



*Growing together as adaptable, confident,
successful learners and citizens*

Senior Campus Welcome

Traralgon College Senior Campus is a vibrant and stimulating learning environment for students in Years 10 to 12. Our teachers are committed professionals, dedicated to delivering meaningful learning opportunities for all students.

We offer a rich Year 10 Program, VET in Schools for all students, a powerful VCAL program focussed on applied learning and a VCE program that will challenge you to reach your academic potential. We look forward to welcoming you to our campus.

Mike Shone
Senior Campus Principal



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The Senior School at Traralgon College is an exciting part of your education where you will experience a range of new subjects and begin planning your future. The best way to start planning for your future is by exploring the options. Completing online job tests like the one at www.myfuture.com.au can be a good way to start.

Year 10: Preparation for final years of study

The purpose of Year 10 at Traralgon College is to prepare students for senior program success (VCE/VCAL), support students with skills and knowledge to be successful after school and equip them with experiences to start making informed decisions about their pathways. Students study a program of English, Mathematics, Humanities, Science and Health/Physical Education and can select from a range of Arts and Technology subjects. All Year 10 students have the option of beginning studies in VCAL, VCE, VETiS or the Headstart program.

Early Start:

Students in year 10 can apply to begin a senior Program, including VCE, VCAL or VETiS. Prospective students must attend a course counselling interview to begin a senior program in Year 10.

Headstart

Headstart is a new Apprenticeship and Traineeship pathway that combines completing a VCE or VCAL certificate over 3 years with paid employment in a relevant industry. Headstart is available to all Senior Campus students.

VCE: Victorian Certificate of Education

At the senior campus, the College offers a wide range of studies accredited by the Victorian Curriculum and Assessment Authority. A VCE program is suitable for a student interested in studying at University as well as students who are unsure of their next steps, and would like to keep their options open.

VET: Vocational Education and Training

VET programs are training programs with a particular vocational or job focus and are designed to lead to further training or direct entry into the workforce. On completion students receive an accredited TAFE qualification.

VCAL: Victorian Certificate of Applied Learning

VCAL is a senior certificate focussed on applied learning rather than academic study. Flexible learning programs consist of a business project that students work on, VET units and a work placement.

VCAL is suitable for any student who is interested in any pathway that is career or TAFE focussed. University courses recognise the VCAL Senior Certificate but may have additional requirements. Please speak with the carers advisor if considering VCAL and interested in University.

Students participate in a project based curriculum that works towards developing competency in outcomes for numeracy, literacy, work related skills and personal development skills. Students are at school 4 days a week and also participate in a VET program and a work placement for the remaining day.



After a consultation process in 2019, students and teachers at Traralgon College have established that the purpose of Year 10 is to:

- 1. Prepare students for success in senior programs (VCE/VCAL)
- 2. Prepare students with skills relevant for real life.
- 3. Equip students with experiences to start making informed decisions about their pathways out of school.

From 2020, the Year 10 program has been improved to better achieve this clarified purpose.

English

All students must complete a full year English course in Year 10. Some students may enrol in English Language or Literature instead of English, after course counselling with the English Key Learning Domain leader.

Mathematics

All students must complete a full year Mathematics course in Year 10. Students will be recommended to either Core Mathematics (for most students) or Mathematical Methods (for more advanced students) by the Year 9 mathematics team based on:

- Year 9 NAPLAN Maths scores
- Year 8 PAT Maths (Progressive Achievement Test) scores
- Year 9 Semester 1 Victorian Curriculum Progression Point
- Year 9 Progress Report score in Maths.

Health and Physical Education

All students must select 1 subject to study from within offered classes. HPE each offers a 'default' subject for students who are unsure of which area they would like to study.

Nutrition and active movement. Focus on important life skills and knowledge for health.

Science

All students must select 1 subject to study from within the offered Science classes. Science offers a 'default' subject for students who are unsure of which area they would like to study. Environmental Science. Includes key learning from Biology, Physics and Chemistry applied to environmental science projects.

Humanities

All students must select 1 subject to study from within the offered Humanities classes

Arts & Technology

Technology and the Arts – optional, 1 semester. Students can select from a range of eight technology subjects and 5 arts subjects.

Student choice

Students can select from a range of choices within each learning area that they are required to study. Once the requirements of English, Maths, Science, Humanities and HPE are met, students are able to select 3 more semester long subjects. These can be all from the same learning domain, or spread among a range of areas.

Other Programs

VCE Subject
VET Subject
VCAL Program
Headstart

All students participating in Early Start programs MUST attend a course counselling interview.

COURSE EXPECTATIONS

Students who successfully meet the course expectations at the conclusion of Year 10 as shown will have proven their readiness to commence a full VCE/VCAL program. Students who do not meet these expectations will be counselled regarding their future options.

Traralgon College offers a high quality VCE program with high expectations for all students. Success at VCE require dedication and commitment and we provide many opportunities and supports to ensure all students who work hard will succeed.

VCE Studies and Units

The VCE consists of over 40 subjects called studies. Each of these studies consist of 4 units. Each unit is one semester (half year). Units 1 and 2 are generally undertaken in Year 11. Units 3 and 4 have more rigorous assessment guidelines and are generally undertaken in Year 12. They must be taken as a 3 - 4 sequence i.e they must be studied for the entire year. Students doing VCE typically plan a program of 20 units taken over a 2-year period. Some students however plan their VCE over a longer period; such as 3 years.

The units students select to form their program obviously should reflect career needs and interests. However, students must also take into account Victorian Curriculum and Assessment Authority (VCAA) requirements for satisfactory completion.

Requirements for Satisfactory Completion of the VCE

- 3 units from the English Group, including a Unit 3&4 sequence.
- At least three Unit 3-4 sequences in addition to an English Subject. eg Further Maths, Art, Biology
- A minimum total of 16 units successfully completed (can be units 1,2,3 or 4)
- The 16 units may include an unlimited number of units of Vocational Education and Training.

Satisfactory Completion

To complete a unit of study students will need to demonstrate achievement of learning outcomes. The Victorian Curriculum and Assessment Authority (VCAA) specify the learning outcomes in each VCE study. The VCE is designed with the intention that all students can achieve satisfactory completion. Students will be provided with multiple ways for them to demonstrate their understanding of the outcomes of each study.

Levels of Achievement

Graded assessments are derived from a range of tasks including ongoing class work, assignments, productions, folios, tests and examinations. In most units, assessment tasks will be completed in the classroom, some under test conditions. Graded assessments are used to determine a student's level of achievement and for Year 12 students to calculate their Study Score and ATAR score.

The ATAR score ranks students on their level of achievement against other students across the state.

Types of Assessment

SCHOOL ASSESSED COURSEWORK (SACs)

SACs are tasks undertaken in class for assessment purposes. They may include projects, tests, essays, practical tasks, problem-solving tasks and assignments.

SCHOOL ASSESSED TASKS (SATs)

These are longer-term tasks undertaken over most of the semester or year such as production tasks and folios (only applicable to a small number of subjects).

EXTERNAL VCE EXAMINATIONS

All students undertaking a Unit 3-4 study will undertake practice examinations in the term 3 holidays and external VCAA examinations at the end of year.

The Study Score

Each unit 3 or 4 study has between 2 & 4 school based graded assessments which are compiled, along with the examination score into a study score. The maximum study score is 50.

The ATAR (Australian Tertiary Admissions Rank)

The ATAR is based on the Study Scores achieved in Unit 3-4 sequences. It is a key measure used to determine University entry. It is derived from the SCALED study scores in

- English group
- The best three Unit 3-4 sequence study scores
- 10% of the next two best Unit 3-4 sequence study scores

Traralgon College offers VCAL programs covering different industry areas. Study pathways you could consider after VCAL are pre-apprenticeships, apprenticeships or entry into Vocational Education and Training (VET) courses. VCAL does not provide students with an Australian Tertiary Admission Rank (ATAR), however it is now recognized as an entry-level qualification for a number of university courses.

What is VCAL?

The Victorian Certificate of Applied Learning (VCAL) will give you work-related experience, literacy and numeracy skills, and transferable skills.

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

The principles underpinning VCAL are

- Tailoring a program to suit students' interests.
- Personal development.
- Development of work-related and industry specific skills.

More information about the VCAL curriculum can be found on the VCAA Website: <http://www.vcaa.vic.edu.au/Pages/vcal/index.aspx>

VCAL at Traralgon College The VCAL is offered at 3 different levels

At Traralgon College we offer an integrated approach to gaining the VCAL certificate. This means that the 4 strands are planned for, delivered and assessed within common projects and learning tasks. This means providing students with a context for learning new skills which is not driven by traditional curriculum divisions, but which reflects how those skills will be applied in the community, a workplace or in their personal lives. The VCAL program at Traralgon College consists of:

- 4 days per week of classes at school, including:
 - A business focusing on teaching skills and knowledge required to start your own small business
 - Numeracy Class
 - Literacy Class
 - VCE Unit 1 Study
- a VET course
- 1 day per week work placement

Foundation level

At this level the focus is on knowledge and employability skill development, supported by a strong emphasis on literacy and numeracy skills and preparatory learning.

Intermediate level

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

Senior level

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

What is Applied Learning?

Applied learning is an approach which emphasises the relevance of what is being learnt in the 'real world', outside the classroom, and makes that connection as immediate and transparent as possible. Applied learning will involve students and their teachers in partnerships and connections with organisations and individuals outside school.

Applied learning is concerned with nurturing and working with a student in a holistic manner, which takes into account their personal strengths, interests, goals and previous experiences. Applied learning is not simply "hands on" or practical learning but equal importance placed on both theory and application, where the link between them is provided by the context.

How is VCAL structured?

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

- Literacy and Numeracy Skills
- Industry Specific Skills
- Work Related Skills
- Personal Development Skills.

A student's VCAL learning program must include each strand. To achieve the VCAL certificate 100% completion of each strand is required.

Vocational Education & Training (VET) programs are training programs with a particular vocational or job focus and are designed to lead to further training or direct entry into the workforce. Contributing to both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL), all students have the opportunity to enrol in a VET Program.

Outcomes

VET Programs consist of a set of work skills called Units of Competence (UoCs) and students who successfully achieve competencies in a VET program receive a nationally recognised certificate or Statement of Attainment (awarded for partial completion of a certificate). Some VET Programs offer scored assessment in the Unit 3&4 sequence resulting in a study score that directly contributes to the ATAR. Because of the ability to gain a qualification prior to finishing school, many students have gone on to gain meaningful employment and/or enter TAFE at a tertiary level after completing a VETIS program.

On-site VET options

Traralgon College is offering a range of VET which will run onsite as regular timetabled classes. Please see the VET Course Guide for more details.

Application / Enrolment

Students who wish to enrol in a VET subject must complete a VET application form. Forms can be collected from the Senior Campus front office or from the end of this handbook.

Once the forms are submitted, preferences will be reviewed and enrolments will be processed accordingly. Students may be required to have an interview as part of the review process.

VET subjects have very limited enrolment numbers and acceptance will be based on a number of factors including the student's attitude, teacher recommendations, demonstrated interest in the vocational area and if necessary participation in interview/s. Please note that not all students who apply will be accepted.

All students starting a VET subject in 2020 are required to attend a compulsory Orientation Day in November 2019. Details will be provided to accepted students closer to the date.

Year 10 and VCE students are only able to undertake VET subjects that are run at Traralgon College.

