018 will be a new Study Design so some changes may occur.

UNIT 3

In this unit students will design and develop a product that meets the needs and expectations of a client or end-user. Students will examine the role of the designer and industrial design in a manufacturing industry.

LEARNING ACTIVITIES

Detailed design folio for a client (or end user) produced together with mock-ups, construction samples or processes and note taking, various research activities, developmental sketches and a detailed working drawing to finalise the design solution.

KEY SKILLS REQUIRED

Developing a valid design brief, research and design interpretation, effective communication between designer and client (end user), design development and implementation and design folio development and construction.

ASSESSED TASKS

Written test on the role of the designer, written report on manufacturing of products within industries and development of a production folio on a chosen product.

UNIT 4

Students continue to develop and manufacture the product designed in Unit 3. They evaluate the effectiveness and efficiency of techniques they used and the quality of their product.

LEARNING ACTIVITIES

Examine factors that are used to determine the success of a commercially available product in the context of comparison with similar product types. Safe and correct use of specialised tools, equipment and machines (relevant to the chosen foci).

KEY SKILLS REQUIRED

Product construction, production skill development, evaluation of the product, the design process and promotion of the product.

ASSESSED TASKS

Written report on product analysis, ongoing folio development and production of client's end user product, evaluation and marketing of client's end user product.
Students will also complete an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (20%), School Assessed Task (50%), and a 1½ hour written examination in November (30%).

PSYCHOLOGY

PSYCHOLOGY UNITS 1-2 (SCPY1-2 or SDPY1-2)

As a science, Psychology aims to describe, explain and predict thoughts, feelings and behaviour. Through the use of scientific research methods, students will be able to develop skills in analytical and critical thinking. Students analyse research methodologies associated with classic and contemporary theories, consider ethical issues associated with the conduct of research and apply these methods when conducting group and/or individual investigations. Students can select to undertake this subject as self-directed learning using online resources.

UNIT 1

Human development involves changes in thoughts, feelings and behaviours. Students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. Students consider: the complex nature of psychological development and examine the contribution that classical and contemporary studies have made to an understanding the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feeling and behaviours.

LEARNING ACTIVITIES

Group discussions and activities, reading and note taking, worksheets, conducting and reporting research experiments, visual presentations, and practice exam questions.

KEY SKILLS REQUIRED

Being organised and remaining up to date with all reading, class work and homework, succinctly presenting and analysing information.

ASSESSED TASKS

Brain structure modelling, Analysis of Research, Media Analysis, Test and a Report of an Investigation on brain function/development and an end of Unit Examination.

UNIT 2

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. They evaluate the role social cognition plays in a person's attitude, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

LEARNING ACTIVITIES

Group discussions and activities, reading and note taking, conducting and reporting research experiments, visual presentations, multimedia investigations and practice exam questions.

KEY SKILLS REQUIRED

Being organised and remaining up to date with all reading, class work and homework, succinctly presenting and analysing information.

ASSESSED TASKS

Analysis of Research, Media Analysis, Test, Logbook of activities and a Report of an Investigation on internal/external influences on behaviour and an end of Unit Examination.

PSYCHOLOGY

PSYCHOLOGY UNITS 3-4 (SCPY3-4)

Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition. Students analyse research methodologies associated with classic and contemporary theories, studies and models, consider ethical issues associated with the conduct of research and the use of findings.

It is recommended (not required) that students have studied Units 1 and/or 2 Psychology and have satisfactorily completed at least Unit 2 prior to completing Units 3 and 4.

UNIT 3

This unit focuses on the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. We study the structure and function of the human brain and nervous system, and explore stress as a psychobiological process, considering the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. They consider the limitations and fallibility of memory and how memory can be improved. They apply different theories of memory and forgetting to their everyday learning experiences.

LEARNING ACTIVITIES

Group discussions and activities, reading and note taking, worksheets, online video tutorials and assessments, conducting and reporting research investigations, visual presentations, collaborative and individual projects and exam preparation.

KEY SKILLS REQUIRED

Organisation, application of time management to remain up to date with all reading and completion of homework as well as the ability to succinctly analysis and present information, work independently and collaboratively and to generate and summarise data.

ASSESSED TASKS

Research Investigation Report, Tests, Log book of practical activities.

UNIT 4

In this unit students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorders. A focus on Phobias to illustrate how the development and management of a mental disorder can be considered through biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

LEARNING ACTIVITIES

Group discussions and activities, reading and note taking, worksheets, online video tutorials, activities and assessments, conducting and reporting research investigations, visual presentations, collaborative and individual projects and exam preparation.

KEY SKILLS REQUIRED

Organisation, time management to remain up to date with all reading and completion of homework as well as the ability to succinctly analysis and present information, work independently and collaboratively and to generate and summarise data.

ASSESSED TASKS

Log Book of practical activities, Tests, Analysis of data and Structured Scientific Investigation.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (40%) and a 2½ hour written examination in November (60%).

SOCIOLOGY

SOCIOLOGY UNITS 1-2 (HUSO1-2)

Sociology focuses on the study of human behaviour and social interaction to understand how societies are organised, develop and change. In this subject students objectively examine social issues and explain concepts. In Sociology, students examine key theories regarding family, deviance, ethnicity, community and social movements.

UNIT 1

Students explore the way youth and adolescence are constructed as social categories, in the light of differing experiences of young people. They also investigate the social institution of the family. They examine the tension between a perceived need to define categories of youth and adolescence and the potential negative impacts of such categorisation.

LEARNING ACTIVITIES

Reading, group and class discussions, ICT and research activities.

KEY SKILLS REQUIRED

Analysis and synthesis of materials to draw conclusions, ability to reflect on their own and others' approaches to understanding the social world, formal writing, research.

ASSESSED TASKS

Essay, media and film analysis and an end of semester written examination.

UNIT 2

In this unit students explore the concepts of deviance and crime. The study of these concepts from a sociological perspective involves ascertaining the types and degree of rule breaking behaviour, examining traditional views of criminality and deviance and analysing why people commit crimes or engage in deviant behaviour. It also involves consideration of the justice system, how the understanding of crime and deviance has changed over time, and the relationship between crime and other aspects of a society, such as age and socioeconomic status.

LEARNING ACTIVITIES

Reading, group and class discussions, ICT and research activities.

KEY SKILLS REQUIRED

Analysis and synthesis of materials to draw conclusions, formal writing, research and analysis of historical sources.

ASSESSED TASKS

Essay, media report, multimedia presentation and an end of semester written examination.

SOCIOLOGY

SOCIOLOGY UNITS 3-4 (HUSO3-4)

The study of Sociology provides valuable knowledge and skills for participation in everyday life. It develops a capacity for detailed observation of social patterns and group behaviour, and encourages students to become aware of and to think about daily life and activities from a sociological perspective.

UNIT 3

This unit explores expressions of culture and ethnicity in relation to Australian Indigenous culture and migrant groups. Students learn how these classifications can define inequality and opportunity, shape cultural activities and provide a sense of purpose. The study explores social identity. An investigation into the way ethnic identities constantly evolve and are shaped through a variety of political and social forces will be undertaken.

LEARNING ACTIVITIES

Media analysis, multimedia presentations, report writing, extended responses, film analysis and research reports.

KEY SKILLS REQUIRED

Close reading, research, analysis and synthesis of evidence to draw conclusions.

ASSESSED TASKS

Media analysis, short answer questions and an essay.

UNIT 4

In this unit, students investigate the concept of community and how social movements and social change have impacted on the way we interpret the community. Students will examine theoretical understandings of the concept of community and will develop knowledge of the role, the purpose, evolution, power and outcomes of social movements.

LEARNING ACTIVITIES

Media analysis, multimedia presentations, report writing, extended responses, film analysis and research reports.

KEY SKILLS REQUIRED

Application of ethical methodology to source and use a range of relevant evidence to support observations and analysis, analysis and synthesis of evidence to draw conclusions.

ASSESSED TASKS

Case study report, essay and an end of year examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%), School Assessed Coursework Unit 4 (25%), and a 2 hour written examination in November (50%).

STUDIO ARTS

STUDIO ARTS UNITS 1-2 (VASC1-2 or VASD1-2 or VASP1-2)

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of art making. The study establishes effective art practices through the application of an individual design process to assist the student's production of a folio of artworks. Students choose to specialise in Ceramics and Sculpture, Painting and Drawing or Photography. **It is recommended that Units 1 and 2 are completed prior to enrolling in Units 3 and 4. Students may only choose ONE focus from Ceramics and Sculpture, Painting and Drawing OR Photography.**

UNIT 1: STUDIO INSPIRATION AND TECHNIQUES

Students develop an understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks. Students explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques. Students are encouraged to visit a variety of exhibition spaces, reflect on the different environments and examine how artworks are presented to an audience.

LEARNING ACTIVITIES

Using documented evidence in a visual diary, students progressively refine and resolve their skills to communicate ideas in artworks. Students also research and analyse the ways in which artists from different times and cultures have developed their studio practice to interpret and express ideas, source inspiration and apply materials and techniques in artworks.

KEY SKILLS REQUIRED

Generating ideas, applying visual references, exploring techniques, practical skills and materials related to the chosen art form, reflection of own artworks and analysis and research of chosen artists and exhibition spaces.

ASSESSED TASKS

Two folio tasks demonstrating folio development; two artworks; two written tasks based on artists studied; an end of semester written examination.

UNIT 2: DESIGN EXPLORATION AND CONCEPTS

Students focus on establishing and using a studio practice to produce artworks. This includes the use of an individual approach to document sources of inspiration, experimentation with selected materials and techniques relevant to specific art forms. Students explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process. Through the study of art movements and styles, students understand the use of other artists' work in the making of new artworks. Students also develop skills in the visual analysis of artworks.

LEARNING ACTIVITIES

Students focus on developing artworks through an individual studio process based on visual research and inquiry. Students will learn to generate a range of potential directions in the studio process around which an artwork can be developed.

KEY SKILLS REQUIRED

Students will develop an individual studio process that is recorded in a visual diary. They will explore sources of inspiration, develop an understanding of the art elements and art principles to demonstrate aesthetic qualities. They will also explore and develop a range of potential directions towards developing final artworks.

ASSESSED TASKS

Two artworks, a visual diary of exploratory work, two written research tasks, based on the artists studied in class, as well as an end of semester examination.

STUDIO ARTS

STUDIO ARTS UNITS 3-4 (VASC3-4 or VASD3-4 or VASP3-4)

Students choose ONE art form from: Ceramics and Sculpture, Painting and Drawing OR Photography.

Consultation must be made with a Studio Arts teacher if enrolling in Units 3 and 4 without studying Units 1 and 2. Studio Arts is about the development and use of specialist skills in the production of artworks. Units 3 and 4 consist of 60% folio production and 10% SACs and 30% exam.

UNIT 3

This unit focuses on the implementation of an individual studio process leading to the production of a range of potential directions. Students use an exploration proposal to define an area of creative exploration and apply a studio process to explore and develop their ideas and produce a range of potential directions to support the making of finished artworks in Unit 4. Students will explore professional art practices of artists from different historical and cultural contexts in relation to particular artworks and art form(s). The exhibition of artworks is integral and students are expected to visit a variety of exhibitions throughout the unit.

LEARNING ACTIVITIES

An exploration proposal to define the folio theme, a folio showing the studio process, written tasks exploring the professional art practices used by artists.