VET Programs

- Agriculture
- Allied Health
- Animal Studies
- Automotive
- Beauty
- Building & Construction
- Business
- Children's Services
- Civil Construction
- Community Services
- Electrotechnology
- Engineering
- Hairdressing
- Horticulture
- Hospitality
- Information & Digital Media
- Kitchen Operations
- Music
- Painting & Decorating
- Photography
- Plumbing
- Racing - Stablehand
- Robotics & 3D Printing
- Sport & Recreation
- Web & Media

/HEADSTART

THE
EDUCATION
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State
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DEVELOPING OUR FUTURE WORKFORCE

What Is Head Start?

Head Start is a new Apprenticeship and Traineeship pathway for school students aimed at giving them just that. Head Start allows students to undertake their VCE or VCAL up to three years so they can spend more time in paid, on-the-job training to develop skills employers need in growing industries.

Head Start students leave secondary school with their VCE or VCAL and the recognition for completion or near completion of their Apprenticeship or Traineeship.

How Head Start Works

Depending on the needs of the employer, students attend schools some days and work on others. At a minimum, students will undertake paid employment for

- One day per week in year 10
- Two days per week in year 11
- Three days per week in year 12

The Benefits of Head Start

Head Start students are supported to grow into skilled Apprentices and Trainees who have the literacy and numeracy skills and on the job experience that employers seek.

Employers and students are supported by Head Start Coordinators over the whole apprenticeship or traineeship.

Employers are committed to providing genuine, long-term employment opportunities to young people who want to complete both their apprenticeship/traineeship and their VCE/VCAL.

Students receive professional career planning advice from their school career officer, get the opportunity to discuss it with family and weigh up if it is the right career pathway for them, before signing up to a Head Start apprenticeship or traineeship.

A Head Start student receives;

- More time on the job in areas of industry demand.
- Employer support for students to complete their VCE or VCAL, as well as their apprenticeship or traineeship.
- Payment of a fair training wage.
- Quality training through Victorian TAFE or Skills First Registered Training Organisations.
- Strong support for the life of their apprenticeship or traineeship.

For further information, call the Inner Gippsland Head Start Director Tom Hallinan on 0477 990 212 or email head.start.innergippsland@edumail.vic.gov.au



Year 10 at Traralgon College

At Traralgon College we aim to be the “school of choice”. Once you enrol at the Senior Campus you will start to take more control over your pathway and start thinking more about what your strengths and interests are and what you are seeking to do after you leave us - our job is to help you find this pathway and make it work for you.

Structure:

- Each Year 10 student is enrolled in 5 subjects per semester, with 5 X 58 minutes for each subject.
- The curriculum of each Year 10 subject is specifically designed to support students to develop the skills and knowledge they need to be successful in a selected VCE study. Teams of teachers select the learning outcomes from both VCE study designs and the ‘Victorian Curriculum F-10’ that are deemed most relevant and important for students to learn.
- Students will participate in 2 periods per term of a pastoral care program, including work experience, course counselling and external programs/speakers.
- Year 10 students can enrol in a VCE or internally run VET subject as part of their Year 10 studies.
- Year 10 students can enrol in VCAL instead of the Year 10 program and complete their VCAL qualification over 3 years.

Instructions for selecting a Year 10 course

1. Decide if you would like to enrol in an ‘Early Start’ subject or program (see ‘Early Start’ section p 10-11).
2. Select an English subject.
For most students this will be ‘English’. Some students may be interested in studying English Language or Literature and must speak to the English Key Learning Domain leader.
3. Select 1 Science, 1 Humanities and 1 HPE subject.
4. Select 3 more subjects (from any Key Learning Domain)
5. Select 2 more subjects as second preferences if you are not able to be placed in your first selection.

Please read the following pieces of advice to guide you in choosing your Year 10 Program.

The best advice when choosing a course for Year 10 is to look at a balanced program that best reflects your skills, abilities, and interest levels. .

- Do not rush the process. We have timelines for you to meet, but these are important choices for you to make, so choose carefully.
- This is your program, not your friends. Choose the best options for you. You are the one who will be studying the subject so it needs to be something that works for you
- Do not be influenced by what students tell you about an subject. Find out for yourself. Ask your current teacher to explain an subject, or seek the teacher listed as the contact for more information.
- Do not choose subjects because of the name or title. Once again, find out as much as you can about each elective that interests you. Speak to the staff involved.

Through our range of Year 10, VCAL, VCE and even university courses, Traralgon College is able to provide a highly customised learning program for high achieving students. From Years 7-9 high achieving students participate in the Like Minds program. All Year 9 Like Minds students will attend a course counselling interview with a Senior Leader or Principal in order to receive detailed, professional advice on the options that will best suit them. There may be a range of options like an accelerated or extended VCE program that may be appropriate for some students.

Due to the choices and options offered in Year 10 to better cater for all students, including high achieving students, Like Minds students will be able to study together in some classes, but will be split up more than they have been in Year 9.

Like Minds structure:

- Like Minds English class
- Default enrolment in Mathematical Methods with Like Minds students kept together where possible. Some students may not study Mathematical Methods after consultation with course counsellor.
- Like Minds form group.
- VCE Early Start subject.
- No Like Minds class in Science, HPE, Humanities, Arts and Technologies.

Possible extensions to Like Minds program:

- If they have satisfactorily completed their VCE Unit 1 study and are performing to a high level, a student can choose to enrol in a second VCE study for Semester 2 in lieu of one of their year 10 classes.
- Very high performing students who have satisfactorily completed their Unit 1 study can apply to begin a full VCE (Year 11) course for the remainder of the year. This would mean that they would finish the year with 6 units out of 16 required to complete VCE. Following this they could:
 - Study 3 Unit 3&4 sequences in Year 11, and 3 in Year 12 along with any remaining units needed. Having less study scores to work towards and exams to study for each year means they can put more time into each study and achieve a higher score.
 - Continue a full VCE load and finish with more than 6 study scores.



As soon as you get to the Senior Campus, we want you to start taking control of your education and your pathway into the next chapter of your life - whether this is into further education or work. If you are really unsure, you still have another year of studying and exploring options, so don't stress. But if you already have an idea about what you want to do and the pathway that is right for you, don't wait! You can apply to begin one of our 3 Senior (Year 11- 12) programs as part of the Early Start program. The benefits of doing an Early Start program include completing a senior high school certificate earlier, having longer to complete a senior certificate and gaining skills, knowledge or experience in a specific area/industry earlier.

All students are encouraged to apply to enrol in an Early Start course so that your time at Traralgon College is as tailored to your needs as possible, although there is a selection process for applicants to make sure the chosen Early Start pathway is appropriate. This is outlined over the following two pages in the information for each of the Early Start options - VCE, VCAL and VETIS.

ALL Early Start applicants MUST attend a course counselling interview with their parents in order to be considered for the program.

VCE Early Start

VCE Early start involves enrolling in one VCE study during Year 10 and is recommended for all Year 10 students intending to study VCE at in Years 11 and 12 in order to attain an ATAR score and a pathway to university. You will complete Units 1 (Sem 1) & 2 (Sem 2) during Year 10, and complete Units 3-4 of the same study during Year 11.

Any Year 10 students enrolled in a VCE subject can replace an equivalent Year 10 subject to increase the range of subjects they can study. For example, if you enrol in VCE Health & Human Development, you are not required to enrol in a Year 10 HPE subject, although you are free to also select one of these subjects if you wish.

The benefits of enrolling in a VCE subject in Year 10 include:

- Becoming accustomed to VCE expectations and processes - exams, SAC's, S/N deadlines, workload, homework etc.
- Being able to complete a Unit 3-4 sequence in Year 11. Having only 1 scored study to focus on allows you to put in more time and effort and achieve a higher score than you would have completing the study in Year 12.
- Beginning Year 12 with one Unit 3-4 sequence and study score already recorded.

- Provides options in Year 12. Having one less scored study to complete in Year 12 allows either one less study with more time for remaining studies, or one more scored study to contribute to your ATAR score.
- Improving ATAR score. ATAR scores are based on a calculation of English group + 3 study scores as well as 10% of a 5th & 6th study score goes towards an ATAR score. Achieving a study score in Year 11 provides this 6th study score.

Criteria

1. Student is HIGHLY MOTIVATED to put in high level of effort.
2. Student is aiming to achieve a high ATAR score and study at university.
3. Student has performed well in relevant subject in Year 9.

Recommended VCE Early Start Studies

- Biology
- Business Management
- Health & Human Development
- Legal Studies
- Outdoor & Environmental Studies
- Physical Education
- Psychology

Other subjects can be selected

Please speak to your Course Counsellor about your Early Start choice.

VCAL Early Start

VCAL Early Start involves enrolling in a full VCAL program instead of the regular Year 10 program. Year 10 students are enrolled in 'Foundation' Level and will progress to Intermediate Level in Year 11 and Senior Level in Year 12. As part of the VCAL program, Year 10 Early Start students will spend 4 days per week at school, including 1 day equivalent of a VET course, and 1 day per week in a structured work placement.

VCAL Early Start is recommended for students who know now that they are not interested or will not be attending university after completing Year 12 and are not interested in attaining an ATAR score.

The benefits of enrolling in Early Start VCAL include:

- Completing a Year 12 equivalent certificate BEFORE Year 12. Intermediate and Senior VCAL certificates are both a Year 12 equivalent certificate.
- Having more time to complete the VCAL program. Early start students will have 3 years instead of 2 which allows more opportunity to customise a program that is appropriate for them.
- Moving into areas of passion and skill earlier – work placement and VET.

Criteria

1. Student is highly motivated and can work productively without direct supervision.
2. Student is interested in employment that requires apprenticeships, traineeships or TAFE, not university.
3. Student is interested in completing Secondary Education and moving into Tertiary study or employment sooner than Year 12.
4. Student has a specific industry they are interested in.
5. Student is good at learning skills in context – using them for real projects rather than 'book' learning.

Application Process - All Early Start

1. Visit Senior Campus in Week 10 Term 2 and record your name as being interested in Early Start.
2. Read course handbook to make shortlist of studies of interest.
3. Attend Course Information Night on August 1st with parent and speak to relevant subject teacher.
4. Attend Year 11 'Taster Session' August 16.
5. Attend Course Counselling Interview August 22.
6. Complete and submit the appropriate Early Start selection form.

VET Early Start

Vocational Education and Training (VET) are courses from a range of accredited tertiary institutions, which are either run on site at Traralgon College or require students to travel to an external provider. Year 10 students completing either a regular Year 10 program or an Early Start VCAL program can enrol in any VET course run onsite at Traralgon College.

These internal VET courses are run as part of the normal timetable, so students will not miss any of their classes to attend them.

The benefits of enrolling in Early Start VET include:

- Being able to study an area of interest in greater depth from the beginning of Year 10, rather than waiting until year 11.
- Having a recognised certificate in an industry of interest BEFORE Year 12.
- VET units can contribute to successful VCE completion.

Criteria

1. Student is highly motivated and can work productively without direct supervision.
2. Student has a specific industry they are interested in.

	Year 10 Subejct	VCE Pathway
ENGLISH	English (Default Sbjct)	English
	English Language	English Language
	English Literature	Literature
MATHS	Core Maths	General Maths or Foundation Maths
	Maths Methods	Mathematical Methods and Specialist Maths
TECHNOLOGY	Food Studies (Basics)	Food Studies
	Master Chef (Beyond basics)	
	Food Safari (Food from around the world)	
	Product Design	Product Design
	Automotive	
	Systems Engineering	Systems Engineering
	Applied Computing: IT Development	Computing
ART	Art	Art or Studio Arts
	Music Performance	Music
	Drama and Theatre Studies	Drama or Theatre Studies
	Media Production	Media
	Media: Photography and Print	
HUMANITIES	History	Twentieth Century History and/or Scoiology
	Politics	Australian & Global Politics
	Business & Economics	Business and/or Accounting
	Legal Studies	Legal Studies
	Geography	Geogrpahy
SCIENCE	General Science/Environmental Science (Default)	Any Science (excluding Psychology)
	Biology	Biology and/or Environmental Science
	Chemistry	Chemistry
	Physics	Physics
	Psychology	Psychology
HEALTH & PHYSICAL EDUCATION	Nutrition & Active Movement (Default)	Physical Education and/or Health & Human Development
	Fitness	Physical Education
	Sport	
	Health Issue	Health & Human Development
	Outdoor Adventure Challenge	Outdoor & Environmental Studies
	Outdoor Experiences	

English

This subject will support students to develop the skills and knowledge to be successful in VCE English. In English, students will learn how to be better writers, readers, speakers and listeners.

To achieve this they will improve their study of texts, analytical and creative writing, persuasive skills and ability to speak in front of others.

During the course, students will undertake class discussions, speech presentations, essay writing, creative responses to text, analysis of current media texts and collaboration with peers. Students are expected to read all texts, consistently participate in class activities, complete and submit learning tasks, meet deadlines, think critically and use feedback to improve learning.

Texts studied may include novels, plays, short stories, films and media articles. Students should bring chocolate for teachers and a positive attitude to learning.

English is the default English choice
Student who wish to undertake English Language or Liteature must have a Course Counselling appointment with the English Leaders

English Language

This subject will support students to develop the skills and knowledge to be successful in VCE English Language and foster a genuine appreciation for the development, history and meaning of English as a language.

In English Language, students will learn how to be better writers, readers, speakers and listeners. To achieve this they will improve their study of features of language in texts, analytical writing, and ability to speak in front of others.

During the course, students will undertake class discussions, speech presentations, essay writing, research and collaboration with peers.

Students are expected to read all texts, consistently participate in class activities, complete and submit learning tasks, meet deadlines, think critically and use feedback to improve learning.

Texts studied may include short films, short stories, speech transcripts, academic texts, ads, and media articles. Students should bring bad puns, innuendo and humour to every lesson.

Literature

This subject will support students to develop the skills and knowledge to be successful in VCE Literature and foster a genuine appreciation for literature. Students will learn how to be better writers, readers, speakers and listeners.

To achieve this they will improve their study of texts, analytical and creative writing, and ability to speak in front of others.

During the course, students will undertake class discussions, speech presentations, essay writing, creative responses to text, and collaboration with peers. Students are expected to read all texts, consistently participate in class activities, complete and submit learning tasks, meet deadlines, think critically and use feedback to improve learning.

Texts studied may include novels, plays, poetry, films, short stories and critical literature. Students should bring new books for teachers and share their passion for reading.

General Science/ Environmental Science

This subject is designed to allow students the opportunity to study elements of each of the three physical sciences in VCE: Biology, Chemistry and Physics within the context of Environment Science. It will support students to develop the skills and knowledge that will help them to be successful in each of these four VCE studies. This subject is an appropriate choice for students who may or may not intend to study science in VCE and are not yet sure which science they would like to study.

In Environmental Science, students will look at ecosystems and the importance of biodiversity, how energy flows through the environment and how chemical and biological indicators can be used to assess river and ecosystem health.

Students will learn about; how healthy ecosystems are important to a healthy society, how our chemical habits are causing insect species to decline, how chemicals can be measured in the environment and how we can harness the energy of the sun to provide sustainable energy.

Students will also get the opportunity to ask “what can I do?” which will give students the chance to use the skills and knowledge they have developed to start making a difference to an environmental problem.

During this course, students will undertake practical investigations, field trips, research tasks and with design experiments according to the scientific method.

In Environmental Science, students are expected to participate in practical science activities, participate in field trips, follow appropriate safety requirements and submit tasks on time.

The default Science subject is General Science/Environmental Science

Biology

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE Biology.

In Biology, students will learn about the theory of evolution and its impact on the diversity of living organisms.

To achieve this they will learn about: natural selection; transmission of heritable traits through DNA, genes and chromosomes; factors that influence mutation in genes and DNA; biodiversity as a function of evolution; and processes that occur in natural selection.

During this course, students will undertake practical investigations, field trips and research tasks and will design experiments according to the scientific method.

In Biology, students are expected to participate in practical science activities, follow appropriate safety requirements and submit tasks on time.

Chemistry

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE Chemistry.

In Chemistry, students will learn about how and why chemicals react and bond.

To achieve this they will learn about: the periodic table; types of chemical reactions; properties of metals and non-metals; how chemistry impacts on our daily lives; balancing equations and reaction rates.

During this course, students will undertake practical investigations, field trips and research tasks and will design experiments according to the scientific method.

In Chemistry, students are expected to participate in practical science activities, follow appropriate safety requirements and submit tasks on time.

Physics

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE Physics.

In Physics, students will learn about how objects follow the laws of motion.

To achieve this they will learn about: Newton's laws of motion; the interaction between balanced and unbalanced forces; collisions; and how to collect and use data to calculate forces that can act on an object.

During this course, students will undertake practical investigations, field trips and research tasks and will design experiments according to the scientific method.

In Physics, students are expected to participate in practical science activities, follow appropriate safety requirements and submit tasks on time.

Psychology

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE Psychology.

In Psychology, students will learn about how biological, psychological and social factors affect human behaviour.

To achieve this they will learn about: psychological theories and how they relate to their own behaviour; how genetics and environmental factors impact on growth and development; theories of learning; mental illness including disorders and treatment; the brain and human nervous system; forensic and social psychology; ethics; and research methods.

During this course, students will undertake practical investigations, field trips and research tasks and will design experiments according to the scientific method.

In Psychology, students are expected to participate in practical science activities, follow appropriate safety requirements and submit tasks on time.

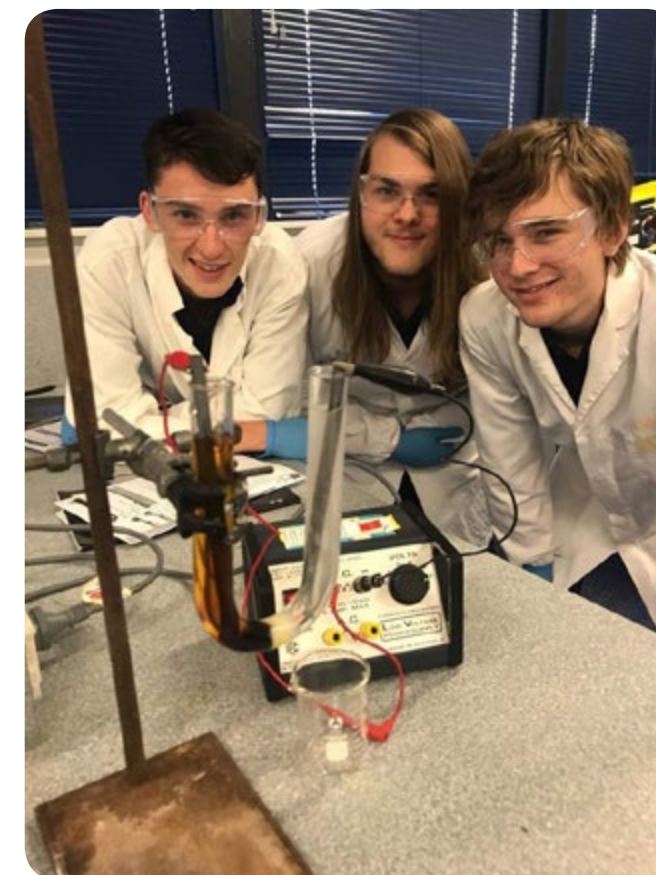
Year 10 Maths

In order to effectively teach students at their point of need, Traralgon College run two mathematics courses at Year 10:

- Core Mathematics – for most students.
- Mathematical Methods – for more advanced students.

At Traralgon College we are committed to ensuring each student is successful in their studies. Year 9 teachers carefully consider the progress of each student to recommend a mathematics course that is most appropriate for them in Year 10 based on:

- Year 9 NAPLAN Maths score
- Year 8 PAT Maths (Progressive Achievement Test) score
- Term 2 Progress Report score in Maths.
- Algebra test results



Art

This subject will support students to develop the skills and knowledge that will help them to be successful in both VCE Art and Studio Arts. In Art students will learn how to undertake the folio development process leading up to a major art piece, gain experiences and improve their skills with a range of drawing and painting mediums and tools. Students will also analyse and compare artists and artworks.

During the course, students will create a major art piece towards the end of each term that requires them to undertake a folio development process.

Student will produce a range of artworks centred on observation, various techniques and experimentation. Students will also produce a number of written assignments that require them to analyse and contrast/compare artists from different time periods as well as draw upon the art elements and art principles.

The first term of the course is devoted to drawing while the second is on painting.

Drama & Theatre Studies

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE Drama and Theatre Studies as well as build individual confidence.

In Yr 10 Theatre and Drama, students will learn performance skills through games, improvisation & scripts, with the ultimate goal of performing to an audience. To achieve this, they will learn about non-naturalism, theatrical conventions and performance skills.

During the course, students are expected to consistently participate in practical activities, undertake research tasks and work both individually and in groups. In Yr 10 Theatre and Drama, students will be expected to attend at least one live theatrical performance and actively participate in a class production.

Media: Production

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE Media.

In Media: Production students will build production skills and experience the creative process. They will spend the semester designing, planning and then creating various productions of their choice.

Students will explore techniques in video and audio production, with the opportunity to also dabble in digital special effects. Small production tasks in all these areas will help to improve the quality of the final production. Through the creation of a media product, students will gain an appreciation of genre, audience and the tricks that the professionals use to make their pieces popular and successful.

Music Performance

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE Music Performance.

In this subject, students will learn how to prepare to play instruments for performances in a variety of settings. To achieve this, they will learn about music theory and how to apply this to their practical work.

During the course, students will listen to and analyse music across a range of historical styles, eras and genres. They will also perform a cover version of a song of their own choice.

In Music, students are expected to participate in practical classes both as a soloist and as part of a group. Students studying this subject are encouraged to take up instrumental tuition with the College.

Media: Photography & Print

This subject will allow students to develop the skills and knowledge that will help them to be successful in VCE Media.

In Media: Photography and Print, students will learn photography skills, image manipulation, composition, and digital layout. To achieve this, students will be encouraged to be imaginative in their work and will be guided through demonstrations, projects and the exploration of established artists.

Students will use Digital SLR cameras combined with Photoshop and other software to enhance their images, create a magazine and complete a visual diary of their work for the semester.

During the course, students will produce a visual diary detailing projects, investigate established photographic artists and use photography equipment both in and out of a studio environment. Students will need to supply a visual diary for the folio task – A4 or A3.

Business & Economics

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE Business Management and/or VCE Economics.

In Business and Economics, students will learn about the Australian economy, how and why goods and services are produced, demand and supply, current economic issues (eg. inflation) and innovation. This subject aims to empower students with financial knowledge and awareness.

To achieve this, students will learn about personal financial literacy, saving, spending, investing, the management of personal and business finances, taxation, budgeting and innovation.

During this course, students will complete several assessment tasks: a SAC based knowledge exam: a research oral presentation and a design assessment that includes an opportunity to 3D print their design.

History

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE History, VCE Australian/Global Politics and VCE Sociology.