KEY SKILLS REQUIRED

Research, practical skills in the medium chosen, analysis of artworks focusing on materials and techniques, aesthetic qualities, communication of ideas and contexts.

ASSESSED TASKS

Studio Process folio and written tasks.

UNIT 4

Students focus on the planning, production and evaluation required to develop, refine and present artworks that link to the ideas from Unit 3. To support the creation of artworks, students present visual and written evaluations that explain why they selected potential directions from Unit 3 to produce at least two finished artworks. Once the artworks have been made, students evaluate the relationship between the artworks. They also examine Art Industry Contexts. Students explore a variety of art exhibitions and focus on the methods and considerations involved in the preparation, presentation and conservation of artworks.

LEARNING ACTIVITIES

Students present at least two finished artworks based on selected and evaluated potential directions developed through the studio process that realises and communicates the student's ideas expressed in the exploration proposal. Students will also complete written tasks based on the art industry, exhibition spaces, conservation, presentation and promotion of art.

KEY SKILLS REQUIRED

Demonstrate practical skills in the chosen art form, resolution, refinement and presentation of finished artworks, effective reflection and evaluation. Employ analytical and evaluative skills using appropriate terminology.

ASSESSED TASKS

Folio, research tasks and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Task Unit 3 and 4 (60%), School Assessed Coursework Unit 3 (5%), School Assessed Coursework Unit 4 (5%), and a 1½ hour written examination in November (30%).

SYSTEMS ENGINEERING

SYSTEMS ENGINEERING UNITS 1-2 (TSEN1-2)

This study promotes innovative systems thinking and problem solving skills through the Systems Engineering process, which takes a project management approach. It focuses on mechanical and electro-technology engineered systems.

Systems Engineering integrates aspects of designing, planning, fabricating, testing and evaluating in a project management process.

It prepares students for careers in engineering, manufacturing and design through a university or TAFE vocational study pathway, employment, apprenticeships and traineeships.

The study provides a rigorous academic foundation and a practical working knowledge of design, manufacturing and evaluation techniques.

UNIT 1

This unit contains the fundamental physics and theoretical understanding of mechanical systems and how they work. The main focus is on the construction of a system. The construction process draws heavily upon design and innovation within all the interrelated applied learning activities.

LEARNING ACTIVITIES

Analyse the effect of technological systems on the environment, research mechanical components and make a functional mechanical system.

KEY SKILLS REQUIRED

Product development, evaluation and diagnosis against given/developed criteria.

ASSESSED TASKS

Written folio, evaluation report, product development, research assignment and an end of semester written examination.

UNIT 2

In this unit, students study fundamental electro-technology engineering principles.

Through the application of their knowledge students produce basic operational electrical/electronic systems.

The systems produced by the students could employ a level of integration between mechanical and electronic components. Students also apply their knowledge and skills to research and produce technical reports.

LEARNING ACTIVITIES

Investigation of how and why electrical/electronic systems operate, research new and emerging technologies and measure and diagnose electrical/electronic systems.

KEY SKILLS REQUIRED

Safe use of tools, equipment and machines, folio development and product diagnosis, listening, reading, developing a product and evaluating against criteria.

ASSESSED TASKS

Written folio, evaluation report, product development and an end of semester written examination.

SYSTEMS ENGINEERING

SYSTEMS ENGINEERING UNITS 3-4 (TSEN3-4)

These units involve a study of the principles associated with controlled, integrated systems. The focus is on the functional integration and control of a mechanical subsystem with an electrotechnology subsystem and the design factors to be considered. The terms mechanical and electrotechnology are used as descriptors for the types of systems covered by this study. Mechanical systems include pneumatic and hydraulic systems and subsystems. Electrotechnology is a term that includes electrical, electronic and microelectronic systems and subsystems.

UNIT 3

This unit focuses on how mechanical and electrotechnological systems are combined to form a controlled integrated technological system. This includes knowledge of sources and types of energy that enable engineered technological systems to function.

LEARNING ACTIVITIES

Investigate the mechanical and electrotechnological operation of everyday items, develop a design folio based on electro/mechanical principles and investigate the environmental implications of using different energy sources.

KEY SKILLS REQUIRED

An ability to research; an ability to take accurate measurements; an ability to use a multimeter; developing a folio on an integrated system to be developed over Units 3 and 4.

ASSESSED TASKS

Written test on controlled integrated systems engineering; a written report on energy use and the effects on engineered systems and the environment; a folio and product development on designing and producing integrated technological systems developed over Units 3 and 4.

UNIT 4

This unit combines the contemporary focus of control systems and provides opportunities for students to build on their understanding and apply it to practical solutions through the construction of controlled integrated systems. Students form an understanding of new and emerging technologies used in the modern world.

LEARNING ACTIVITIES

Testing and maintenance of integrated controlled systems, developing a design folio, evaluation and logbook and making a functional controlled integrated system.

KEY SKILLS REQUIRED

An ability to manage all facets of the production process and record information using appropriate technical language.

ASSESSED TASKS

Written test on integrated systems and control, designing, producing, diagnosing and evaluating the controlled technological system, ongoing folio work and product development, and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (20%), School Assessed Task (50%), a 1½ hour written examination in November (30%).

THEATRE STUDIES

THEATRE STUDIES UNITS 1-2 (PATH1-2)

In Theatre Studies students will develop acting skills and learn how to develop a script into a production, applying aspects of stagecraft.

It is recommended that students have studied Units 1 and 2 Theatre Studies and have satisfactorily completed Unit 2 prior to completing Units 3 and 4.

A performance fee will be in the booklist to cover costs of attending a live theatre production in **each** Unit.

UNIT 1

This unit focuses on the application of stagecraft and acting in relation to the theatrical styles of pre-modern theatre. Students work with play scripts written prior to the 1920. Students study the production process and how to apply related stagecraft such as set design, sound, lighting, costume and makeup to scripts of selected theatre styles. Attendance at a professional live theatre production is compulsory in this Unit.

LEARNING ACTIVITIES

Read and investigate play scripts, keep a production folio, research reports and present performances applying different theatrical styles.

KEY SKILLS REQUIRED

Organisation, ability to work collaboratively in a group, research, maintain a written production folio, contribute to group discussion and analyse productions in writing.

ASSESSED TASKS

Research report, production journal, written analysis of a professional production and an end of semester written examination.

UNIT 2

This unit focuses on studying theatrical styles and stagecraft through working with play scripts in both their written form and in performance. Students work with play scripts from the modern era focusing on works from the 1800s to the present. Students study theatrical analysis and production evaluation and apply these skills in performance to a production of a play from the modern era. Attendance at a professional live theatre production is compulsory in this Unit.

LEARNING ACTIVITIES

Read and investigate play scripts, production journal, research reports and an ensemble performance.

KEY SKILLS REQUIRED

Organisation, ability to work collaboratively in a group, research, maintain a written production folio, contribute to group discussion and analyse productions in writing.

ASSESSED TASKS

Research reports, production folio about a professional production, ensemble performance and an end of semester written examination.

THEATRE STUDIES

THEATRE STUDIES UNITS 3-4 (PATH3-4)

In Theatre Studies students will develop acting skills and learn how to develop a script into a dazzling production with all the trimmings.

It is recommended that students have studied Units 1 and 2 Theatre Studies and have satisfactorily completed Unit 2 prior to studying Units 3 and 4.

UNIT 3

This unit focuses on an interpretation of a play script through four designated stages of production: planning, production development, production season and production evaluation.

Students specialise in two areas of stagecraft, working collaboratively in order to realise the production of a play script.

LEARNING ACTIVITIES

Investigation and analysis of play scripts, creation of a production folio, an ensemble performance, application of two areas of stagecraft, analysis of a performance prescribed by the VCAA.

KEY SKILLS REQUIRED

Being organised and maintaining a production folio throughout the semester, collaborating in group work, meeting production schedule deadlines, researching, script analysis, performance analysis and skills in applying selected aspects of stage craft in a performance.

ASSESSED TASKS

Production folio and a written analysis of a professional production.

UNIT 4

In this unit students study a scene and associated monologue from the prescribed text list. Students develop a theatrical brief that includes the creation of a character by an actor, stagecraft possibilities and appropriate research. Students interpret a monologue from within a specified scene through acting and other appropriate areas of stagecraft.

LEARNING ACTIVITIES

Investigation and analysis of a set play script, interpretation of script into performance brief, development and presentation of a monologue performance and analysis of acting skills.

KEY SKILLS REQUIRED

Being organised, following a production schedule, researching, script interpretation, use of rehearsal time and analysis skills.

ASSESSED TASKS

Written scene interpretation brief, production analysis, end of year monologue performance examination and an end of year written examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (45%), 7 minutes monologue performance examination (25%), and a 1½ hour written examination in November (30%).

VISUAL COMMUNICATION DESIGN

VISUAL COMMUNICATION DESIGN UNITS 1-2 (VAVD1-2)

Visual Communication is an essential part of our everyday world as it is a way of expressing ideas, information and opinions. As part of the Visual Communication Design study, students will create innovative solutions to a wide range of design problems. Visual Communication Design has a career focus directed towards Communication Design, including Graphic Design, Digital and Web Design, Advertising, Print Publication/Book illustration, Typographic Design, Package/Surface Design, Logo Design and Brand Identity. It also includes the study of Environmental and Industrial Design.

Students can choose either Visual Communication Design or Visual Communication Design-Technical.

UNIT 1

Students are introduced to the diversity of visual communication design and develop an understanding of the design elements and principles, technical, freehand, observational and computer generated drawing. The diversity of topics allows students to explore concepts applying both freehand drawing and digital applications using computer programs such as Adobe Photoshop and Illustrator.

LEARNING ACTIVITIES

Observational, conceptual, technical and freehand drawing and rendering, computer generated designs and application of the design elements and principles of design, media, materials and methods.

KEY SKILLS REQUIRED

Manual and digital methods to create drawings for different purposes; technical drawing, design elements and principles, media, materials and methods to draw and render forms and analysis of connections between past and contemporary visual communications.

ASSESSED TASKS

A practical folio including a variety of tasks using the design process, a written task based on past, contemporary, social and cultural factors. Students will also sit an end of semester written examination.

UNIT 2

Students develop, explore and experiment with a range of media, methods and materials to develop ideas which relate to Environmental, Industrial and Communication Design. Students will explore concepts, work with technical drawing, type, images and develop final presentations using both freehand drawing and computer programs.

LEARNING ACTIVITIES

Observational, conceptual, technical and rendered drawings, computer generated presentations, model making and the application of the design process from the brief through to final presentations.

KEY SKILLS REQUIRED

Technical drawing to complete final presentations through the use of two- and three-dimensional methods, techniques to create final presentations using computer programs, use of type, imagery and the design process to complete creative visual communications.

ASSESSED TASKS

A practical folio including tasks based on Environmental, Industrial and Communication Design. Students will also sit an end of semester written examination.

VISUAL COMMUNICATION DESIGN - TECHNICAL UNITS 1-2 (VAVT1-2)

Visual Communication is an essential part of our everyday world as it is a way of expressing ideas, information and opinions. As part of the Visual Communication Design study, students will create visual concepts and develop innovative solutions to a wide range of design problems. Visual Communication Design - Technical has a career focus directed towards Environmental design and Industrial design including Architectural, Interior, Landscape, Product, Furniture Design and Engineering. It also includes the study of Communication Design.

Students can choose either Visual Communication Design or Visual Communication Design-Technical.