In Year 10 History, students will learn about the history of the modern world in Australia from 1918 to the present. As part of this, they will learn about World War Two, rights and freedoms and the impact of global influences.

In this class, students will explore the social, economic, cultural and political changes that have occurred in Australia and globally post World War One.

To achieve this, students will learn about the causes and effects of World War Two and also investigate struggles for human rights, including how rights and freedoms have been

demand, ignored or achieved in Australia and in the broader global context. In doing so, students will investigate how global influences shaped Australian society.

During the course, students will complete a researched essay on causes of World War Two, a test covering key events of war and conduct a representation analysis based on civil rights movements.

Politics

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE Australian & Global Politics, VCE History and VCE Legal.

In Politics, students will learn about Australia's system of government and our relationship with other global actors. In doing so they will consider key political issues affecting Australia at both a national and international level.

To achieve this, students will learn about: Australia's political history from colonisation to federation; our political parties & their ideologies; our parliamentary system; international relations and the role of the United Nations; and alternate forms of government used in the world.

During this course, students will analyse the political structures whilst considering how the system seeks to protect democratic ideals. They will explore the concept of international roles and responsibilities, and investigate an Australian international initiative. Assessments include two unit tests, and two research assignments.

Geography

This subject will support students to develop the skills and knowledge to be successful in VCE Geography.

In Year 10 Geography, students will learn about the Earth, its systems and its people. To achieve this, students will explore the relationship between human societies and the natural environment.

During the course, students will research a number of types of environments. They will work in groups to investigate geographical questions, gathering, recording, organising and publishing data. Students will also investigate how humans rely on the environment and take action that affects the environment.

Legal Studies

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE Legal Studies.

In Legal Studies, students will learn about the key features of Australia's legal system and how the legal system aims to provide justice.

To achieve this, students will learn about how laws are made and applied in Australia, including through parliaments (statutory law) and courts (common law). Additionally, students will learn how both criminal and civil legal issues are resolved in the Australian court system.

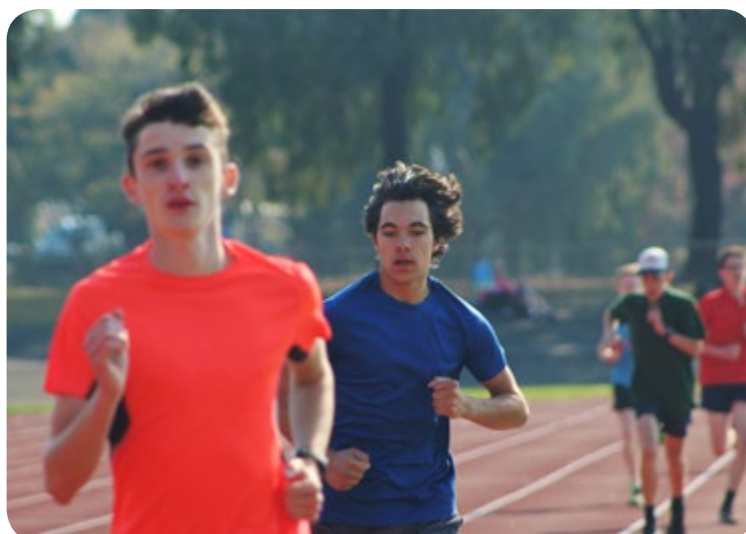
During the course, students will analyse case examples and develop skills in critiquing the ability of the Australian legal system to achieve justice. Students will explore how Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander peoples.

HPE: Nutrition & Active Movement (Default)

This subject will support students to develop life skills and knowledge that will help them in living a healthy and active lifestyle. HPE: Nutrition & Active Movement is a great option for students who are not sure if they want to continue a Health or Physical Education subject in their future pathway. Some of the key skills and knowledge covered in both VCE HHD and PE.

In HPE: Nutrition & Active Movement, students will learn about nutrition and active lifestyles. During this course, students will evaluate their current food and physical activity habits and investigate ways to improve them. In HPE: Nutrition & Active Movement, there is an even mix of theory and practical classes.

Students will be required to have permission to attend local excursions for this subject, as students will be expected to participate in walks around the community.



The default Health & Physical Education subject is HPE: Nutrition & Active Movement

PE: Fitness

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE Physical Education.

In Physical Education: Fitness, students will learn how to improve their fitness in order to participate in a difficult physical challenge. Students will learn about fitness components, training principles, training methods and fitness testing.

To achieve this, students will measure and evaluate their own fitness levels as well as lead their classmates in at least one fitness activity.

In Physical Education: Fitness, students are expected to consistently participate in practical activities and attend a physically demanding challenge (Summit Survivor or similar) out of school hours.

HHD: Health Issues

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE Health and Human development. Students will learn about how to improve health for youth in Australia.

To achieve this, they will learn about youth health issues in Australia, health promotion programs and ways to promote healthy eating.

During the course, students will analyse the health of Australian youth and select a youth health issue, evaluate programs to improve health and design solutions to a youth health issue.

OES: Outdoor Adventure Challenge

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE Outdoor & Environmental Studies.

In Outdoor Adventure Challenge, students will learn how to plan for and successfully complete a complex and difficult challenge in the outdoors.

To achieve this, they will learn how to plan for and reflect on outdoor experiences, plan for safe participation in the outdoors, analyse people's responses to risk and identify and evaluate practices for promoting positive impacts on outdoor environments, as well as develop practical skills like canoeing and navigating in the outdoors and mountain biking.

During the course, students will learn necessary skills and knowledge in classroom sessions, participate in day trips to develop practical skills and undertake and apply all that they have learnt in an extended journey.

Students need to attend all trips which will include:

- 3 x canoe day trips
- 2 x mountain bike day trips
- 3 day adventure challenge – Hike, Canoe, Mountain Bike

OES: Outdoor Experiences

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE Outdoor & Environmental Studies.

In Outdoor Experiences students will learn the skills needed in order to participate safely and effectively in outdoor activities in order to maximise learning and enjoyment, which will allow students to be focused on key knowledge and skills when completing VCE Outdoor and Environmental studies.

To achieve this, they will learn how to: plan for and reflect on outdoor experiences; plan for safe participation in the outdoors; identify and evaluate practices for promoting positive impacts on outdoor environments; and develop practical skills like camping, canoeing, navigating in the outdoors and mountain biking all in a fun and supportive environment.

PE: Sport

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE Physical Education.

In Physical Education: Sport, students will learn developing and analysing movement skills to improve performance in sport. To achieve this, they will learn about skill acquisition and biomechanics through analysing their own and other peoples movements and coaching.

During the course, students will participate in a number of different individual and team sports focusing on how to improve both their own and teams performance.



Food Safari (Food From Around the World)

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE Food Studies.

Food Safari (Food from around the world) will provide students with the necessary skills and knowledge to be able identify, describe, taste and apply ingredients to international cookery.

To achieve this, students will learn about the origin of ingredients and their purpose, producing incredible dishes that balance flavour, texture and spice. They will learn about cultural presentation and eating techniques. During this course, students will work in teams to showcase their skills in a Food Van/ Café setting, managing front and back of house operations.

For successful completion of this program students will be required to complete one major assignment per unit and participate in all practical sessions including the Food Van/ Café.

Food Safari includes one double practical and three theory sessions per week.

Food Studies (Basics)

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE Food Studies.

In Back to Basics students will learn the necessary skills and knowledge required to use a range of basic cookery methods to be able to prepare menu items from the home kitchen. This will include hygienic practices for food safety, VCE Food Studies vocabulary, creative food design, professional presentation, food labelling and packaging suitable for retail.

For successful completion of this program students will be required to complete one major assignment per unit and participate in all practical sessions.

Back to Basics includes one double practical session and three theory sessions per week.

Master Chef (Beyond Basics)

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE Food Studies.

In Masterchef (Beyond Basics) students will learn advanced cooking techniques.

To achieve this they will learn about: the functional properties of food; the specific roles ingredients play in food preparation using a range of cooking methods (for example, the role of Gelatine in preparing a Panna Cotta or Yeast in Baked products); how to use the correct ingredient for the purpose intended; safety and hygiene; and planning, design, analysis and evaluation skills.

During the course, students will participate in Masterchef style timed practicals, food tastings and will prepare foods from scratch.

They will recognise the functional properties of ingredients to create dishes demonstrating different functions such as Caramelisation, Coagulation, Dextrinisation, Emulsification and Aeration.

In Masterchef (Beyond Basics) students are expected to consistently participate in practical classes, complete Design Briefs, evaluate foods and participate in Ingredient Investigations and other theory tasks.

Applied Computing: IT Development

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE Computing, as well as a variety of other VCE and VCAL subjects.

In Applied Computing: IT Development, students will learn how to create products with digital programs and activities that help produce quality solutions to overcome problems.

To achieve this, they learn about a range of design software, coding techniques, graphics and 3D modelling software as well as other software.

During this course, students will plan, design, develop and implement solutions for given problems and a project of their choosing. Students will get to use high end computers, 3D printers, laser cutters and engravers, plastic welding, Arduino, and Microbits. Student will be able to produce 3D models, games, apps, robots, drones, and other items that their imaginations can come up with.

Automotive

Automotive Technology supports students to develop the basic skills and knowledge that will help prepare them for work in the Automotive industry.

To achieve this, they will study and explain the operation of a variety of mechanical systems used in the motor car and understand their roles and operation, and evaluate future systems which will perform the same roles and their environmental impact.

During this class students will study the operation of the four stroke motor, the fuel and ignition systems, clutches, brakes, the use of hand tools, and perform an electrical wiring task. Students will dismantle, diagnose, and recondition a small four stroke motor. This will involve all aspects of the reconditioning process.

Students are expected to complete all theoretical work, and participate in all practical tasks. They will be able to demonstrate an understanding of how each of the systems being studied operates.

Classes are generally a 50:50 split of practical and theory.



Product Design

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE Product Design and Technology. In Product Design: Wood, students will learn to use design thinking to develop their understanding of product development using metal.

To achieve this, students will: design practice to identify specific problems; product design options using wood; risk assessment and safe working methods; project management techniques; and product evaluation skills.

During this course, students will identify specific problems, generate multiple creative ideas, create tangible solutions to these problems and analyse and evaluate the appropriateness of their designed products. Theory sessions will allow students to build skills in product design and development and practical sessions will allow development of practical knowledge and skills to produce design solutions with chosen material.

Tools and equipment will be supplied by the school. Students will need to supply an A4 display folder for the portfolio development and bring a working computer to use ICT and CAD (Computer Aided Design).



Systems Engineering

This subject will support students to develop the skills and knowledge that will help them to be successful in VCE Systems Engineering. In Systems Engineering, students will learn the concepts involved in the design and production of simple electrical manoeuvred machines.

To achieve this the students will learn about gearing, ratios, levers, torque and power.

During the course, students will apply their knowledge of simple machines and electronic assistance to the production of a system which will be chosen with the assistance of the students. They will investigate the use of remote control and robotics, produce a design brief, create and electrical manoeuvred machine and test the machine against the success criteria identified in the design brief.

Students are required to wear personal protective equipment in order to participate in practical work.

Learning Domain	Subject
ENGLISH	English
	English Language
	Literature
MATHS	Foundation Maths
	General Maths (Year 11)
	Further Maths (Year 12)
	Mathematical Methods
	Specialist Maths
HUMANITIES	Australian & Global Politics (Year 11)
	Australian Politics (Year 12)
	Global Politics (Year 12)
	Twentieth Century History (Year 11)
	History: Revolutions (Year 12)
	Australian History (Year 12)
	Geography
	Sociology
	Accounting
	Business Management
	Legal Studies
HEALTH & PHYSICAL EDUCATION	Health & Human Development
	Physical Education
	Outdoor & Environmental Studies
SCIENCE	Biology
	Chemistry
	Environmental Science
	Physics
	Psychology
ART	Art
	Studio Arts
	Music Performance
	Theatre Studies
	Media
TECHNOLOGY	Food Studies
	Computing (Year 11)
	Computing: Infomatics (Year 12)
	Product Design & Technology

In choosing which studies you will undertake you should:

- Have a future career or education pathway in mind.
- Have the correct advice - speak to the careers advisor and subjects teachers
- Be aware of the best pathway to achieve your chosen career; there are often a number of different pathways to the same career.
- Choose subjects which you enjoy or that you may need for future study or work.

The best advice for students and parents is to:

- Gather as much information as you possibly can now to help make decisions for the future.
- It is important to keep options open and select subjects that can lead you down different pathways.
- List as many subjects as you think you might enjoy in completing your VCE -find out all you can about each subject from subject teachers.
- Visit the Careers Resource Centre and use the resources that can provide information to help you make decisions.
- Most University courses give students a selection of subjects as prerequisites.
- Choose wisely from those subjects you are most likely to do well in at Year 12.

English

In English, students will learn about how to create and analyse texts, moving from interpretation to reflection and critical analysis.

As part of this, they will learn:

Year 11

- How to respond to texts analytically and creatively (Unit 1)
- How to analyse arguments and the use of persuasive language in texts (Unit 1 and Unit 2)
- How to create their own texts and the impact on their intended audiences (Unit 1 and Unit 2)
- How to compare the presentation of ideas, issues and themes in texts (Unit 2)

Year 12

- How to analyse how the authors of texts create meaning and the different ways texts can be interpreted (Unit 3)
- How to present their point of view on a current media issue. (Unit 3)
- How to explain the writing choices that they have made as authors (Unit 3 and Unit 4)
- How two texts present ideas, issues and themes (Unit 4)
- How to write a detailed comparison
- How to present their point of view in oral form on a current media issue (Unit 4)

In this class, students will: complete character and theme activities based on the set texts; write extended responses using appropriate essay formats and present oral presentations.

English Language

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values.

Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit.

The study of English Language enables students to further develop and refine their skills in reading, writing, listening to and speaking English. Students learn about personal and public discourses in workplaces, fields of study, trades and social groups.

Year 11

- Unit 1: Language and Communication
- Unit 2: Language Change

Year 12

- Unit 3: Language Variation and Social Purpose
- Unit 4: Language variation and identity.

VCE English Language is a good choice for students who like there to be a right and wrong answer in English rather than the more subjective responses required to study texts in English and Literature.

Literature

In Literature, students study a range of classic and contemporary texts, including novels, plays, short stories, poetry and film.

As part of this, they learn about:

Year 11

- How the interaction between text and reader creates meaning (Unit 1)
- How to analyse the features and conventions of texts (Unit 1)
- How to develop increasingly sophisticated responses to a range of literary forms (Unit 1)
- How literary texts connect with each other and with the world (Unit 2)
- The relationships between authors, audiences and contexts (Unit 2)
- The ideas, language and structures of different texts from past and present eras (Unit 2)

Year 12

- How the meaning of a text may change when it is adapted or transformed (Unit 3)
- Responding creatively to texts (Unit 3)
- How different literary perspectives can be applied to texts (Unit 4)
- How to closely analyse the language of a text (Unit 4)

Literature involves a range of assessment types, including critical and analytical essays, creative responses, performance reviews and oral presentations.

Literature is a fantastic choice for students who already enjoy English and are looking to extend themselves in Year 11 and Year 12.

There are four mathematics course available for study in VCE:

- Foundation Maths (Year 11 only) – practical mathematics for everyday life.
- General (Year 11)/Further (Year 12) Maths – a requirement for a large range of tertiary studies.
- Mathematical Methods – a requirement for some tertiary studies in science and mathematics.
- Specialist Mathematics – advanced mathematics for a select range of tertiary studies in science and mathematics.

General/Further and Maths Methods run each year while foundation and specialist maths may or may not run due to the lower number of students selecting these courses.

At Traralgon College we are committed to ensuring each student is successful in their selected senior program and endeavour to provide the highest quality advice to students and parents when selecting an appropriate course. Based on a students mathematics performance at Traralgon College on a range of measurements as well as their learning behaviours, each prospective Year 11 VCE student will be provided with one of four recommendations for their senior mathematics program: Maths Methods, General Maths or Foundation Maths

The data used to provide a recommendation is:

- Year 9 NAPLAN Maths score
- Year 10 PAT Maths (Progressive Achievement Test) score
- Year 10 Mid year maths exam
- Term 2 Progress Report score in Maths.

Each student will consider their recommendation with their parent and a teacher during their course counselling interview. They will take into account this recommendation as well as their desired pathway and any other relevant information to make a considered choice.

Foundation Mathematics
(Year 11)

In Foundation Maths, students will learn how to use mathematics in practical situations relating to everyday life, recreation, work and study.

They will learn about:

- space, shape and design, for example, labelling, drawing and interpreting house plans;
- patterns and number, for example, working out the average speed for a journey, wages for hours worked;
- handling data, for example, planning a travel itinerary;
- measurement, for example, workplace problems involving metric measurement with consideration of required accuracy and tolerances, rounding and approximation;
- application of technology such as calculators, and computer packages to display data in various forms such as bar graphs, line graphs and pie graphs.

Students will work individually and in groups to understand how mathematics is applied in real world problems. Students will complete set exercises, worksheets, projects and assessments, within a given time frame, to develop their skills in mathematics.

In mathematics, students are expected to consistently complete all skills exercises.

General Mathematics
(Year 11)

In General Mathematics, students will present, summarise and analyse data about real world situations. They will also investigate patterns in numbers and relationships between variables using angles and graphs. Students will use mathematics to explain train and road networks, apply formulas to calculate interest on loans and solve everyday problems using algebra.

Unit 1

- Computation and Practical Space Arithmetic
- Linear Relations and Equations
- Financial Arithmetic
- Graphs and Networks

Unit 2

- Comparing Data Distribution
- Bivariate Data
- Number Patterns and Recursion
- Matrices
- Linear Relationships

For each topic, students will regularly complete skills exercises, do a minimum of one test as well as a minimum of one investigation or application task.

Further Mathematics
(Year 12)

In Further Mathematics, students will present, summarise and analyse data about real world situations and analyse a range of financial situations. They will also investigate the underlying mathematical ideas in two of four modules. In each module, students will learn fundamental skills and concepts. They will model, investigate and solve application problems linked to everyday situations.

Unit 3 Core

- Data Analysis
- Recursion and financial modelling

Unit 4 Applications

Two of the following four modules;

- Matrices
- Networks and Decision Maths
- Geometry and measurement
- Graphs and relations

For each module or core area of study, students will regularly complete skills exercises, selections of past exam questions and have to participate in a School Assessed Coursework (SAC) over a number of periods in the classroom. There will be two external examinations in Term 4.

Mathematical Methods

Students are expected to be able to apply techniques and processes involving rational and real arithmetic, algebraic manipulation, equation solving, graph sketching, differentiation and integration with and without the use of technology, as applicable.

The course develops mathematical processes used (modelling, transformations, graph sketching and equation solving) in application to contexts related to the following areas of study.

Over units 1-4 students will study:

- Functions and Graphs
- Algebra
- Calculus
- Probability and Statistics

For each area of study, students will: regularly complete skills exercises; selections of past exam questions; and have to participate in a School Assessed Coursework (SAC) over a number of periods in the classroom. There will be two end-of-year examinations in Term 4, one of which is Calculator free and the other allows the use of a bound reference and a CAS calculator.

Specialist Mathematics

Students are expected to be able to apply techniques and processes involving rational and irrational numbers, algebraic manipulation and the applications of number with and without the use of technology, as applicable.

Over units 1-4 students will study:

- Algebra and Structure
- Transformations, Trigonometry and matrices
- Arithmetic and number
- Discrete mathematics
- Graphs of linear and non-linear relations
- Statistics

For each area of study, students will regularly complete skills exercises and have to participate in a School Assessed Coursework (SAC).

Calculators

The following calculators are a compulsory requiement

Scientific Calculator (approx. \$20)

Foundation Mathematics Unit 1-2

TI-nspire CX CAS Calculator (approx. \$200)

General Mathematics Unit 1-2

Further Mathematics Unit 3-4

Mathematical Methods Units 1-4

Specialist Mathematics Units 1-4

Australian & Global Politics (Year 11)

In Australian and Global Politics students will study forms of contemporary power at both national and global levels.

As part of this, they will explore global political issues, problems and events, the forces that shape these and responses to them.

In Units 1-2 students are introduced to the study of politics as the exercise of power by individuals, groups and nation-states.

In this class, students will have the opportunity to engage with key political, social and economic issues, and to become informed citizens, voters and participants in their local, national and international communities.

VCE Australian and Global Politics is only offered as Year 11 subject. Students can select either Australian Politics **or** Global Politics to continue their study of politics in Year 12. Please note it is unlikely that both of these classes will run - students may be offered the alternative politics unit if this occurs.

Australian Politics (Year 12)

In VCE Australian Politics students will study how democracy operates in Australia and how the political system works to formulate public policy.

As part of this, they will learn about: the significant values and principles of democracy and how the Australian political system reflects these; how Australian democracy compares to other democracies; how the Australian government is and can be influenced to create public policy; and how Australian foreign policy is developed.

In this class, students will evaluate the strengths and weaknesses of the Australian democratic system and compare this to another democracy they have selected, and will evaluate one domestic policy issue

VCE Australian Politics is only offered as Year 12 subject. Students should study Australian and Global Politics in year 11 but this is not a pre-requisite.

Global Politics (Year 12)

In Global Politics students will study contemporary issues and events in global politics.

As part of this, they will: investigate non-state global actors in these key issues and events; study power within the Asia-Pacific region; explore ethical issues surrounding contemporary issues and events; and investigate specific crises currently facing the world.

In this class, students will investigate a specific state in the Asia-Pacific region and how it pursues its national interest, select and analyse two global issues and two global crises, and evaluate how effectively these issues are being responded to by the global community.

VCE Global Politics is only offered as a Year 12 subject. Students should study Australian and Global Politics in year 11 but this is not a pre-requisite.

Twentieth Century History (Year 11)

In Twentieth Century History, students will learn how to analyse and explain the development of a political crisis and conflict in the period 1900 to 1945 and explore how daily life and social values underwent profound change. They will also consider some of the major themes and principal events of post-World War II history, and the ways in which individuals and communities responded to the political, economic, social and technological developments in domestic, regional and international settings.

As part of this, they will learn about how new and existing political orders came into conflict with each other as they sought to represent the interests of various groups of people, nationalities, classes and races.

In this class, students will analyse and explain the development of a political crisis and conflict. They will analyse and discuss patterns of social life including factors that influenced changes to social life throughout the Twentieth Century.

VCE Twentieth Century History is only offered as a Year 11 subject. Students can select Australian History to continue their study of history in Year 12.

History: Revolutions (Year 12)

In History Revolutions, students will learn about the role of ideas, leaders, movements and events in the development of both the French and Russian revolutions and analyse the challenges facing the emerging new order.

They will also investigate the way in which attempts were made to create a new society, and evaluate the nature of the society created by the revolution.