UNIT 1

Students are introduced to the diversity of visual communication design and develop an understanding of the design elements and principles, technical, freehand, observational and computer generated drawing. The students will explore concepts using freehand drawing and a range of computer programs.

LEARNING ACTIVITIES

Observational, conceptual, technical and freehand drawing and rendering, computer generated designs and application of the design elements and principles, media, materials and methods.

KEY SKILLS REQUIRED

Manual and digital methods to create drawings for different purposes; technical drawing, design elements and principles, media, materials and methods to draw and render forms and analysis of connections between past and contemporary visual communications.

ASSESSED TASKS

A practical folio including a variety of tasks using the design process, a written task based on past, contemporary, social and cultural factors. Students will also sit an end of semester written examination.

UNIT 2

Students develop, explore and experiment with a range of media, methods and materials to develop ideas which relate to Environmental, Industrial and Communication Design. Students will explore concepts, work with technical drawing, type and images and develop final presentations using freehand drawing and computer programs.

LEARNING ACTIVITIES

Observational, conceptual, technical and rendered drawings, computer generated presentations, model making and the application of the design process from the brief through to final presentations.

KEY SKILLS REQUIRED

Technical drawing to complete final presentations through the use of two- and three-dimensional methods, techniques to create final presentations using computer programs, use of type, imagery and the design process to complete creative visual communications.

ASSESSED TASKS

A practical folio including tasks based on Environmental, Industrial and Communication Design. Students will also sit an end of semester written examination.

VISUAL COMMUNICATION DESIGN

VISUAL COMMUNICATION DESIGN UNITS 3 - 4 (VAVD3-4)

Visual Communication is an essential part of our everyday world as it is a way of expressing ideas, information and opinions. As part of Visual Communication Design, students will gain an understanding of the process professional designers use and they will also create their own visual concepts and develop innovative solutions to a wide range of design problems. Visual Communication has a career focus directed towards Communication, Environmental and Industrial Design. Please check prerequisite subjects for specific career pathways.

UNIT 3

In this unit, students analyse and describe how visual communications are designed and produced in the design industry in the Communication, Environmental and Industrial Design fields. Students will learn how design elements and principles, methods, media and materials are used in visual communications and then apply this knowledge to their own design work. Within the folio students will create visual communications for specific contexts, purposes and audiences. They will apply design thinking skills to prepare a brief, undertake research and generate their own creative design ideas.

LEARNING ACTIVITIES

Folio tasks of freehand, technical and digital drawing; written reports based on the analysis of visual communications, the design industry and a brief.

KEY SKILLS REQUIRED

Understanding of analysis, the design industry and the design process, manual and digital media and methods, technical drawing, design elements and principles.

ASSESSED TASKS

Drawings and final presentations from different design fields. A brief, research and generation of ideas and written reports.

UNIT 4

Students focus on the development of concepts from the Unit 3 folio and continue with the refinement to complete final presentations. They explore and develop expertise in a range of manual and digital methods both two and three dimensionally, using a variety of materials, methods and media. Students will evaluate their visual communications and devise a pitch to present their design thinking and decision making.

LEARNING ACTIVITIES

Design folio containing a range of drawings, development and refinement of concepts and two final visual communication presentations in response to the Unit 3 brief.

KEY SKILLS REQUIRED

Understanding of the design process, design thinking techniques, evaluation, manual and digital methods, and trialling media and materials using a range of design elements and principles.

ASSESSED TASKS

A folio containing developed concepts, a pitch presentation, refinement and the production of final visual communication presentations and an end of year examination.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework Unit 3 (25%),
School Assessed Task (40%), and a written examination in November (35%).

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

PERSONAL DEVELOPMENT SKILLS

Personal Development Skills units are compulsory at each level of VCAL. At BSSC, Personal Development Skills units are offered in conjunction with Work Related Skills units in the Intermediate and Senior programs. These units are designed to develop and enhance student skills and attributes in leadership, self-management, team work and decision making. Students are encouraged to develop independent learning skills and understand learning opportunities in contexts related to self, community and the environment.

WORK RELATED SKILLS

Work Related Skills units are designed to develop and enhance student skills and knowledge for effective communication, team work, time management and task management. Students develop their knowledge of career pathways and occupational health and safety regulations. At BSSC, Work Related Skills units are offered in conjunction with Personal Development Skills units in the Intermediate and Senior programs.

INDUSTRY SPECIFIC SKILLS

Students develop knowledge, skills and attributes for one or more vocational areas in preparation for progression to further learning or employment. This is achieved through the study of at least one VET subject.

LITERACY AND NUMERACY SKILLS

VCAL Literacy and Numeracy Skills units provide an applied learning environment in which students can develop their literacy and numeracy skills through a number of activities linked to everyday and vocational contexts, rather than through testing and examinations.

VCAL INTERMEDIATE PROGRAM

The VCAL Intermediate Program provides an entry to senior studies. This program develops skills and knowledge while building independent learning, through a reasonable degree of autonomy for planning Learning Activities.

- All students will select the combined Personal Development Skills and Work Related Skills subject.
- Students will complete VCAL Literacy and VCAL Numeracy
- Students will need to select a VET subject and a Pathways subject of their choice (this could be an additional VET subject, VCAL subject or VCE subject).

VCAL units are met through students demonstrating competency with the learning outcomes of each unit. Assessment of competency is made by students building up a portfolio of evidence for each unit. These will include samples of work completed and the use of digital images.

INTERMEDIATE PERSONAL DEVELOPMENT AND WORK RELATED SKILLS (VLCOR-VPWI1)

Students will have opportunities to develop their readiness for independent learning and for the development of employability skills for specific vocational fields of interest. This will be achieved through a number of activities, projects and learning opportunities that are decided by the group with their teacher. Students will complete Safe@Work modules and other Occupational Health and Safety training in readiness for work placements. Reflection on workplace experiences become part of the learning experience.

Learning activities

Group and class discussions, group project work, volunteering for community goals, team building exercises, sport and recreation activities, résumé development and industry visits.

Key skills required

Team work, planning and organisation, problem solving, and communication.

INTERMEDIATE LITERACY (VLCOR-VLT11)

Students will develop their reading and writing skills and oral communication skills. This will be done through different activities. Many of these will link to the activities and projects being completed in the Personal Development Skills and Work Related Skills classes. Students will use their skills to produce brochures, awareness posters and write in practical ways including letters and emails.

Learning activities

Individual skill development, group and class discussions, presentations to the class, group project work, and producing communication material such as brochures and posters.

Key skills required

Reading, writing, and oral communication skills.

VCAL NUMERACY (VLCOR-VNUI)

Students will develop everyday numeracy to make sense of their daily lives and workplace situations. Topics are designed to raise awareness of mathematics in everyday life. Students will develop skills in budgeting, personal finance, map reading and navigation.

Learning activities

Practice exercises and practical activities which include: surveys, modelling and research.

Key skills required

Mathematical problem solving skills, calculator technology and numeracy skills.

VCAL SENIOR PROGRAM

The VCAL Senior Program builds on the progress made at the Intermediate Level.

- All students need to select the combined Personal Development Skills and Work Related Skills subject.
- Students may choose to select VCAL Senior Literacy and VCAL Senior Numeracy
- Students will need to select a VET subject and a Pathways subject of their choice (this could include an additional VET subject, VCAL subject or VCE subject).

Other program selections should be made after careful consideration of the credits gained from previous studies. VCAL units are met through students demonstrating competency with the learning outcomes of each unit. Assessment of competency is made by students building up a portfolio of evidence for each unit. These will include samples of work completed and the use of digital images.

SENIOR PERSONAL DEVELOPMENT AND WORK RELATED SKILLS (VPWS1)

Students will have opportunities to demonstrate independent learning skills and leadership and the development of employability skills for specific vocational fields of interest. This will be achieved through a number of activities, projects and learning opportunities that are decided by students with their teacher. Students will update Safe@Work modules and other Occupational Health and Safety training in readiness for work placements. Reflection on workplace experiences becomes part of the learning experience. Students will receive an opportunity for training for the Responsible Serving of Alcohol (RSA) certificate.

Learning activities

Group and class discussions, group project work, volunteering for community goals, team building exercises, sport and recreation activities, resume development and industry visits.

Key skills required

Team work, planning and organisation, problem solving and communication.

SENIOR LITERACY (VLTS1)

Students will develop their reading and writing skills and their oral communication skills. This will be done through different activities. Many of these will link to the activities and projects that the students are completing in the Personal Development Skills, Work Related Skills classes and the industries that are linked to their vocational (VET) studies.

Learning activities

Individual skill development, group and class discussions, presentations to the class, group project work, and producing communication material such as brochures and posters.

Key skills required

Reading, writing and oral communication skills.

SENIOR NUMERACY (VNUS1)

Students will develop everyday numeracy to make sense of their daily lives and workplace situations. This includes design, measurement, mapping, data and graphs, use of decimals, fractions and percentages in everyday life and formulae for problem solving real life situations. These are explored through activity based learning.

Learning activities

Group and class discussions about maths, group project work for practising skills, research projects, listening to guest speakers and writing about maths.

Key skills required

Problem solving, applying ideas to everyday situations and communication.

VCAL STUDIO ARTS UNITS 1-2 (VAAA1-2)

This subject is ideal for VCAL students who have an interest in Studio Arts. This is a course that allows for a negotiated curriculum through a range of practical and theoretical areas. The focus of practical work is the development of learning confidence, technical skills, artistic awareness, conceptual and problem solving skills. The theoretical work is aligned with and will inspire practical tasks.

Satisfactory completion of this subject will provide 1 credit towards the completion of a VCAL program in year 1 and a further credit in year 2 if Unit 2 VCAL Studio Arts is undertaken.

Students wanting to study at University are not advised to select this option.

UNIT 1: STUDIO INSPIRATION AND TECHNIQUES

Students develop an understanding of the stages of artistic studio practice. Students explore sources of inspiration, develop individual ideas and explore a range of materials and techniques. Students visit a variety of exhibition spaces and look at how artworks are presented to an audience.

LEARNING ACTIVITIES

Students keep a visual diary and develop skills in a range of artistic practices including drawing, printmaking, painting, photography, ceramics and mixed material related exercises. Students also look at ways artists have developed their studio practice to express ideas and apply materials and techniques in artworks.

KEY SKILLS REQUIRED

Exploring techniques, practical skills and materials related to art forms, reflection of own artworks and research of chosen artists and exhibition spaces.

ASSESSED TASKS

Learning activities and an unscored folio.

UNIT 2: DESIGN EXPLORATION AND CONCEPTS

Students continue to explore their studio practice to produce artworks. This includes experimentation with selected materials and techniques relevant to a range of art forms. Students record the development of the work in a visual diary as part of the studio process. Students also develop an understanding of the use of other artists' work in the making of new artworks.

LEARNING ACTIVITIES

Students focus on developing artworks through exploring studio processes. Students will learn to generate a range of potential directions in the studio process around which an artwork can be developed.

KEY SKILLS REQUIRED

Students will develop individual artworks and record the process in a visual diary. They will explore sources of inspiration, develop an understanding of the art elements and art principles to demonstrate aesthetic qualities. They will also explore a range of potential directions towards developing final artworks.

ASSESSED TASKS

Learning activities and an unscored folio.

VCAL BUSINESS MANAGEMENT UNITS 1-2 (BSAB1-2)

This subject is ideal for VCAL students who have an interest in Business Management. It is a business course that allows for negotiated curriculum through a range of practical and theoretical areas. VCAL students who wish to learn about and have contact with the world of business and some local businesses should consider Applied Learning Business Management. Units 1 and 2 specifically deal with the management of businesses of all sizes. Satisfactory completion of this subject will provide 2 credits towards completion of a VCAL program.

Students wanting to study at university are not advised to select this option.

UNIT 1

This unit provides students the opportunity to explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business. A range of issues need to be considered before a business can be established including the personal motivation to set up a business, innovation, technological development and interaction in global markets. Students will make strong links with local businesses to build their understanding.

LEARNING ACTIVITIES

Research activities, local excursions, interviewing small business owners, online activities, worksheets, quizzes, crosswords, interactive Turning Point and interactive decision making challenges.

KEY SKILLS REQUIRED

An ability to work as a team, communicate with others, analyse and report results linking to business situations and complete case study investigations from recent history.

ASSESSED TASKS

Completing all Outcomes through a range of unscored Learning Activities.

UNIT 2

This unit focuses on the establishment phase of a business's life. The establishment of a business involves complying with legal requirements and financial considerations that are vital to setting up a business. To further assist business success, students will learn about the importance of marketing and staffing in a business.

LEARNING ACTIVITIES

Research, online activities, board games, quizzes, crosswords, marketing and development of creative business concepts.

KEY SKILLS REQUIRED

Awareness of current issues relating to businesses, ability to work with others, ability to draw on workplace experiences, creativity and analysing case study investigations from recent history.

ASSESSED TASKS

Completing all Outcomes through a range of unscored Learning Activities.

VCAL HEALTH AND HUMAN DEVELOPMENT UNITS 1-2 (HPAH1-2)

This subject is ideal for VCAL students who have an interest in understanding health and wellbeing and factors that affect this, as well as the developmental changes that take place throughout the lifespan, health care in Australia and nutrition. This subject may also interest those students who might be keen to work in the health and community services area.

Satisfactory completion of this subject will provide two credits towards the completion of a VCAL program.

Students wanting to study at university are not advised to select this option.

UNIT 1: UNDERSTANDING HEALTH AND WELLBEING

Students will explore the dimensions of health and wellbeing and the influence that age, culture, religion, gender and socioeconomic status has on these concepts. With a focus on youth, students will examine the reasons for variations and inequalities in health status. Health literacy skills will be developed through the interpretation and use of data, evaluating nutrition information including food selection models, advertisements and social media. Students will undertake an independent research task on an area of interest which focuses on the health and wellbeing of Australia's youth.

LEARNING ACTIVITIES

Case studies, class discussions, oral presentations, visual presentations, summaries, web based tasks.

KEY SKILLS REQUIRED

Collect and read information, interpret and analyse health data, work in groups and communicate with others, use a range of ICT including Web 2.0 tools.

ASSESSED TASKS

Learning Activities including worksheets and structured questions, independent research task, research activities, visual presentations, data analysis, media analysis.

UNIT 2: MANAGING HEALTH AND DEVELOPMENT

Students will investigate the developmental changes and expectations that are part of the transition from youth to adulthood. Characteristics of healthy respectful relationships will be examined and parenthood as a potential transition in life will also be studied. With a focus on parents/carers and families students investigate factors that contribute to development, health and wellbeing during the prenatal, infancy and early childhood stages of the lifespan. Students will examine how to access Australia's health care system and how it promotes health and wellbeing in their community. Emerging health procedures and medical technologies will also be studied and the issues associated with their use will be explored.

LEARNING ACTIVITIES

Case studies, class discussions, oral presentations, visual presentations, summaries, web based tasks.

KEY SKILLS REQUIRED

Collect and read information, interpret and analyse health data, work in groups and communicate with others, use a range of ICT including Web 2.0 tools.

ASSESSED TASKS

Learning Activities including worksheets and structured questions, independent research task, research activities, visual presentations, data analysis, media analysis.

VCAL HEALTH AND HUMAN DEVELOPMENT

UNIT 3 (HPAH3)

This subject is ideal for VCAL students who have an interest in understanding the health status of Australia, the factors that contribute to differences in health, including food and nutrition and the health care system. This subject may interest students who might be looking for work in the health area or community services area.

Satisfactory completion of this subject will provide one credit towards the completion of a VCAL program.

This unit will be undertaken over the course of the year.

Students wanting to study at university are not advised to select this option.

UNIT 3: Australia's health in a globalised world

Students will explore and examine the concepts of health and wellbeing and its importance as a resource for both individuals and communities both in Australia and globally. There is a focus on the health of Australians looking at particular population groups and the many factors that can contribute to differences in health status. Students will also examine the impact on Australia's health status of smoking, alcohol and diet. Improvements in Australia's health status and health system will also be investigated along with health promotion initiatives to improve population health and indigenous health and wellbeing. Students will also explore healthy eating initiatives including the Australian Dietary Guidelines and the work of Nutrition Australia.

LEARNING ACTIVITIES

Multimedia presentations, posters/brochures, research and inquiry activities, concept maps, group and class discussions, written responses, readings and activities, case studies.

KEY SKILLS REQUIRED

Collecting, reading and interpreting information, interpreting and analysing health data, research, cooperative group work, summarise and evaluate strategies, use a range of ICT skills including Web 2.0 tools.

ASSESSED TASKS

Satisfactory completion of Learning Activities.

VCAL PHYSICAL EDUCATION

VCAL PHYSICAL EDUCATION UNITS 1 (HPAP1)

This **year long** subject is ideal for VCAL students who have an interest in physical education and are passionate and enthusiastic about participation in a variety of physical activities.

Satisfactory completion of this subject will provide one credit towards the completion of a VCE and/or VCAL program.

Students wanting to study at university are not advised to select this option.

There is a \$60 (per semester) fee associated with outside of college activities and class handouts.

UNIT 1

The Human Body in Motion

LEARNING ACTIVITIES

Practical activities, movement analysis, class discussions, oral presentations, multimedia presentations, practical log books.

KEY SKILLS REQUIRED

Participate in a variety of activities, use and apply correct terminology in relation to specific body systems associated with movement and the role of the cardiovascular and respiratory systems during physical activity, analyse a variety of movements used in physical activity, explore illicit drug use and ethical, social and cultural considerations associated with legal and illegal practices to enhance performance.

ASSESSED TASKS

Learning Activities, Analysis of movement study, independent research tasks, case studies.

VCAL PSYCHOLOGY

VCAL PSYCHOLOGY UNITS 1-2 (SCAP 1-2)

As a science, Psychology aims to describe, explain and predict thoughts, feelings and behaviour. Through the use of scientific research methods, students will be able to develop skills in conducting experiments, collecting data and analysing findings to draw conclusions. Students will test classic and contemporary theories, consider ethical issues associated with the conduct of research and apply these methods when conducting group and/or individual investigations.

This subject is suitable for those who are interested in careers such as Child Care worker, Youth Work, Social Work, Retail, Business administration, and others

Note: This subject is a pathway into Applied Psychology 3-4 and it does not prepare students for VCE Psychology 3-4

Students wanting to go on and study at university are not advised to select this option.

UNIT 1

Changes in thoughts, feelings and behaviours happen throughout our life. Students will study the basics of the brain and the human nervous system and look at how these structures shapes our experiences. They will explore different areas and look at the influences on development such as the Nature vs Nurture debate. They will look at situations where development has not occurred as normal and the influence this has had on an individual. Students will select a topic of interest to develop their knowledge in and create a mini investigation.

LEARNING ACTIVITIES

Group discussions and activities, reading and note taking, conducting and reporting research experiments, visual presentations and multimedia presentations.

KEY SKILLS REQUIRED

Being organised and remaining up to date with all reading, class work and homework, working collaboratively with others, presenting information with clear purpose.

ASSESSED TASKS

Poster presentations, plan, prepare and conduct investigations and presentation of findings, group work, and product (design and creation of a toy).

UNIT 2

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. Students will evaluate the role social cognition plays in a person's attitude, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

LEARNING ACTIVITIES

Group discussions and activities, reading and note taking, conducting and reporting research experiments, visual presentations and multimedia presentations.

KEY SKILLS REQUIRED

Being organised and remaining up to date with all reading, class work and homework, working collaboratively with others, presenting information with clear purpose.

ASSESSED TASKS

Poster presentations, plan, prepare and conduct investigations and presentation of findings, group work, and development of a product (design and creation of a survey on attitudes).

VCAL TECHNOLOGY UNITS 1-2 (TSAT1-2)

This subject is ideal for VCAL students with an interest in a career in the trades areas such as Plumbing, Building, Furnishing and Engineering. It will provide students with the opportunity to complement their VET class and industry aspiration by honing the skills and knowledge needed to become an apprentice. This class is focused in redesigning tools and products and making functional high quality products that meet the needs of everyday life. Students will develop the skills to design and make products with either a metal or wood focus. The concepts in this subject will be explored through a negotiated curriculum.

Satisfactory completion of Units 1 and 2 of this subject will provide 2 credits towards the completion of a VCAL certificate.

Students wanting to study at university are not advised to select this option.

UNIT 1

This unit focuses on the modification and improvement of a product related to the trades. It provides a structured approach towards the design process and the development of the skills and knowledge required in the hard trades industry (such as Plumbing, Building, Furnishing and Engineering).

LEARNING ACTIVITIES

The modification and improvement of a product's design - students will be required to modify a project for an outlined or given situation. The focus will be determined early in term 1.

KEY SKILLS REQUIRED

Understanding of design, redesigning existing products, listening and responding to a given real world scenario, researching existing and possible design solutions, building a real world product.

ASSESSED TASKS

Production modification folio processes
Production of designed / modified products.

UNIT 2

In this unit students work as a member of a team to design and develop a range of products to develop a real world solution.

LEARNING ACTIVITIES

Design and develop a range of products for real world situations. Team members contribute their expertise, share research findings and develop custom built solutions.

KEY SKILLS REQUIRED

Teamwork, process and technique skills, listening and responding to design scenarios, producing valid design solutions, and product production.

ASSESSED TASKS

Team production folio processes
Team production of designed products.

CISCO CERTIFIED NETWORK ASSOCIATE (CCNA) COURSE (BSVC)

Suited to students who are interested in learning and understanding how computers and other devices are networked. This course is increasingly relevant in a world where everyday items (phones, cars, computers, home appliances, printers, etc.) are being networked. This course is relevant to students interested in a range of careers involving Networking, IT, Electronics and Engineering, or just a general interest in this area. Dependant on your career and study aims you may consider completing either a two or four unit sequence of this subject – with both options having some great benefits (see details below).

The main focus of this subject makes it ideal for students wanting a career in IT, and specifically in computer networking, as indicated above the content would be valuable to a range of other students. Students who complete either all or part of this subject will find the knowledge gained helpful in either entering the workforce or going on to further study. Completion of the Cisco Academy CCNA course units provides VCE and VET credit as described below. The course also covers all the topics necessary for students to prepare for the external CCNA exam. Google “CCNA qualification” to find out more about this or ask the subject teacher.

Credit upon successful completion of the program

VCAA have accredited the Cisco CCNA v6 course under the VCE and as such, students who complete this course, obtain certificates from the Cisco Academy, VET qualifications and VCE credit, resulting in an ATAR contribution as described below.

Credit in the VCE – with CCNA v6

Students who complete Units 1 and 2 of the Cisco CCNA program will be eligible for two units of credit towards their VCE (one VCAA Unit 3 and 4 sequence).