As part of this, they will learn about the chronology of key events and factors which contributed to the revolutions, the causes of tensions and conflicts generated in the old regimes, the ideas and ideologies utilised in revolutionary struggle and the role of revolutionary individuals and groups in bringing about change.

When investigating the creation of a new society, students will examine challenges presented by the emerging new order.

In this class, students will examine different historical perspectives through a variety of sources and methods to investigate the nature of specific historical events pertaining to both the French and Russian revolutions.

Australian History (Year 12)

In Australian History, students will learn about 4 key time periods in Australia's history which span some of the transformative events and processes that developed and changed the nature of Australian society and created modern Australia.

As part of this, they will learn about: the initial settlement of Port Phillip/Victoria from 1834-1860; forming of the nation of Australia 1890-1920; crises faced during the first half of the 20th century; and changes since the 1960's.

In this class, students will analyse and explain political, social and economic changes that occurred in each of these key time periods.

VCE Australian History is only offered as Year 12 subject. Students should study Twentieth Century History in Year 11 but this is not a pre-requisite.

Geography

In Geography, students will learn about the Earth's diversity of environments and places at different scales (local, regional, national, international and global) and in different contexts, particularly in Australia. The students will explore the patterns and processes of natural geography and their interaction with aspects of human geography.

As part of this, they will learn about key features of geographical understanding including:

Year 11

Unit 1: Natural environments in which students investigate the geographic characteristics of natural environments and landforms and the natural processes that shape and change the Earth's surface.

Unit 2: Human environments in which students study the geographic characteristics of selected rural and urban environments at a range of scales.

Year 12

Unit 3: Regional resources in which students investigate the characteristics of resources and the concept of region.

Unit 4: Global perspectives in which students investigate the geographic characteristics of global phenomena and responses to them.

Sociology

In Sociology, students will learn the study of human behaviour and social interaction to understand how societies are organised, develop and change. As part of this, they will learn about social theories, research methods and approaches to understanding social life.

In Sociology, students study the content outlined below.

Year 11

Experiences of youth, the institution of family, social influences of deviance and crime.

Year 12

Expressions of culture and ethnicity within Australian society in two different contexts. In doing so the students will study features of Australian Indigenous culture and ethnicity in relation to migrant groups, the ways sociologists have thought about the idea of community and how the various forms of community are experienced.

In this class, students will develop an appreciation of cultural diversity whilst furthering their understanding of human behaviour and social structures.

Accounting

In VCE Accounting students will learn many of the processes used by businesses to maintain financial records.

As part of this, they will learn about financial skills of a diverse range of environments from rock bands to sporting organisations, retail outlets, banks and restaurants.

In this class, students will engage in activities covering the following concepts:

Year 11

Costing and breakeven analysis, recording and reporting (determining profit etc) bank reconciliations.

Year 12

Special Journals, The General Ledger, Accounting for Stock, Determining profit or loss, Balance day Adjustments, Cash Flow, Accounting for Non Current Assets and evaluating profitability and liquidity.

At the end of this course students will have the basic skills in financial record keeping. Students will be able to use these abilities to run their own business, manage their own money or to act as an accountant for another business.

Business Management

In Business Management, students will learn about the features of many organisations ranging from shoe shops to multinational organisations.

As part of this, they will learn about the features and styles of businesses, as well as familiarising themselves with relevant procedures and skills.

Year 11

Units 1-2 focus on small business and communication. Students develop a business plan that takes in the challenges of starting a business. Students work on developing communication skills and apply them to a marketing project.

Year 12

Units 3-4 focuses on large scale organisations and how they respond to the business environment they operate in. Operations management, human resource management, the employment cycle, employee relation and change management are also investigated.

Legal Studies

In Legal Studies students will learn to develop a better understanding the legal system in which they live. As part of this, they will learn about who makes our laws and how they make them.

Year 11

In Units 1-2 the students investigate criminal law and discover what happens when someone is charged with a crime, from the police investigation to the trial and the possible outcomes. With civil law, students will look at the reasons people sue each other and how the law applies.

Year 12

In Unit 3, the students examine the operation of parliament and why the law must always be subject to change. This unit investigates the relationship between these values, the law and the Constitution, and how our democratic and human rights are protected in Australia.

In Unit 4, the students investigate pre-trial procedures in both criminal and civil cases, alternative dispute resolution methods, the jury system and possible reforms to ensure an effective legal system.

Health & Human Development

In Health & Human Development (HHD), students will learn about how healthy different groups of people are, what causes their health issues, and how these health issues can be improved.

In HHD, students learn about:

Year 11

- 'Health & Wellbeing' (Unit 1)
- Managing health and development (Unit 2)

Year 12

- Australia's health in a globalised world (Unit 3)
- Health and human development in a global context (Unit 4)

In this class, students will: measure the health status of a range of groups; research current issues affecting youth and adults in Australia; research and develop solutions to these problems; investigate how nutrition can promote good health; and research aid programs to address health issues in developing countries. Most assessments will be exam style tests similar to the end of Year 12 exam, with some research assignments in Year 11.

Physical Education

In Physical Education (PE), students will learn about the mental and physical factors that influence a person's participation and performance in physical activity.

Students in PE learn about:

Year 11

- The human body in motion
- Physical Activity, sport and society

Year 12

- Movement skills and energy for physical activity.
- Training to improve performance.

In this class, students will:

- Explore the relationship between the body systems and physical activity;
- Investigate factors that influence an individual's participation in physical activity;
- Explore the various systems which assist in energy production for human movement;
- Design and participate in a six-week training program
- Research various strategies which are used to enhance performance.

Classes will be a 70:30 split of theory and practical sessions. Students are expected to bring a change of clothes to all practical classes.

Outdoor & Environmental Studies

In Outdoor and Environmental Studies (OES), students study how humans can develop sustainable relationships with the natural world.

As part of this, they will learn about:

Year 11

- The experiences that people have in outdoor environments, and why (Unit 1).
- Outdoor Environments in Victoria, including impacts that humans can have on the areas (Unit 2)

Year 12

- Current and historical relationships between humans and outdoor environments in Victoria (Unit 3)
- How we can make these relationships more sustainable (Unit 4)

In this class, students will:

- Plan a camp to a local area;
- Examine different people who currently use a local outdoor environment;
- Research a specific local area from multiple perspectives;
- Assess their potential impacts when at home and at a location they will visit and develop a code of conduct to minimise their impacts;
- Research the history of a location they visit and evaluate past human influences;
- Assess the health of an environment they visit;
- Analyse strategies to enable us to live more sustainably.

Most student assessments will be directly related to a trip that they do in a local outdoor environment.

All trips are compulsory and course fees are generally not refundable.



Biology

VCE Biology enables students to investigate the processes involved in sustaining life at cellular, system, species and ecosystem levels.

As part of this, they will learn about:

Year 11

- Challenges to an organism in sustaining life and adapting to their environment.
- How the continuity of life is maintained from generation to generation.

Year 12

- How cells work and how they communicate with each other
- The continual change and challenges to which life on Earth has been subjected

In this class, students will: conduct a range of practical investigations into cellular processes; research current issues affecting ecosystems in Australia and research and develop solutions to these problems. They will investigate how organisms reproduce and how they have evolved over time and the evidence to support this.

Assessments will involve a mix of tests, practical and research reports and semester exams.

Students will do up to 5 hours of practical activities per unit, write reports, participate in field trips and excursions, complete classroom tasks and undertake student planned investigations.



Environmental Science

Environmental Science is an interdisciplinary science that explores the interactions and interconnectedness between humans and their environments.

In VCE Environmental Science, Earth is understood as a set of four systems: the atmosphere, biosphere, hydrosphere and lithosphere. The study explores how the relationships between these systems produce environmental change over a variety of time scales. Students investigate how humans modify their environments and the consequences of these changes in local and global contexts with a focus on pollution, biodiversity, energy use and climate change.

VCE Environmental Science is explored through the following questions

Year 11

- How are Earth's systems connected?
- How can pollution be managed?

Year 12

- How can biodiversity and development be sustained?
- How can the impacts of human energy use be reduced?

Students will do up to 5 hours of practical activities per unit, write reports, participate in field trips and excursions, complete classroom tasks and undertake student planned investigations.

Chemistry

VCE Chemistry enables students to explore matter and its behaviour. Chemistry is central to the production of energy, the maintenance of clean air and water, the production of food, medicines and new cutting edge materials. Students will examine chemistry through four themes: the design and composition of useful materials, the reactions and analysis of chemicals in water, the production and use of energy and materials, and the investigation of carbon-based compounds.

VCE Chemistry is explored through the following questions

Year 11

- How can the diversity of materials be explained?
- What makes water such a unique chemical?

Year 12

- How can chemical processes be designed to optimise efficiency?
- How are organic compounds categorised, analysed and used?

Students will do up to 5 hours of practical activities per unit, write reports, participate in field trips and excursions, complete classroom tasks and undertake student planned investigations.



Physics

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world and which are sometimes challenged as new knowledge develops. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature. Physics students explore scientific study related to astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

VCE Physics is explored through the following questions:

Year 11

- How can different forms of energy (heat, electricity) and their interdependence can be analysed ?
- How can the force and motion connect to the physical world ?

Year 12

- How do fields explain motion and electricity?
- How can two contradictory models explain both light and matter?

Students will do up to 5 hours of practical activities per unit, write reports, participate in field trips and excursions, complete classroom tasks and undertake student planned investigations.

Psychology

VCE Psychology enables students to investigate the processes involved in psychological processes. As part of this, they will learn about:

Year 11

- The structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system.
- How biological, psychological and social factors influence different aspects of a person's psychological development.

Year 12

- How functioning of the nervous system explains a person's ability to interact with the world around them.
- The neural basis of memory and learning and factors that influence the learning of new behaviours and the storage and retention of information in memory. They consider the influence of biological, psychological and social factors on the fallibility of memory.

In this class, students will: investigate the role of the brain in mental processes and behaviour; undertake research into psychological development; undertake research investigation into either brain function or psychological development; investigate functions of the nervous system; and conduct practical investigations into how we learn and remember.

Assessments will involve a mix of tests, practical and research reports and semester exams.



Art

In VCE Art students will learn how to make art using a variety of materials and techniques. They will also develop a deep understanding of how and why artists create artwork and how this work reflects society.

Year 11

Unit 1: Art and Meaning

- Creating artworks expressing personal interests and experimentation with media and techniques resulting in a final piece.

Unit 2: Art and Culture

- Analysing and interpreting artworks using knowledge of the artists personal life, culture and the language of art.

Year 12

Unit 3: Interpreting Art

- Producing an art folio exploring personal, artistic responses to inspiration and ideas.
- Analysing, comparing and contrasting artworks from before and after 1970.

Unit 4: Discussing and debating an art issue.

- Investigating, interpreting, creating and resolving finished artworks.

In this class, students will: create artworks that reflect their interests, personal experiences, preferences and expressions; research artists from various cultures and times throughout the past and present; and visit art galleries to support and inform their art making, understanding and appreciation of art.

Assessments will involve finished art pieces and a visual diary that records ideas, processes and experimentation with a variety of art materials, written responses regarding their art research and an exam.

Students need to supply an A3 workbook.

Studio Arts

In Studio Arts – Painting and Drawing students learn how to become a successful artist and develop, practice and refine the skills that are needed to produce quality artwork supported by an understanding of art practices and industry knowledge.

Year 11

- Unit 1 – Studio Inspiration and Techniques
- Unit 2 – Studio Exploration and Concepts

Year 12

- Unit 3 – Studio Practices and Processes
- Unit 4 – Studio Practice and Arts Industry Contexts

In this class students will learn the processes and the steps an artist (painter or drawer) takes to be successful. This includes the ability to:

- express themselves creatively through art making and come to understand how to support and sustain their art practice.
- develop an individual studio process, and practise and refine specialised skills appropriate to particular art forms and media selected for art making.

- analyse and draw inspiration from the ways in which artists apply studio processes in the production of their individual artworks.
- develop an understanding of historical and cultural contexts in the production and analysis of artworks.
- develop an individual studio process, and practise and refine specialised skills appropriate to particular art forms and media selected for art making.
- extend their understanding of the roles and methods involved in the presentation of artworks in a range of gallery and exhibition spaces.
- develop an understanding of professional art practices related to the exhibition of artworks to an audience, including the roles and methods involved in the presentation of artworks in a range of gallery and exhibition spaces.

Students also study the inner workings of galleries and what is involved with the preservation and conservation of art.



Media

In VCE Media, students will look at the relationship between the ideas and narratives we create and how audiences engage with the media. They will achieve this by analysing the nature and construction of media products and producing their own media products for selected audiences.

Year 11

Unit 1: Media forms, representations and Australian stories.

- Students examine the representations we see in the media, experiment with making media products and explore the nature of Australian stories in the media.

Unit 2: Narrative across media forms

- Students look at genre and the styles of prominent media makers, the processes involved in media production by making a media product as well as how social media has dramatically changed the media landscape.

Year 12

Unit 3: Media narratives and pre-production

- Students explore the stories that circulate through the media, experiment with production techniques and focus on the pre-production process of their media product.

Unit 4: Media production and issues in the media

Students focus on the production and post-production of their media product and consider the nature of communication between audiences and the media.

In Media subjects, students will collaborate with others to create a variety of media products, must be willing to do production work outside of class and share their work with audiences.

Media involves production work, the development of planning folios.

Music Performance*

In Music Performance, students build performance and musicianship skills, by presenting performances of selected group and solo music works using one or more instruments (including voice).

As part of this, they will learn about:

- Performance (Solo and Group) (Units 1-4).
- Preparing for Performance (Units 1-4).
- Music Language (Units 1-4)
- Organisation of sound (Unit 2 only)**

Students focus on building their performance and musicianship skills, presenting selected group and solo music works using one or more instruments.

They study the work of other performers and explore strategies to optimise their own performance, identifying stylistic, expressive and technical challenges. Students develop their listening, aural, theoretical and analytical musicianship skills and use appropriate music language and terminology.

** In Unit 2, students create their own original composition or improvisation informed by an analysis of a musical work being prepared for performance. They experiment with musical elements and use digital instruments, tool and equipment to create, notate and record their work.

Students in Year 11 and Year 12 Music Performance are expected to read music, analyse scores, undertake aural and written tasks and regularly perform on a musical instrument.

*** If students are not currently undertaking Instrumental Music lessons, either at the College or externally, these MUST be commenced during Unit 1. This is to ensure students are suitably prepared to progress with Units 2, 3 & 4 and are musically literate.**

Theatre Studies

In Theatre Studies, students will develop their aesthetic sensitivity and interpretive skills by studying and performing in theatrical productions.

As part of this, they will learn about:

Year 11

- Pre-modern theatre
- Modern theatre

Year 12

- Playscript interpretation
- Performance interpretation

NOTE:**ART, STUDIO ART & MEDIA**

In this class a significant proportion of a students final score is based on their completion of a School Assessed Task (SAT), an extended production that the student works on for the entire year during Year 12

Computing (Year 11) & Infomatics (Year 12)

In VCE Computing (Year 11) and Informatics (Year 12), students will learn about how individuals and organisations use ICT to meet a range of purposes. Students will apply a range of knowledge and skills to create solutions, including those that have been produced using a programming or scripting language, to meet users' needs.

As part of this, they will learn about:

- Networks
- Programming
- Data analysis
- Organisation and data management
- Data analytics
- Information management

In this class, students will produce a portfolio of coding tasks for basic coding techniques and develop two data visualisation projects by using problem solving methodology, design a network plan for a domestic client and create an online community website.



Food Studies

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills.

VCE Food Studies provides a framework for informed and confident food selection and food preparation within today's complex architecture of influences and choices.

Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food.

They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste testing, sensory analysis, product analysis and scientific experiments.

As a part of this they learn about:

Year 11

- Unit 1: Food Origins
- Unit 2: Food Makers

Year 12

- Unit 3: Food in Daily life
- Unit 4: Food issues, challenges and futures

NOTE

INFOMATICS & PRODUCT DESIGN AND TECHNOLOGY

In this class a significant proportion of a student's final score is based on their completion of a School Assessed Task (SAT), an extended production that the student works on for the entire year during Year 12.

Product Design & Technology

In Product design and technology, students will learn to use design thinking to develop their understanding of product development.

To achieve this, students will learn how to apply design practice to specific problems or situations in which they will generate and communicate multiple creative ideas, concepts and product design options using a range of techniques to develop viable solutions. When creating tangible solutions, students will undertake risk assessment to apply appropriate, efficient and safe methods of working with materials, tools, equipment and machines.

They apply project management techniques of time and sequence, and choose appropriate processes. Once a possible design solution has been produced, students then analyse and evaluate the appropriateness of production activities and product design.

During the course, lessons will be broken up into both theory and practical sessions. Theory lessons will focus on the product design process and the development of a possible design solution. Practical lessons will focus on generic models to allow for the development of knowledge and skills to produce possible design solutions.

Tools and equipment will be supplied by the school. Students will need to supply an A4 display folder for the portfolio development. It is also important that students have a working computer that is fully charged for each lesson as the use of ICT and CAD is embedded into the curriculum.

Application Process

- Students will be required to complete an application and an interview to determine their suitability for the course.
- All students applying for VCAL will also select a VCE course, in the case that they are not able to be enrolled in VCAL.
- As soon as a student knows of their intention to enrol in VCAL, they should start to look for a work placement.
- Students that have a strong interest area or idea they are excited about pursuing and show an intention or ability to be self-directed are likely to be considered most suitable for enrolment. Having organised a work placement will be seen as a strong indicator of a student's intention to participate actively in the program.
- Students enrolling in VCAL are required to undertake nationally accredited industry specific training which is typically done in the form of a VETiS course. VETiS programs are training programs with a particular vocational or job focus and are designed to lead to further training or direct entry into the workforce. *Reminder that Year 10 students are only permitted to apply for a Traralgon College run course.
- Students requiring more information should see the VCAL Leader (Mr Yarde)

VCAL rules:

A VCAL program must contain curriculum that can be justified against the purpose statement of each of the VCAL strands. To be awarded a Foundation, Intermediate or Senior VCAL certificate, students must successfully complete a learning program, which contains a minimum of 10 credits. One credit is awarded on successful completion of 90-100 nominal hours of accredited curriculum.

Programs will include:

- Minimum of two VCAL credits, one of which one is a Foundation, Intermediate or Senior personal development VCAL unit
- One literacy credit (at Certificate I, II or III level)
- One numeracy credit
- One industry specific credit
- One work related skills credit
- curriculum components from:
- VCAL units
- VCE units
- VET accredited curriculum or training packages
- Further Education accredited curriculum

VCAL VCE Subject

At Traralgon College VCAL students have the opportunity to study a VCE Subject.

These subjects may include

- General Maths
- Business Management
- Physical Education
- Studio Arts
- Product Design & Technology

During your VCAL interview you can discuss your interest in a VCE Subject.

Key Points

- All students must complete the VCAL Application Form and have a meeting with the VCAL Team
- Must have applied for a VET Subject
- Must start arranging a Structured Workplace Learning (work experience) day.
- Must have a laptop

Students who wish to apply for VCAL should download the full 2020 VCAL Handbook

Vocational Education and Training in Schools (VETiS) subjects all have a particular vocational or job focus and are designed to lead to further training or direct entry into the workforce. Contributing to both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL), all senior students have the opportunity to enrol in a VET Subject.

- Students who wish to enrol in a VETiS subject must complete a VETiS application form.
- Once the forms are submitted, preferences will be reviewed and enrolments will be processed accordingly. Students may be required to have an interview as part of the review process.
- VETiS subjects have very limited enrolment numbers and acceptance will be based on a number of factors including the student's attitude, teacher recommendations, demonstrated interest in the vocational area and if necessary participation in interview/s. Please note that not all students who apply will be accepted.
- To enrol in a VETiS course you should:
- Read through the list of courses to see if one of these courses interests you.
 - Attend the parent course information night on August 1st to get more information about the course.
 - Discuss with Mr Yarde to get more detailed advice about your this course to help yo make a decision.
 - Submit your preference on your VETiS application form

Course Name	Duration	VCE/VCAL-Credit	ATAR	Provider
Agriculture	2 years	Full	10%	TAFE Gippsland
Allied Health	2 years	Full	Full	TAFE Gippsland
Animal Studies	2 years	Full	10%	TAFE Gippsland
Automotive	2 years	Full	10%	Traralgon College
Beauty	1 year	Year 11	10%	TAFE Gippsland
Building & Construction	2 Years	Full	10%	Traralgon College
Business	1 year	Year 11	NA	CCG
Children's Services	2 years	Full	Full	TAFE Gippsland
Civil Construction	1 year	Full	10%	TAFE Gippsland
Community Services	1 year	Year 11	NA	Traralgon College
Electrotechnology	1 year	Full	10%	TAFE Gippsland
Engineering	2 years	Full	Full	TAFE Gippsland
Hairdressing	1 year	Year 11	10%	TAFE Gippsland
Horticulture	2 years	Full	10%	TAFE Gippsland
Hospitality	2 Years	Full	Full	Traralgon College
Information & Digital Media	2 years	Full	Full	Kurnai
Kitchen Operations	2 years	Full	Full	TAFE Gippsland
Music	2 Years	F	Full	Lowanna
Paint & Dec	2 years	Full	10%	TAFE Gippsland
Photography	2 years	Full		TAFE Gippsland
Plumbing	2 years	Full	10%	TAFE Gippsland
Racing-Stablehand	1 year	TBC		CCG
Robotics/3D Printing	2 years	Full	Full	TAFE Gippsland
Sport & Rec	2 Years	Full	Full	Traralgon College
Web & Media	2 years	Full	Full	Traralgon College

Students applying for a VET Course must obtain a Unique Student Identifier.

A USI can be obtained at <https://www.usi.gov.au/>

Students in Year 10 and VCE are limited to Internal VETiS courses run at Traralgon College

COURSE SELECTIONS

Helping your child select a carefully considered, relevant senior program is one of the most impactful thing a parent can do to support their child be successful over their final years of secondary education.

An extensive course-counselling process takes place during Term 3 to support students and parents to do this including both in-class sessions facilitated by form teachers or program leaders and the events outlined in 'key dates'.

Each current Year 9 and 0 student must attend a course-counselling interview before confirming their selections for Year 11, and course counselling interviews are available and encouraged for students. Students will select their courses using an online form which will be made available by their form teacher, and this must be submitted by Friday the 3th August 2019 (Friday Week 7 of Term 3).

BOOKINGS – COURSE COUNSELLING

Bookings are made online via 'school interviews'. A link will be provided via compass and email to all parents to make bookings.

HOW TO SELECT YOUR SUBJECTS

Web Preferences

At Traralgon College, subjects are selected by students using an online form.