Students who complete Units 1, 2, 3 and 4 of the Cisco CCNA program will be eligible for four units of credit towards their VCE (two VCAA Unit 3 and 4 sequences).

ATAR Contribution - with CCNA v6

Students who complete a Unit 3 and 4 VCE sequence (by completing Unit 1 and 2 of CCNA) will be eligible for a 10% increment towards their ATAR (10% of the average of the primary four scaled studies).

Students who complete two Unit 3 and 4 sequences (by completing Unit 1, 2, 3 and 4 of CCNA) will be eligible for two 10% increments towards their ATAR (2 X 10% of the average of the primary four scaled studies).

Credit in VCAL

The program is credited as 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level.

LEARNING ACTIVITIES

Students use an easy-to-follow interactive curriculum (CCNA) and associated laboratories to learn the general theory needed to support networks. The course teaches applied skills throughout the four course series to help prepare students for entry-level IT careers. Coursework will be completed on-line using multimedia web-based instructional material. Students will be involved in ‘hands-on’ training with routers, switches, wireless equipment and cabling.

KEY SKILLS REQUIRED

Students require a reasonable level of literacy and numeracy to be able to read through the online curriculum and to perform translations between decimal, binary and hexadecimal.

COURSE STRUCTURE

Semester 1 – Introduction to Networks

Semester 2 – Routing and Switching Essentials

Semester 3 – Scaling Networks

Semester 4 – Connecting Networks

Cost: \$50 in Year 11; \$50 in Year 12.

VET AGRICULTURE (OVAG)

This class is conducted at the LaValla Trade Training Centre facilities, in partnership with Catholic College Bendigo and Access Skills Training (RTO 4603)

Suited to students who enjoy working outside with a practical approach to learning and who want to learn about caring for farm animals, with an interest in plants and all aspects of soil, including structure and composition. This subject can provide a pathway to working in the agricultural industry, taking up an apprenticeship or to doing further studies in agriculture.

Credit upon successful completion of the program

- AHC20116 - Certificate II in Agriculture
- 4 VCE Units - Units 1, 2 and a 3/4 sequence
- ATAR Increment (10% of average of the primary 4 scored VCE subjects)
- Four VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

LEARNING ACTIVITIES

Students complete written work as well as being involved in practical work. It is a competency-based subject so students must demonstrate that they can work individually and in teams to complete work tasks to an industry standard. Structured Workplace Learning is compulsory in both years of study.

KEY SKILLS REQUIRED

Students learn to communicate with a range of people – colleagues working on the same project, an employer wanting a task completed and clients who require a job to be done. An ability to show initiative, solve problems and work independently or as part of a team are all attributes that are necessary to be successful in this subject.

SAMPLE COURSE STRUCTURE

Year 1 (Units 1 and 2)

- Follow OHS procedures
- Produce simple word processed documents
- Establish horticultural crops
- Handle livestock using basic techniques
- Rear newborn and young livestock
- Clean machinery of plant, animal and soil material
- Determine basic properties of soils/growing media

Year 2 (Units 3 and 4)

- Observe environmental work practices
- Work effectively in the industry
- Participate in workplace communications
- Provide basic first aid
- Install, maintain and repair fencing
- Carry out basic electric fencing operations
- Recognise plants

Recommended Complementary VCE units

Industry and Enterprise, Business Management, Building and Construction, VET Engineering, Biology, Mathematics, Environmental Science.

Cost:

Costs for 2018 will be detailed on the booklist. The cost will be approximately \$200 (based on 2017), for course materials and workbooks. Costs in Year 1 will include a LaValla TTC uniform shirt, which is a compulsory requirement for the LaValla TTC.

VET ALLIED HEALTH (SCVH)

This program is conducted in partnership with Goulburn Ovens Institute of TAFE (RTO 3094).

The program is suited to students who are interested in working in Health Services or pursuing further studies in this area. Through this program students gain valuable knowledge, skills and contextual understanding of the medical health industry. Supervised workplace visits and practical sessions are an important part of the program, in addition to simulated learning, to provide opportunities to participate in a range of immersion activities aimed at giving wide exposure to a variety of areas in the health care industry. This program is an academic course of study.

This subject would be a suitable Year 11 or Year 12 VCE selection for students interested in the medical health industry, and would be a suitable addition to subject selections for the UniBridges Program.

Upon successful completion of Year 1 students will be able to enrol in Year 2, when scored assessment will be available.

Credit upon successful completion of the program

- HLT33015 Certificate III in Allied Health Assistance (partial completion)
- VCE Units – Two Unit 3/4 sequences
- Year 1 – 10% ATAR increment
- Year 2 – students completing the assessed coursework and VCE exam will receive a study score which contributes towards their ATAR
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior certificate level

LEARNING ACTIVITIES

Students complete written work as well as being involved in practical work. It is a competency-based subject so students must demonstrate that they can work individually and in teams to complete work tasks to an industry standard.

KEY SKILLS REQUIRED

Students learn to communicate with a range of people, using basic medical terminology. Well-developed skills in learning and using key terms are important for managing this aspect of the course. An ability to show initiative, solve problems and work independently or as part of a team are all attributes that are necessary to be successful in this subject.

SAMPLE COURSE STRUCTURE

Year 1 (Units 3 and 4)

- Participate in work health and safety processes
- Apply First Aid
- Comply with infection prevention and control policies and procedures
- Maintain a high standard of service
- Communicate and work in health or community services
- Respond effectively to behaviours of concern
- Work with diverse people
- Provide non-client contact support in an acute environment

Year 2 (Units 3 and 4)

- Interpret and apply medical terminology
- Recognise healthy body systems
- Take clinical measurements

Recommended Complementary VCE units

VCE English, Mathematics, Biology, Chemistry, Psychology, Health and Human Development. This program is an academic course of study and is suited to students in a VCE learning program.

Cost

Approximately \$350 for module booklets, clinical supplies, excursions and work placement uniform (based on 2017); \$80 for textbook

VET ANIMAL STUDIES (OVAS)

This class is conducted at the LaValla Trade Training Centre facilities, in partnership with Catholic College Bendigo and Access Skills Training (RTO 4603)

Suited to students who enjoy learning about caring for animals, with an interest in general animal health and dietary requirements, hygiene routines and services for animal care facilities. This subject can provide a pathway to working in the animal care industry and to taking up further studies for the animal care and management industry. With additional training and experience, future employment opportunities may include animal attendant, animal house manager or a veterinary nurse.

Credit upon successful completion of the program

- AMC20110 Certificate II in Animal Studies
- 4 VCE Units - Units 1, 2 and a 3/4 sequence
- ATAR Increment (10% of average of primary 4 scored VCE subjects)
- Four VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

LEARNING ACTIVITIES

Students complete written work as well as being involved in practical work. It is a competency-based subject so students must demonstrate that they can work individually and in teams to complete work tasks to an industry standard. Structured Workplace Learning is highly recommended for this course. Students must be prepared to actively work with a range of animals, including chickens, sheep, guinea pigs, cows, mice, alpacas and horses. Appropriate workwear that complies with occupational health and safety requirements is needed for all classes at the LaValla Trade Training Centre.

KEY SKILLS REQUIRED

Students learn to communicate with a range of people – colleagues working on the same project, an employer wanting a task completed and clients who require a job to be done. An ability to show initiative, solve problems and work independently or as part of a team are all attributes that are necessary to be successful in this subject.

SAMPLE COURSE STRUCTURE

Year 1 (Units 1 and 2)

- Work in the animal care industry
- Participate in workplace communication
- Complete animal care hygiene routines
- Feed and water animals
- Participate in OHS processes
- Participate in environmentally sustainable work practices
- Source information for animal care needs
- Carry out daily clinic routines

Year 2 (Units 3 and 4)

- Assist in the health care of animals
- Provide basic first aid for animals
- Maintain and monitor animal health and wellbeing
- Provide enrichment for animals
- Perform microscopic examination

Recommended Complementary VCE units

Industry and Enterprise, Business Management, Biology, Environmental Science, Mathematics,.

Cost:

Costs for 2018 will be detailed on the booklist. The cost will be approximately \$300 (based on 2017), for course materials and workbooks. Costs in Year 1 will include a LaValla TTC uniform shirt, which is a compulsory requirement for the LaValla TTC.

VET APPLIED LANGUAGES (CHINESE) (LEVC)

This program is conducted in partnership with Ripponlea Institute (RTO 21230).

Suited to students who are interested in developing practical language skills and knowledge, about Chinese culture, for social and workplace applications. Students may pursue further tertiary study or employment in a relevant field. A second language, such as Chinese, is useful in many occupations such as tourism, hospitality, community services, allied health and translation services.

It is a formal pre-requisite that students MUST have successfully completed Certificate II in Applied Languages (Chinese) at Year 10 to be able to select this subject.

Credit upon successful completion of the program

- 22150VIC Certificate III in Applied Language
- VCE Unit 3 and 4 credit
- ATAR Increment (10% average of primary 4 scored VCE subjects)
- Two VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

LEARNING ACTIVITIES

Students will be actively involved in face to face language development and supplementary written course work material. Students will experience role plays, research related to the development of Chinese language and culture and discussions. Other Learning Activities include excursions, filming short clips and language based games.

KEY SKILLS REQUIRED

Students will require the skills from the completion of Certificate II level studies to develop a range of language structures and vocabulary items to enable them to speak, write and read in Chinese. In addition, students will require research and inquiry skills to further develop their knowledge and appreciation of Chinese culture. Students will need to apply their knowledge and skills to a variety of clearly defined, routine social and work settings.

SAMPLE COURSE STRUCTURE

On completion of this course students will be able to:

- Provide information and advice, such as giving information about an Australian tourist attraction;
- Participate in casual conversation with customers or colleagues;
- Negotiate a problematic exchange, such as roleplaying a conflict situation;
- Demonstrate understanding of spoken information, explanations and instructions;
- Complete standard forms and routine workplace documents, such as completing a booking form;
- Demonstrate understanding of a limited range of workplace texts.

Recommended complementary VCE units:

Students can select any VCE units that suit their individual pathway choices.

Cost

\$50, for module booklets and consumables.

VET AUTOMOTIVE (TSVA)

Suited to students who are thinking of obtaining an apprenticeship or traineeship in the automotive industry, have mechanical aptitude, are interested in the theory of how mechanical and electrical components work and enjoy an individualised learning environment. This program provides students with a broad base of skills necessary to maintain and service a wide range of motor vehicles, and provides a head start in gaining automotive apprenticeships.

Credit upon successful completion of the program

- AUR20716 Certificate II Automotive Vocational Preparation
- Pre-apprenticeship qualification in Automotive Technology
- Units 1-4 in VCE VET Automotive
- ATAR Increment (10% of average of best 4 scored VCE subjects)
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

LEARNING ACTIVITIES

Students will be required to undertake various classroom and workshop based activities ranging from completing projects on job seeking skills, industry research, occupational health and safety, first aid and automotive theory and practice.