Each student will be emailed a personalised instruction sheet that explains how to access their account to input their subject selections. If any student is not sure how to do this they should contact their TLC/Advisory teacher or Carol Wright in the Careers office (Senior Campus only).

NOTE - students need to access their Traralgon College email as this is where the link to their persoanlised form is sent. Students should see their form group teachers if they require assistance in accessing this account.

www.selectmysubjects.com.au

Application forms (all can be downloaded on Compass)

Early Start VCE

VCAL Application

VET Application

COURSE SELECTION CONFIRMATION

Courses are confirmed in December when students selections, staffing arrangements and other details have been established.

KEY DATES

- **Monday 24 or Thursday 27 June 2019.**
Year 9 students visit Senior Campus for orientation, senior course information and planning, and to sample senior classes. Students are able to view course options and record expressions of interest for early start programs.
- **Thursday 1 August 2019.**
Parent and student course information evening. Open to all students currently enrolled in Year 9,10 or 11. Parents provided with key information about Senior Courses and teachers are available from each learning area to give more detailed information and advice about specific classes and programs.
- **Friday 16th August.**
Half day senior program 'Taster Session'. Year 10 and Year 9 Early Start students attend overview on VCE/ VETVCAL pathway then attend selected 2020 classes.
- **Thursday 22 August.** Parent and student course counselling interviews.
- **Friday 30 August.**
Course selections due via web preferences.

Where to get information

CAREERS ADVICE:

Available from the Careers Office

'WHERE TO NOW' BOOKLET:

Available to everyone as a digital download.

VTAC GUIDE:

Tertiary and TAFE course listings for Victoria

www.vtac.edu.au - go to course link

ENTER INTO TERTIARY COURSES:

VTAC Publication — See the careers advisors

(calculating your ATAR and subject scaling) about this publication.

VCAA WEB SITE:

www.vcaa.vic.edu.au

JOB GUIDE:

Available from Careers Office

Traralgon College Contacts

Year 10 Leader - Owen Henderson

VCE Leader - Paul Crutchley

VCAL Leader - Michael Yarde

VET Coordinator - Michael Yarde

Careers - Carol Wright

Course Counselling bookings - Aden Wyers/Jo Hayes

Online Course Selections - Rebecca Lowe

Course Information Evening

Thursday 1st August - 6pm
Senior Campus Hall



TRARALGON COLLEGE

2020 Application for VCE Early Start

Student Name

Form

If you wish to study Unit 1 and 2 of a VCE subject whilst in Year 10 you should:

- be **highly motivated** to put in a high level of effort.
- be aiming to achieve a high ATAR score and study at university
- have attended Parent Info Night (August 1), Year 11 Taster Sessions (August 9) and Course Counselling Interview (August 22).
- **be recommended for studying VCE and the subject you have selected by your relevant Year 9 subject teacher**
- **be recommended for having the work habits to succeed at VCE by your form teacher**

All Early Start students must attend a course counselling interview to discuss their selections.

All prospective Early Start students must meet with the relevant VCE subject teacher to ensure that they have an accurate idea of what this course is about. They have 3 opportunities to do this:

1. Parent information night August 1
2. Year 11 Taster Session August 9
3. Phone/in person conversation – call Senior Campus to book.

Students will be notified if they have successfully gained a place in the subject they applied for.

I would like to study the following as a Unit 1/2 VCE subject in Year 10 2020

My Reason is

YEAR 9 SUBJECT TEACHER RECOMMENDATION: (initials and sign)

YEAR 9 FORM TEACHER RECOMMENDATION: (initials and sign)

VCE TEACHER SIGNATURE (initials and sign)

STUDENT & PARENT DECLARATION

I understand the expectations and requirements of studying a VCE Unit 1 and/or Unit 2 subject as an early start in 2020

STUDENT SIGNATURE

PARENT/GUARDIAN SIGNATURE

OFFICE USE ONLY

Date Received

Application Approved Yes / No (including all appropriate signatures) Approved by



TRARALGON COLLEGE

2020 VET in Schools Application Form

OFFICE USE ONLY

Received

Accepted

Yes No

COURSE NAME

STUDENT DETAILS

Surname	<input type="text"/>	Date of birth	<input type="text"/>
Name	<input type="text"/>	Year Level	<input type="text"/>
Address	<input type="text"/>		
Number & Street	<input type="text"/>	Postcode	<input type="text"/>
Suburb	<input type="text"/>		
Email address	<input type="text"/>	Mobile	<input type="text"/>
Emergency Contact			
Name	<input type="text"/>	Phone	<input type="text"/>
Relationship	<input type="text"/>		

UNIQUE STUDENT IDENTIFIER (USI)

All students must supply a USI. Please go to www.usi.gov.au to apply.

COMPULSORY – All student must supply their number

MEDICAL INFORMATION

Details of any known medical condition which may affect this student and any current or recent medication or treatment that may be relevant.

COURSE FEES

All VET Course incur a fee of \$200. A deposit of \$50 is required to secure the application and the remainder by the end of the school year

PARENT/GUARDIAN CONSENT

I consent to the above named young person undertaking a VET Course either at an External Provider or at Traralgon College,

Name	<input type="text"/>	Signature	<input type="text"/>	Date	<input type="text"/>
Contact number	<input type="text"/>	Email	<input type="text"/>		

STUDENT DECLARATION

I declare that the information I have provided on this form is true and correct. I hereby agree to abide by the policies, procedures and regulations, available in the 2019 VET Student Handbook and on the reverse of this form

Student Signature	<input type="text"/>	Date	<input type="text"/>
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Application Process and Acceptance

Once the forms are submitted, preferences will be reviewed and enrolments will be processed accordingly. Students may be required to have an interview as part of the review process.

VET subjects have very limited enrolment numbers and acceptance will be based on a number of factors including the student's attitude, teacher recommendations, demonstrated interest in the vocational area and if necessary participation in interview/s. Please note that not all students who apply will be accepted.

Student Expectations

- Commit to this course for the duration on 2020
- Attend all VET sessions and provide a medical certificate to my VET provider and Traralgon College should they be unfit to attend a session
- Complete the VET qualification to the best of their ability
- Attend timetabled VET study lessons and complete the work they have missed due to attending the VET course
- Be responsible for keeping up with my school work and aim for 100% attendance at school

Compulsory Orientation Day

A compulsory Orientation Day for all students starting an external VET subject in 2019 has been scheduled for **Wednesday 13th November 2019**. Each subject will have an Orientation held at the appropriate Training Provider. This has been arranged for students to gain important information and details regarding their VET subject and training provider. More details will be provided closer to the date to accepted students.

Continuing VET Students

Students who have already completed their first year of training must ensure the VET subject is clearly stated on their application form as being second year. Be aware that enrolment into second year is not automatic and student enrolments will be reviewed to consider first year's attendance, attitude and progress/completion of units.

Costs

Due to changes in school funding, from 2014 a charge of \$200 has been required for students undertaking a VET course.

College Council is committed to keeping these costs to a minimum however families should be prepared to contribute to the cost of VET through a VET fee. Families should be aware that some VET courses cost the college as much as \$2500/student and this is the reason we need to consider a fee.

Failure to pay this fee will result in the enrolment being withdrawn. PLEASE NOTE – PAYMENT IS NON REFUNDABLE ONCE COURSES BEGIN

Travel

Students are responsible for organising their own travel to and from VET subjects as well as all associated costs. Students and parents/guardians are encouraged to organise a car pool system for subjects that have an early start time or an inconvenient location.

Students attending a VET subject at a training provider located outside of Traralgon may be eligible to apply for a VET Conveyance Allowance. Forms and additional information will be distributed on enrolment.

Students are not permitted under any circumstances to transport other students in private cars in connection with any school program or function whether held during normal school hours or at other times. This Department of Education prohibition includes the travel to and from VET subjects.

Attendance

Attendance at all scheduled VET classes is compulsory. Absence due to illness should be reported to both Traralgon College and the training provider as soon as possible before or on the day of absence and should be verified with a medical certificate. Attendance reports are sent to Traralgon College weekly and are monitored accordingly.

Due to timetabling constraints, some students will miss Year 10 or VCE classes because they are attending a VET subject. It is the student's responsibility to contact their teacher(s) to collect work that should be completed in the compulsory scheduled Catch Up classes.

VET Subjects with a Study Score

The some VCE VET subjects are accredited with the VCAA and contribute to a student ATAR score and give credit of a full VCE subject. These are all 2 year courses. For further information on Scored Assessment, students should speak to the VET Coordinator.

Structured Workplace Learning

Students may be required to undertake structured workplace learning (work placement) in order to complete the requirements of their VET subject. This work placement is undertaken with an employer and is organised by the student or training provider depending on the subject. Students are expected to integrate their work placement and VCE / VCAL studies. Due to some timetabling constraints and industry pressures, there may be a need for students to undertake some of their work placement during the school holidays. Work placement will be discussed at the Orientation Day.

Important Information

VET subjects will only be delivered to Traralgon College students in 2020 if student numbers are viable and appropriate agreements are in place between Traralgon College, the Latrobe VET Cluster and relevant Registered Training Organisations.

If students are interested in any other industry that is not listed in the handbook, they are encouraged to contact the VET Coordinator throughout the course conversation period to register their interest. Other VET subjects may be offered if available and approved by Traralgon College.

Contacts & Further Information

If you require more information, check out the VCAA published Overview of VET in the VCE and VCAL that can be downloaded at <http://www.vcaa.vic.edu.au/vet/index.html>.

If you have specific questions regarding the VET subjects offered through Traralgon College contact **Rebecca Lowe** at the Senior Campus on 5176 2240.

Initial Expression of Interest

VCAL 2020



Please note: Places in VCAL at Traralgon College are limited. You are encouraged to explore all options to continue your education. VCAL has two intakes points. Start of Term1 ad start of Term 3

Your Name: _____ 2019 Homegroup: _____

Home Phone: _____ Mobile: _____

What are your goals for once you have finished your schooling?
E.g. Apprenticeship in Automotive, TAFE course, University, work in a particular industry

Do you currently have a part-time/casual job?: YES / NO

If yes, please provide details of the type of work and name of employer.

Provide details of any other relevant work experience, including Year 10 Work Experience.

Provide details of any community, sporting, or recreational activities you participate in.
E.g. volunteer work, football/basketball, scouts/guides, drama/dancing, cadets, etc

Provide details of school-based activities you have been involved in.
E.g. Peer support, Student Leadership, SRC, Sporting Teams, Production, Camps, etc

How many Yr 10 subjects have you passed, so far this year? Please list below:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Describe how you function in unfamiliar situations, or how confidently you communicate with people you do not know well. Provide an example, if you can think of one.

In any subject, what was your favourite assessment task that you completed? Why?

Explain why you want to enrol in VCAL at Traralgon College next year.
You may like to refer to your career goals or learning style in your answer.

Which Business class would you like to be a part of (Please number your 1st and 2nd Preferences)

Product Design (wood)	Product Design (metal)
Small Engine Repair	General Business

If you are successful in your application, would you like to start a School Based Apprenticeship or TAFE? *(Please circle your preference)*

School Based Apprenticeship	TAFE
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In which area would you like to do your VET (TAFE)? Please complete a VET application. *(Not applicable for mid year intake)*

Student Name: _____

Student Signature: _____ Date: _____

Parent Declaration: I support my child's 'Expression of Interest' in VCAL for 2019.

Parent Name: _____ Parent Signature: _____

Contact No: _____ Mobile No: _____

Parent Comments: _____

_____ Date: _____

To be submitted to the Senior Campus Front Office