KEY SKILLS REQUIRED

This subject is competency based and students must be able to work independently and have good time management skills. Structured Workplace Learning is available for all students and should be undertaken as often as possible.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Communicate effectively in an automotive workplace
- Follow safe working practices in automotive workplace
- Identify automotive mechanical systems and components
- Use and maintain workplace tools & equipment
- Inspect, test and service batteries
- Remove and refit vehicle batteries
- Recharge vehicle batteries
- Use and maintain basic mechanical measuring devices
- Dismantle and assemble single cylinder four stroke petrol engines
- Carry out basic vehicle servicing operations

BSSC Year 2 (Units 3 and 4)

- Resolve routine problems in an automotive workplace
- Follow environmental and sustainability best practice in an automotive workplace
- Identify automotive electrical systems and components
- Remove and replace brake assemblies
- Remove and replace radiators
- Dismantle and assemble multi cylinder four stroke petrol engines
- Remove and replace wheel and tyre assemblies

Recommended Complementary VCE Units

Systems Engineering, Design and Technology (Competition Vehicles or Metals), General or Foundation Mathematics, Visual Communication and Design (Technical).

Cost

- \$230 in Year 11, \$200 in Year 12
- This fee contributes to the cost of module booklets and reference materials and consumables.

VET MAKE UP (OVMK)

This program is conducted in partnership with Bendigo Kangan Institute (RTO 3077, 0306).

This BSSC subject is delivered by Bendigo TAFE trainers at Bendigo TAFE.

This program is suited to students who have a desire to work in the retail or beauty industry, enjoy designing and applying make-up and doing manicures and pedicures, understand the importance of workplace safety procedures, are prepared to spend long hours on their feet, have good communication skills and are keen to learn from others. Students will be required to wear a uniform and be consistent with occupational health and safety requirements at all training sessions, which can include time with clients at the Lotus Hair and Beauty training facilities at Bendigo TAFE.

Credit upon successful completion of the program

- SHB30215 Certificate III Make Up
- 4 VCE units - Unit 1, 2 and a Unit 3/4 sequence
- ATAR Increment (10% of average of primary 4 scored subjects) upon completion of VCE VET Units 1-4
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

LEARNING ACTIVITIES

Classes, which are conducted at Bendigo TAFE, are a mix of theory and practical work. The underpinning knowledge learned will be applied in practical sessions. Students will be using work books requiring written responses. Students will also work in pairs to learn about and practise the retailing of beauty products and learning elementary skills from the beauty industry, which may include makeup, manicure, pedicure, nail technology, and skin treatments. Structured Workplace Learning is strongly recommended for this course.

KEY SKILLS REQUIRED

Students will be using a variety of equipment and products to administer beauty services. They will learn effective communication skills, customer service, retail and effective health and safety practices.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Apply safe hygiene and work practices
- Provide lash and brow treatments
- Provide service to clients
- Design and apply make-up
- Design and apply remedial camouflage make-up
- Advise on beauty products and services
- Apply cosmetic tanning products

BSSC Year 2 (Units 3 and 4)

- Conduct financial transactions
- Advise on beauty products
- Design and apply make-up for photography
- Apply airbrushed make-up
- Design and apply creative make-up
- Provide Manicure and Pedicure Services
- Comply with organisational requirements within a personal services environment

Recommended Complementary VCE Units

Art subjects, Health and Human Development, Business Management.

Cost

- \$ 489 in Year 1, \$ 540 in Year 2 (based on 2017 information). Items covered by this cost include: textbook, module books and equipment case items. Costs in Year 1 include a uniform, which is a compulsory requirement. These are essential items.
- **Fee payments are required before the start of the course in 2018 and are payable to the BSSC Finance Office.**

VET BUILDING AND CONSTRUCTION (TSVB)

Suited to students who are interested in pursuing a career in the building industry, would like to gain an apprenticeship in building, enjoy making things, particularly from wood, and enjoy learning how to do things and improving their skills.

A third year Enrichment Program (TSVBX) is available to students who have already completed the Year 1 program and are currently enrolled in the BSSC Year 2 program. This program is suited to students who on track to complete all Year 2 competencies, are intent on pursuing a career in the building industry and want to continue working towards full completion of VET Building and Construction.

Credit upon successful completion of the program

- 22216VIC Certificate II in Building and Construction (Carpentry Stream) Pre-apprenticeship
- Approximately two thirds of the Pre-Apprenticeship qualification in carpentry over two years
- 4 VCE Units - Units 1, 2 and a 3/4 sequence
- ATAR Increment (10% of average of primary 4 scored subjects) upon completion of VCE VET Units 1-4
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level
- The Year 3 Enrichment program can provide full Certificate II completion and an additional VCE Unit 1, 2 credit or an additional 2 VCAL credits

LEARNING ACTIVITIES

Students will learn through practical demonstration, working through set workbooks, simulated workplace activities and normal classroom activities. Students will be regularly assessed on every aspect of the work covered, including their ability to work in a workshop in a safe and responsible manner. Structured work experience is recommended for this subject.

KEY SKILLS REQUIRED

Students will complete several set practical projects that will enable them to perfect and demonstrate skills in using hand and a limited range of power tools. They will also have to complete a considerable amount of reading and be able to demonstrate some of their knowledge through written tests and assignments.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Work safely in the construction industry
- Workplace safety and site induction
- Provide basic emergency life support
- Building structures
- Calculations for the construction industry
- Prepare for work in the construction industry
- Communication skills for the construction industry
- Levelling
- Quality principles for the construction industry
- Safe handling and use of plant and selected portable power tools
- Workplace documents and plans
- Carpentry hand tools

BSSC Year 2 (Units 3 and 4)

- Wall framing
- Roof framing
- External cladding
- Installation of window and door frames
- Introduction to demolition
- * At BSSC, First Aid training is delivered under the auspice of Life Saving Victoria.

BSSC Year 3 (Enrichment)

- Carpentry power tools
- Interior fixings
- Formwork for concreting
- Basic environmental sustainability in carpentry
- Introduction to scaffolding and working platforms
- Basic setting out
- Sub-floor framing

Recommended Complementary VCE Units

Design and Technology (Wood, Metals or Competition vehicles), General or Foundation Mathematics, Visual Communication and Design.

Cost

Approximately \$255 each year (based on 2017), for training booklets and consumables.

VET BUSINESS (BSVB)

This program is suited to students who enjoy working and communicating with people, find administrative work interesting, have an interest in computing and business technology, want to find out how to operate in a business environment, can follow instructions, but also show initiative, can work under pressure, meet deadlines and show tact and discretion. The full program runs over a two year period. The first year includes opportunity to complete Certificate II in Business and the second year extends to include selected units from Certificate III in Business

Credit upon successful completion of the program

- BSB20115 Certificate II in Business with selected units of competency from BSB30115 Certificate III in Business
- Students completing the assessed coursework and the VCAA exam receive a study score which contributes towards their ATAR
- 4 VCE Units - Units 1, 2 and a 3/4 sequence
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

LEARNING ACTIVITIES

Students learn Occupational Health and Safety for work environments, design, write and display business letters, prepare tables, charts, reports and emails; use and create spreadsheets and charts, file papers and documents electronically and physically.

KEY SKILLS REQUIRED

Students learn to operate office equipment such as photocopiers and personal computers, and then put their knowledge and skills into practice during their work placement in a business environment. Structured Workplace Learning is required for all students and is incorporated into the program.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Contribute to health and safety of self and others
- Deliver a service to customers
- Work effectively in a business environment
- Process and maintain workplace information
- Handle mail
- Communicate in the workplace
- Produce simple word processed documents
- Create and use spreadsheets
- Participate in environmentally sustainable work practices
- Work effectively with others

BSSC Year 2 (Units 3 and 4)

- Deliver and monitor a service to customers
- Organise workplace information
- Design and produce business documents
- Recommend products and services
- Organise personal work priorities and development

Recommended Complementary VCE Units

Business Management, Industry and Enterprise, Accounting, Mathematics, Information Technology.

Cost

Approximately \$150 (based on 2017).

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (66%), and a 1½ hour written examination in November (34%).

VET COMMUNITY SERVICES (HPVC)

Suited to students who are interested in working with people, are good listeners and communicators, fully respect other people's privacy, are willing to interact with people, are good at building relationships with people and are willing to try different ways of engaging with people. This program offers students the opportunity to develop knowledge and skills for the community services sector and explores specific contexts of work, for example Aged Care, Child Care and Education. Skills will developed in communication, working with diversity, workplace health and safety, administration support and responding to clients.

Credit upon successful completion of the program

- Year 1 – CHC22015 Certificate II in Community Services
- Year 2 - CHC32015 Certificate III in Community Services (partial completion)
- Up to 4 VCE units – at Units 1,2 level and including a 3/4 sequence
- Students completing the assessed coursework and VCAA exam receive a study score which contributes towards their ATAR
- Up to 4 VCAL units in Industry Specific Skills at Intermediate or Senior certificate level

LEARNING ACTIVITIES

Students will undertake a variety of practical based assignment work. Students will have the opportunity to listen to a variety of guest speakers from the industry, complete assignments while working in small groups and in Year 2 be part of a team that facilitates activities in community settings.

KEYS SKILLS REQUIRED

This subject is competency based and the student must be able to apply theory learnt in the classroom into practice, such as communication and group work skills, which requires students to be prepared to undertake a number of classroom presentations and facilitate group activities. Students have the opportunity to develop these skills further through undertaking a Structured Work Placement of their choosing. Students will be expected to research the diverse range of community services agencies within the local Bendigo area.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Participate in workplace health and safety
- Provide first point of contact
- Work with diverse people
- Communicate and work in health or community services
- Organise and complete daily work activities
- Provide basic emergency life support~
- Promote Aboriginal and/or Torres Strait Islander cultural safety
- Use digital technology for routine workplace tasks
- Be an effective volunteer

BSSC Year 2 (Units 3 and 4)

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

* At BSSC, First Aid training is delivered under the auspice of Life Saving Victoria

Recommended Complementary VCE Units

Health and Human Development, Psychology, Information Technology, Industry and Enterprise.

Cost:

\$170 in Year 11, \$120 in Year 12, for module books, consumables and local excursions. Plus, the additional cost of a camp to Western Victoria of \$160.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (66%), and a 1½ hour written examination in November (34%).

VET ENGINEERING (TSVE)

Suited to students who: are thinking of obtaining an apprenticeship in engineering or metals industries; have good English, Maths, Science and Computer Technology skills; can work carefully and accurately with their hands, machines and tools; have a good eye for design and creative ability; have good eye-hand coordination and can work well in teams.

Credit upon successful completion of the program

- 22209VIC Certificate II in Engineering Studies
- 4 VCE Units - Units 1, 2 and a 3/4 sequence
- Students completing the assessed coursework and the VCAA exam receive a study score which contributes towards their ATAR
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

LEARNING ACTIVITIES

Students learn to read and interpret plans, select and prepare metal stock, mark out, cut, machine and shape using hand and power tools. Once the basic knowledge and skills are mastered, students move on to learning how to assemble materials using folding/bending machinery, rollers, presses, welding, bolting, riveting or soldering. Students are required to undertake various activities, ranging from practical projects, theory projects, Occupational Health and Safety, first aid, industry visits, structured workplace learning and various assignments.

KEY SKILLS REQUIRED

This subject is competency based and the student must be able to work independently and have good time management skills. Structured Workplace Learning is recommended for all students and 80 hours is expected during this course.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Apply principles of Occupational Health & Safety in the work environment
- Organise and communicate information
- Interact with computing technology
- Use hand tools
- Use power tools/hand held operation
- Develop an individual career plan for the engineering industry
- Perform basic machining processes
- Apply basic fabrication techniques

BSSC Year 2 (Units 3 and 4)

- Perform computations
- Produce basic engineering sketches and drawings
- Participate in environmentally sustainable work practices
- Handle engineering materials
- Produce basic engineering components and products using fabrication and machining
- Apply 5S procedures

Recommended Complementary VCE Units

Design and Technology (Competition Vehicles or Metals), Systems Engineering, General or Foundation Mathematics, Visual Communication and Design.

Cost

- \$230 in Year 11, \$220 in Year 12
- The fee contributes to the cost of reference materials, consumables, tools and equipment.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (66%), 1½ hour written examination in November (34%).

VET HAIRDRESSING (OVHD)

This program is conducted in partnership with Bendigo Kangan Institute (RTO 3077, 0306).

This BSSC subject is delivered by Bendigo TAFE trainers at Bendigo TAFE.

This program is suited to students who enjoy working in a creative environment, have good communication skills and a commitment to pursuing a career in the hairdressing industry area. Students need to be prepared to spend long hours on their feet; be keen to learn from others on the job and understand that the training environment requires a professional approach at all times. Students will be required to wear a uniform and be consistent with occupational health and safety requirements at all training sessions, which can include time with clients at the Lotus Hair and Beauty training facilities at Bendigo TAFE.

There is no guaranteed Unit 3/4 sequence from this option. Students must plan their overall VCE/VCAL program with this in mind.

Credit upon successful completion of the program

- SIB20216 Certificate II Salon Assistant plus selected modules from SHB30416 Certificate III Hairdressing.
- **4 VCE units – Units 1 (x2), 2 and 3 is most likely.**
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level.

LEARNING ACTIVITIES

Classes are a mix of theory and practical work. The underpinning knowledge will be applied in practical sessions and during compulsory work placements. Students will be using work books for written responses and working on group projects to learn about effective communication skills, the structure of hair, the effect chemicals will have on hair and selling products and services. Structured Workplace Learning is strongly recommended for this course.

KEY SKILLS REQUIRED

Students will be using a variety of equipment to style hair on mannequins and eventually live models. Students will be learning techniques for shampooing, removing chemicals from the hair and basic colour applications.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2 credit)

- Contribute to health and safety of self and others
- Maintain and organise tools, equipment and work areas
- Communicate as part of a salon team
- Shampoo
- Dry hair to shape
- Greet and prepare clients for salon services
- Apply hair colour products
- Conduct salon financial transactions

BSSC Year 2 (Unit 3 credit ONLY)

- Develop hairdressing industry knowledge
- Perform head massage
- Sell products and services
- Work effectively in a retail environment
- Create finished hair designs
- Provide salon services to clients
- Identify and treat hair and scalp
- Design haircut structures

Recommended Complementary VCE Units

Art, Art Fashion, Studio Arts, Visual Communication and Design, Health and Human Development.

Cost

- \$450 in Year 1, \$170 in Year 2 (based on 2017 information); for module booklets, consumables, equipment case and tools. Costs in Year 1 include a uniform, which is a compulsory requirement.
- **Fee payments are required before the start of the course in 2018 and are payable to the BSSC Finance Office.**

VET HOSPITALITY (TSVH) (KITCHEN OPERATIONS – BACK OF HOUSE)

This program is suited to students who: have a passion for and enjoy learning about food and the service industry, want to enter the Hospitality or Tourism industries as a career choice, as a cook or chef, want part time work in the hospitality industry and enjoy working with others. This course is aimed at Back of House training, which involves training and development of skills within a kitchen.

Credit upon successful completion of the program

- SIT204 16Certificate II in Kitchen Operations
- 4 VCE Units - Units 1, 2 and a 3/4 sequence
- Students completing the assessed coursework and the VCAA exam receive a study score which contributes towards their ATAR
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

LEARNING ACTIVITIES

Students undertake theory by working through their learning resource, interactive online activities and class activities, case studies and media reviews. Students gain an understanding of what the Hospitality industry is about, the importance of good communication and the diversity of people you are likely to meet. In the practical classes students learn basic 'mise en place' techniques, knife skills, food presentation and basic methods of cookery. Prepare and serve espresso coffee is also included for Year 11 students who have completed 3 competencies at Year 10 level.

KEY SKILLS REQUIRED

Students will be required to complete tasks on communication, working with others, occupational health and safety, responding to emergencies and workplace hygiene. Participation in practical activities allows the student to develop competence in food preparation, cooking or service skills. Work booklets need to be kept up to date.

SAMPLE COURSE STRUCTURE

Students who have completed 3 Units of Competence in Year 10 should select the BSSC Year 1 program. These students will also be offered *Prepare and Serve Espresso Coffee*. The BSSC Year 1 program must be completed before students can enrol in Year 2 (for Units 3 and 4). Students need to understand that they may need to attend a work placement commitment as part of the program delivery in Year 12.

BSSC Year 1 (Units 1 and 2)

Completed in Year 10 OR at BSSC in Semester 1

- Participate in safe work practices
- Use hygienic practices for food safety
- Prepare and present simple dishes

Additional units:

- Use food preparation equipment
- Work effectively with others
- Source and use information on the hospitality industry
- Clean kitchen premises and equipment
- Produce dishes using basic methods of cookery
- Maintain the quality of perishable items

BSSC Year 2 (Units 3 and 4)

- Prepare appetisers and salads
- Use cookery skills effectively
- Prepare poultry dishes
- Prepare stock, sauces and soups
- Prepare vegetables, fruit, eggs and farinaceous dishes

Recommended Complementary VCE Units

Food and Technology

Cost

- \$325 (Year 11) and \$325 (Year 12). (Students must also purchase a uniform, approx. \$65 in Year 11 and \$100 in Year 12).
- This fee contributes to the cost of ingredients, food materials, module booklets, reference materials, tools and equipment supplied during training.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (66%), and a 1½ hour written examination in November (34%).

VET INTEGRATED TECHNOLOGIES (TSVI) (Electrical - Electronics - Robotics)

Suited to students who enjoy modifying and repairing battery operated devices and interesting in the construction and programming of robots. Students learn to connect and interpret various meters and develop a basic knowledge of electronic devices and how they operate. This course involves the study of electrical supply and electronics with a large, but strongly supported, theory content that included maths and physics. Reading and writing is a key part of developing the required theoretical content.

Credit upon successful completion of the program

- 22289VIC Certificate II Integrated Technologies
- 4 VCE Units - Units 1, 2 and a 3/4 sequence
- Students completing the assessed coursework and the VCAA exam receive a study score which contributes towards their ATAR
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

LEARNING ACTIVITIES

Students learn the theory of individual components and devices, completing assessments comprising various hands on and theory based assignments. These include learning about the industry in the classroom, through industry visits and through structured workplace learning. Students are required to undertake a range of Learning Activities, from practical to theory projects.

KEY SKILLS REQUIRED

Organisation, ability to work both independently and cooperatively in groups. Students aim for competence in Occupational Health and Safety. Students will develop skills in planning organising projects.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Apply principles of occupational health and safety in the work environment
- Carry out an integrated technology project
- Prepare for working in the integrated technology sector
- Operate a small power supply system
- Assemble and connect an extra low voltage battery power source
- Identify and locate building blocks of a centralised power generation system
- Implement a digital circuit using a programmable logic device (PLD)

BSSC Year 2 (Units 3 and 4)

- Work in an integrated technology environment
- Use electrotechnology skills in integrated technology work
- Use software applications in integrated technology work
- Configure and program a basic robotic system

Recommended Complementary VCE Units

Systems Engineering, Physics, Mathematics (highest level possible for the student), Design and Technology.

Cost

- \$230 in Year 11, \$200 in Year 12.
- This fee contributes to the cost of module booklets and reference materials, consumables, tools and equipment.

VCAA ASSESSMENT – The overall Study Score will consist of:

School Assessed Coursework (66%), and a 1½ hour written examination in November (34%).

VET DIGITAL MEDIA (PAVM)

Suited to students who are interested in animation, video, photography, web design, print and game development. Students learn about the Digital Media Industry and use software such as Adobe Photoshop, Illustrator, Flash, Dreamweaver, Blender and Sony Vegas. Digital Media is ideal for students who are imaginative, demonstrate good creativity skills, enjoy working with computers and work well individually and as part of a team.

Credit upon successful completion of the program

- CUA31015 Certificate III in Screen and Media
- 4 VCE Units - Units 1, 2 and a 3/4 sequence
- Students completing assessed coursework and exam receive a study score which contributes towards their ATAR
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

LEARNING ACTIVITIES

Students enrolled in this subject will be required to undertake learning activities which include designing and creating short animations, photography displays, video products, interactive products such as games, loops and websites. They will also gain knowledge about design principles, drawing techniques and the technical aspects of the subject. This subject is competency based and students undergo project based work on simulated industry environments as if working for a client.

KEY SKILLS REQUIRED

All theory and practical tasks need to be completed to a competent standard to gain the certificate.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Develop and extend critical and creative thinking skills
- Contribute to health and safety of self and others
- Work effectively in the creative arts industry
- Produce and prepare photo images
- Maintain interactive content
- Explore and apply the creative design process to 3D forms

BSSC Year 2 (Units 3 and 4)

- Explore and apply the creative design process to 2d forms
- Create 2D digital animations
- Author interactive sequences
- Create visual design components
- Write content for a range of media

Recommended Complementary VCE Units

Visual Communication and Design, VCE Media, Business subjects, Information Technology subjects and Studio Arts Photography

Cost

This cost contributes to course materials and a supplied individual media kit for each student.

- \$50 in Year 11
- \$50 in Year 12

VCAA ASSESSMENT – The overall Study Score in Year 12 will consist of:

School Assessed Coursework (66%), and a 2 hour computer based examination in November (34%).

VET OUTDOOR RECREATION (HPVO)

This course is an accredited entry level training program for students wishing to pursue a range of occupations associated with the Outdoor Recreation industry. The Outdoor Recreation course is a one year program which provides students with a range of general education and work skills to obtain employment and successfully participate in the world of work, particularly in the Outdoor Recreation industry. Students will develop specific skills and knowledge that will prepare them for work in the outdoor recreation industry or to coordinate activities at Outdoor Recreation centres and camps.

This is a one-year program with a pathway into Certificate III in Sport and Recreation for a VCAA Unit 3 and 4 sequence.

Credit upon successful completion of the program

- SIS20213 Certificate II in Sport and Recreation.
- 3 VCE Units - Units 1 2 sequence.
- 3 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level.

LEARNING ACTIVITIES

Course work, practical tasks and work placement to increase skills in dealing with clients, develop knowledge of the Sport and Recreation industry, learn about the environment and plan and participate in outdoor recreation sessions.

KEY SKILLS REQUIRED

Communication and collaboration skills, organisational skills, critical thinking skills and interest in the outdoors.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Assist in conducting outdoor recreation sessions
- Minimise environmental impact
- Provide first aid (at BSSC First Aid training is delivered under the auspice of Life Saving Victoria)
- Work effectively in sport and recreation environments
- Follow occupational health and safety policies
- Respond to emergency situations
- Demonstrate bushwalking skills in a controlled environment
- Demonstrate navigation skills in a controlled environment
- Demonstrate abseiling skills on natural surfaces
- Demonstrate top rope climbing skills on natural surfaces
- Demonstrate simple canoeing skills
- Demonstrate ski touring skills in a patrolled environment to a basic standard
- Use and maintain a temporary or overnight site
- Demonstrate basic off-road cycling skills
- Maintain sport, fitness and recreation equipment for activities

Recommended Complementary VCE Units

Environmental Science, Business Management.

Cost

- \$300 in Year 11
- This fee contributes to module booklets and reference materials, hire of specialist equipment and staff, some excursion costs.

Note: Due to significant duplication in course content, students **CANNOT** enrol in:

- Both VET Sport and Recreation (Outdoor Recreation) and VCE Outdoor and Environmental Studies Units 1-2
- Both VET Sport and Recreation (Outdoor Recreation) and VET Sport and Recreation.

VCAA ASSESSMENT – The overall Study score will consist of:

It is possible to link this program to Year 2 of Certificate III in Sport and Recreation. This program consists of School Assessed Coursework (66%), 1½ hour written examination in November (34%)

VET SPORT AND RECREATION (HPVS)

Suited to students who enjoy the theoretical side of sport, enjoy working with younger people, have good communication skills and are willing to take part in industry based work placement over the two years. Possible employment outcomes may include providing support in the provision of sport and recreation programs, ground and facilities maintenance or working in fitness centres and recreation industries. Leadership, organisational and specialist activity skills are developed through both the theory and practical sessions.

Note: Due to significant duplication in course content, students CANNOT enrol in both VET Outdoor Recreation and VET Sport and Recreation.

Credit upon successful completion of the program

- SIS30115 Certificate III in Sport and Recreation
- Recognition of up to three units of credit at Units 1 and 2 level and a Units 3 and 4 sequence
- Students completing the assessed coursework and VCAA exam receive a study score which contributes towards their ATAR
- 4 VCAL units in Industry Specific Skills at Intermediate or Senior Certificate level

LEARNING ACTIVITIES

Units 1 and 2 - working through theory modules, assignments and industry visits. The practical component includes completing hands-on activities such as Level 2 First Aid*, an Aths2go beginning coaching course and working with younger children in organising and conducting an event.

Units 3 and 4 - working through theory modules, assignments and completing programs for peers and primary schools. The practical component may include activities such as running warm-up and cool-down programs, coaching primary school teams, group fitness work and conducting sport and recreation sessions in the community.

KEY SKILLS REQUIRED

This subject is competency based and students must be able to work independently and have good time management skills. Approximately 75% of the work is theoretical and 25% practical. Students need sound literacy skills. Structured Workplace Learning is recommended for all students at each year level.

SAMPLE COURSE STRUCTURE

BSSC Year 1 (Units 1 and 2)

- Organise personal work priorities and development
- Provide first aid
- Participate in workplace health and safety
- Use social media tools for collaboration and engagement
- Conduct non-instructional sport, fitness or recreation sessions
- Provide quality service
- Respond to emergency situations
- Develop and extend critical thinking skills
- Teach fundamental basketball skills

BSSC Year 2 (Units 3 and 4)

- Participate in WHS hazard identification, risk assessment and risk control
- Develop and update knowledge of coaching practices
- Conduct basic warm-up and cool down programs
- Plan and conduct programs
- Facilitate groups
- Educate user groups

*At BSSC, First Aid Training is delivered under the auspice of Life Saving Victoria

Recommended Complementary VCE Units

Physical Education, Business Management

Cost

- \$295 in Year 11 and \$295 in year 12. This contributes to module booklets and reference materials, level one coaching course, gym fees, hire of buses, guest specialist presenters, sports uniform and the hire of buses.

VCAA ASSESSMENT – The overall Study Score will consist of: School Assessed Coursework (66%), and a 1½ hour written examination in November (34%).

GLOSSARY

Assessed Tasks: graded activities, which may include essay writing, a test, producing a folio of work or a research report.

Coursework: activities and pieces of work which form an essential part of learning in a unit. They include such activities as: keeping a workbook, making a model, writing essays, solving problems, producing a poster, practising music, performing lab work or producing a flow chart.

ATAR: Australian Tertiary Admissions Rank. Calculated by each state's Tertiary Admissions Centre (Victoria is VTAC) and is a rank used for Tertiary education selection purposes. The ATAR is a percentage rank ranging from 0.05 to 99.95 and is calculated using any Unit 3/4 English, the three next best scored Unit 3/4 studies (primary 4) and 10% of a maximum of 2 other Unit 3/4 studies.

Focus: a specific area of study within a study design. Students should consult a Learning and Engagement Coordinator or a Careers Advisor to ensure that they are enrolling in the appropriate focus for their program, e.g. students can study Studio Arts in one of three foci either - Drawing and Painting, Photography or Ceramics.

GAT: General Achievement Test. All VCE students undertaking a Unit 3/4 study are required to complete the three hour GAT at mid-year. The results are recorded with the VCE results in December but do not count in a student's ATAR. Performance on the GAT is used to determine a derived exam score if needed and to moderate SAT scores.

Learning Activities: Students will undertake Learning Activities throughout the semester based on key skills and key knowledge. Learning Activities can take a variety of forms including: self-assessed tests, class discussion and other classroom activities. These tasks can help determine whether a student passes or fails a Unit Outcome and therefore a unit.

Outcomes: define what students know and are able to do as a result of undertaking a study. These are described in each Study Design.

Pre-apprenticeship: a program that provides students with training for a pathway to an apprenticeship as well as the opportunity to gain a VCE or VCAL certificate.

Prerequisite Studies: Studies nominated by individual course authorities as studies which must be satisfactorily completed by all applicants seeking admission to that course. Applicants who do not meet this condition may not be considered for selection. Most courses offer a choice from a list of prerequisite studies. Students should check requirements carefully, referring to the publication called 'Tertiary Entrance Requirements'. (See your Careers Advisor and/or Student Coordinator).

School Assessed Coursework (SAC): task that assesses a student's overall level of achievement on the key knowledge and skills from the study design. They are determined by classroom teachers at the school.

SAT: School Assessed Tasks: practical tasks that are set by the VCAA and marked by the school according to set criteria. They are designed to assess specific sets of practical skills.

SBAT: School Based Apprenticeships and Traineeships. These are structured training arrangements, usually involving on and off the job training, for a student employed under an apprenticeship / traineeship training contract.

Sequence: Unit 3 followed by Unit 4 in the same study design (e.g. English 3 and 4).

Specialist Programs: a program that enables students to pursue an area of passion that inspires and engages them and provides opportunities that extend, challenge and enrich the experience of students in particular career areas.

Special Provision: arrangements that are made, to allow students who are experiencing significant hardship, the maximum opportunity to demonstrate what they know and what they can do.

Study: a subject available in the VCE. Most VCE studies are made up of 4 units.

Study Design: specifies the content and key skills for the study and how students' work is to be assessed.

Study Score: a score from 0-50 which shows how a student performed in a VCE study, relative to all other students enrolled in that study. It is based on a student's results in school assessments and exams.

Unit: a self-contained study of a semester's length.

Units 1 and 2: the first 2 units of study with a level of difficulty usually associated with Year 11.

Units 3 and 4: must be done as a sequence, usually associated with Year 12.

Unit Guidelines: provided to students at the beginning of each unit of study. They outline Learning Outcomes, Learning Activities and Assessment Tasks (School Assessed Coursework) to be completed.

VCAL: Victorian Certificate of Applied Learning.

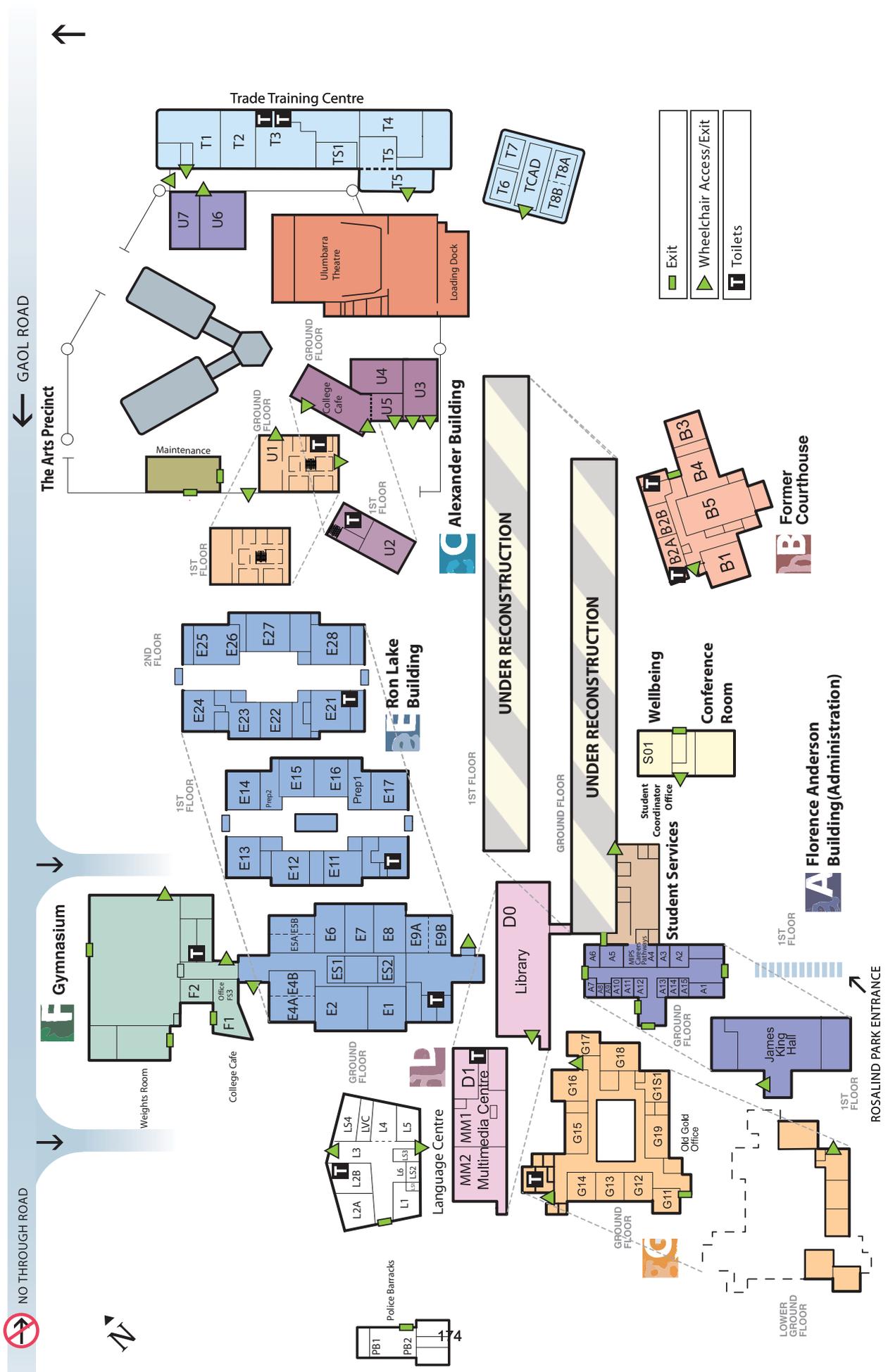
VCAA: Victorian Curriculum and Assessment Authority. They are the official body responsible for curriculum, assessment and reporting of the VCE and VCAL.

VCE: Victorian Certificate of Education.

VET: Vocational Education and Training. Nationally accredited certificates which may be undertaken as part of VCE or VCAL.

VTAC: Victorian Tertiary Admissions Centre.

COLLEGE MAP





Our ROLE is to empower learners for individual, community and global leadership.

<http://www.bssc.edu.au>

BSSC is a child safe environment. Our college actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards.