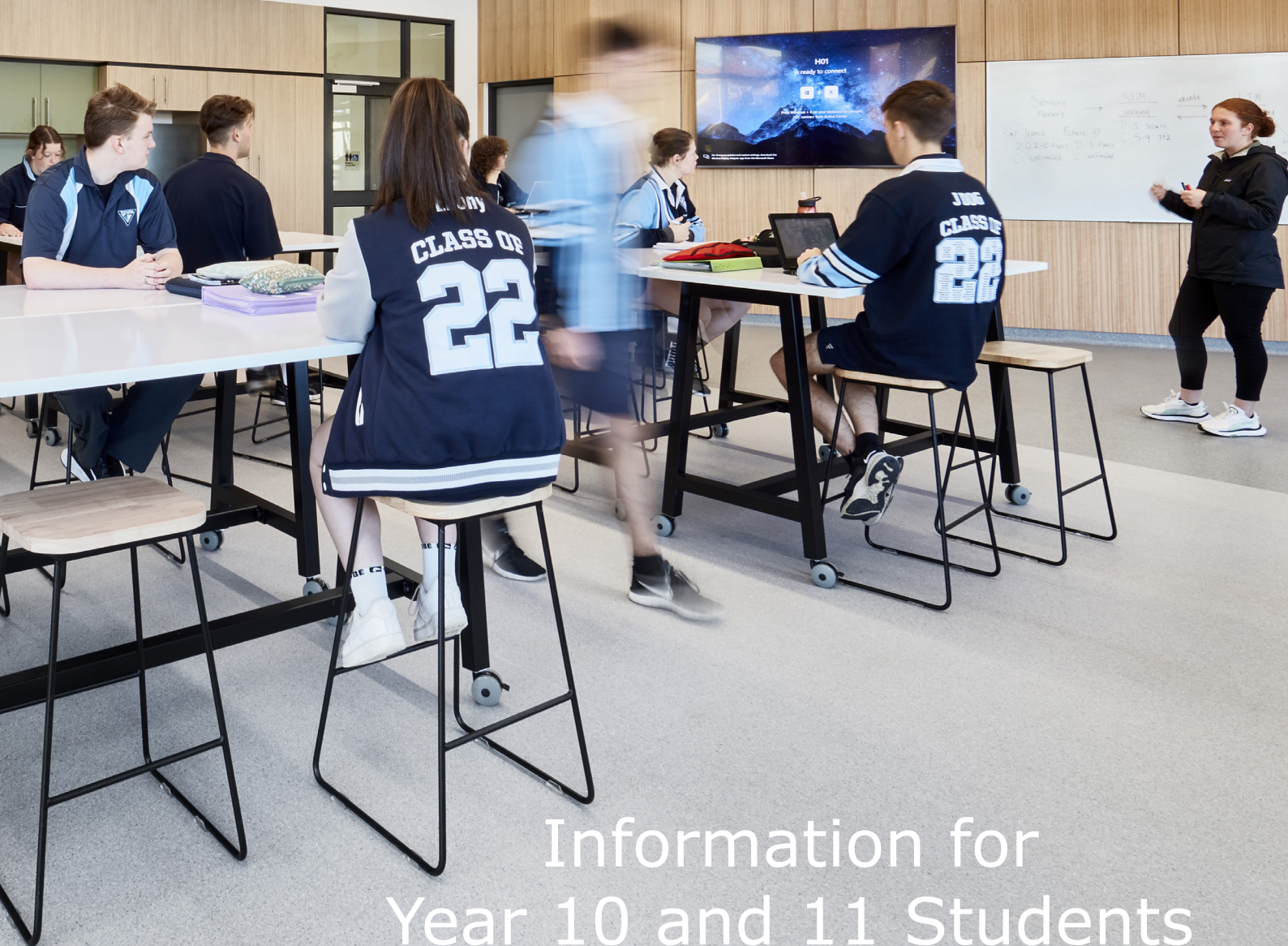


2023 Senior Course Handbook



Information for
Year 10 and 11 Students



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

RESPECT
RESPONSIBILITY
RESILIENCE

Senior School Welcome

Traralgon College Grey Street Campus is a vibrant and stimulating learning environment for students in Years 9 to 12. Our teachers are committed professionals. Dedicated to delivering meaningful learning opportunities for all students.

We offer a rich senior program catering to the diversity and needs of all in a facility that is second to none in terms of providing an environment that supports and promotes excellence. Our senior course offerings include an extensive choice of VCE subjects, VCE Vocational Major Program focussed on applied learning, VET in schools delivered onsite and through external providers and the Victorian Pathways Certificate. Our students are encouraged to select a senior learning program that will provide challenge and empower them to reach their academic potential.

Russel Praetz
Grey Street Campus Principal

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SENIOR SCHOOL PATHWAYS

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.edu.au can be a good way to start.

WHAT ARE THE SENIOR SCHOOL PATHWAYS?

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

- Victorian Certificate of Education (VCE) or
- Victorian Certificate of Education: Vocational Major (VCE VM)

There are also Vocational Education and Training (VET) studies including Australian School Based Apprenticeship (ASBAs).

VCE OR VCE VM

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

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

VCE: Victorian Certificate of Education

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.

VCE: Vocational Major

The VCE Vocational Major (VM) is a new vocational and applied learning program within the VCE.

The VCE Vocational Major will prepare you to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce.

VPC: Victorian Pathways Certificate

The VPC is designed to engage students through applied learning and provides flexibility to meet individual learning needs. The VPC curriculum develops the skills, knowledge, values and capabilities that enable students to make informed choices about pathways into further education, training and/or employment.

The VPC is designed for students in Years 11 and 12 who would benefit from an individualised program at a more accessible level than a VCE. It has a flexible duration depending on a student's individual education plan and the delivery setting. The VPC may be completed in a variable timeframe, with a minimum of 12 months. Students can enter the VPC at a time of year that best suits their learning needs, abilities and interests.

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. VET can be taken within the VCE and is compulsory in VCE VM Certificate.

Headstart

Headstart is a new Apprenticeship and Traineeship pathway that combines completing a VCE certificate over 3 years with paid employment in a relevant industry. Headstart is available to all students in Year 10-12.

Traralgon College offers a high quality VCE program with high expectations for all students. Success at VCE requires dedication and commitment. 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 22 units taken over a 2-year period. Some students plan their VCE over a longer period such as 3 years.

The units students select to form their program 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.

Most students will undertake between 18-22 units over the two years.

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.

VCE is a program that provides:

- Specific Subject Areas
- Academic Challenge
- Structured Learning Environment

VCE Pathways lead to:

- Tertiary studies - University and TAFE
- Apprenticeships
- Full Time Employment

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

VCE VOCATIONAL MAJOR OVERVIEW

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

What is the VCE Vocational Major (VM)?

The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. It is four new subjects that have been added to the VCE that will make up the core of your program. It takes what is called an 'Applied Learning approach'. Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

The VCE Vocational Major is a two year program over Year 11 and 12. Only students who enrol in the full program can choose these new VCE VM studies.

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities.

There are no external examinations for the VCE VM studies and therefore students do not receive a study score, and are not eligible to receive an ATAR.

How is the VCE VM structured?

The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway.

The subjects are VCE VM Work Related Skills, and VCE VM Personal Development Skills, Structured Workplace learning and 180 hours of VET at Certificate II level or above.

Each subject has four units and each unit has a set of outcomes which are assessed through a range of learning activities and tasks.

Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

Can VCE subjects go with VCE VM subjects?

Yes. Students may access and gain credit for any VCE subject in addition to the mandatory requirements of the VCE VM.

Can I participate in Structured Workplace Learning (SWL) or a School based apprenticeship or Traineeship (SBAT) as a part of the VCE VM?

Yes, SWL or an SBAT can be included in the VCE VM. Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.

Requirements for Satisfactory Completion of the VCE: Vocational Major

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

Most students will undertake between 16-20 units over the two years.

Students in the VCE: Vocational Major are required to complete a VET Course

VCE: Vocational Major is a program for:

- self directed, creative and innovative 21st Century learners

VCE: Vocational Major Pathways include:

- Apprenticeships
- Full Time Employment
- Further Education in TAFE and University

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

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 VET program.

Courses running at Traralgon College

- Automotive
- Building & Construction (Carpentry)
- Hospitality
- Information Technology
- Music
- Outdoor Recreation

These courses will be delivered at Traralgon College with a partnership with external agencies.

Please see the VET Course Guide later in this handbook for more information

Courses at External Providers

- Aeroskills
- Allied Health
- Animal Studies
- Bricklaying
- Business
- Civil Construction
- Community Service
- Dance
- Early Childhood Education
- Electrotechnology
- Engineering
- Horticulture
- Integrated Technologies
- Painting & Decorating
- Plumbing
- Salon Assistant
- Screen & Media
- Racing (Stablehand)
- Retail Cosmetics
- Visual Arts (Photography)
- Work Skills

For more information about these courses, download a copy of the VET Course Handbook.

USI: Unique Student Identifier

All students doing a nationally recognised training need to have a Unique Student Identifier (USI). This includes students doing Vocational Education Training (VET) at school (VET for secondary students). If students don't have a USI they will not receive their qualification or statement of attainment. In order to apply students must go to: <https://www.usi.gov.au/students/create-your-usi> Students will create an account and this will generate a 10 digit code. STUDENTS MUST SUBMIT THIS CODE WITH THEIR APPLICATION

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

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 downloaded from Compass.

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 are required to attend a compulsory Orientation Day in November. Details will be provided to accepted students closer to the date.

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 VCE:VM 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 VCE:VM and the recognition for completion or near completion of their Apprenticeship or Traineeship.

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.

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 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.

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

Head Start Qualifications

Our program supports 36 Certificate III Qualifications such as Early Child Care and Education, Carpentry, Civil Construction, Automotive, Business, Plumbing, Horticulture and many more.

(To obtain a full list, please speak to our Head Start Coordinator)

For further information, call Amanda McMahon, Head Start Coordinator Inner Gippsland on 0428 197 919 or email amanda.mcmahon3@education.vic.gov.au



/HEADSTART

APPRENTICESHIPS AND TRAINEESHIPS

Learning Domain	Subject
ALL	Advisory
ENGLISH	English
	English Language
	Literature
MATHEMATICS	Foundation Maths
	General Maths
	Mathematical Methods
	Specialist Maths
HUMANITIES	Australian & Global Politics (Year 11)
	Australian Politics (Year 12)
	Global Politics (Year 12)
	Classical Studies
	History
	Sociology
	Business Management
	Legal Studies
HEALTH & PHYSICAL EDUCATION	Health & Human Development
	Physical Education
	Outdoor & Environmental Studies
SCIENCE	Biology
	Chemistry
	Environmental Science
	Physics
	Psychology
ART	Drama
	Theatre Studies
	Music (Year 11)
	Music Inquiry (Year 12)
	Music Contemporary Performance (Year 12)
	Art Making & Exhibiting
	Media
TECHNOLOGY	Applied Computing
	Food Studies
	Product Design & Technology
VOCATIONAL MAJOR	Literacy
	Numeracy
	Work Related Skills
	Personal Development Skills
	Structured Workplace Learning

Advisory

Advisory is a sequentially designed program to respond to the personal, social, and learning needs of students, and the issues they face as they progress through each year level at Traralgon College.

Using our School Wide Positive Behaviour Support principles, students are given the opportunity to develop their skills as both citizens and learners by building a learning and wellbeing network within their class and year level.

Regular opportunities to reflect on Progress Reports and learning goals are embedded into Advisory at all year levels, to encourage the students to become adaptable, confident learners. Respectful Relationship education is a core component of Advisory lessons.

The curriculum is targeted at each year level taking into consideration the students social and emotional needs as they navigate their teenage years. Advisory also provides the opportunity for students to come together as a cohort to participate in workshops, guest speaker presentations and assemblies targeted to their cohort's need. Progress Reports are used to track student effort, learning behaviour, completion of work and personal organisation throughout the year. This subject is not reported on in Semester Reports.

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)
- students compare the presentation of ideas, issues and themes in texts. (Unit 2)
- They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. (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 is a wonderful choice for students who are interested in exploring further study or vocational pathways.

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 would 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.

**For VCE VM Literacy
please see the
description in the
VCE Vocational Major
section**

**For VPC Literacy
please see the
Victorian Pathways
Certificate section**

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 respond critically, creatively, and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience (Unit 1)
- How the views and values that readers hold may influence the reading of a text (Unit 1)
- They explore the ways literary texts connect with each other and with the world. (Unit 2)
- They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. (Unit 2)
- How to analyse the similarities and differences across texts and establish connections between them. (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 well suited to students who already enjoy English and are looking to extend themselves in Year 11 and Year 12.

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 student's 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 three recommendations for their senior mathematics program: Specialist Maths/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.

For VCE VM Numeracy please see the description in the VCE Vocational Major section

For VPC Numeracy please see the Victorian Pathways Certificate section



Calculators

The following calculator is a requirement for VCE General Mathematics, Mathematical Methods and Specialist Mathematics:

TI-nspire CX II CAS Calculator (approx. \$240 new) OR TI-nspire CX CAS

Foundation Maths

In Foundation Mathematics students will learn to solve problems encountered in everyday life at home, in the community, at work and in study.

In Foundation Mathematics students learn about:

- Algebra, number, and structure
- Data analysis, probability, and statistics
- Financial and consumer mathematics
- Space and measurement
- Mathematical investigation

During this course, students will undertake a range of activities to enhance their understanding of the topics covered. Students will use skills and knowledge to undertake a mathematical investigation. They will investigate, analyse and communicate their findings to demonstrate their understanding of the concepts covered in this course.

In Foundation Mathematics, students are expected to complete a range of learning tasks to assist their knowledge and skills and be able to demonstrate their learning in a variety of ways.

All assessments at Units 1 and 2 are school based. The assessment for Units 3 and 4 will be determined by a combination of School-assessed Coursework and an External assessment. The school-assessed Coursework will contribute 60 percent and the examination will contribute 40 percent of the study score.

General Mathematics

General Mathematics aims at providing students with mathematical knowledge and skills that will prepare them for general employment, business or further study. The areas of study for General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number, and structure', 'Functions, relations, and graphs' and 'Discrete mathematics'.

In General Mathematics students will learn about the following:

Year 11

- Data analysis, probability, and statistics
- Discrete mathematics
- Functions, relations, and graphs
- Space and measurement
- Mathematical Investigation

Year 12

- Data analysis, probability, and statistics
- Finance and recursion
- Matrices
- Networks and decision mathematics

During this course, students will undertake a range of activities to enhance their understanding of the topics covered. Students will use skills and knowledge gained to undertake a mathematical investigation. They will investigate, analyse, and communicate their findings to demonstrate their understanding of the concepts covered in this course.

In General Mathematics, students are expected to complete assigned learning tasks to assist their knowledge and skills and be able to demonstrate their learning in a variety of ways.

Mathematical Methods

Students will be expected to have successfully completed Mathematical Methods in Year 10 to enrol in this course.

In Mathematical Methods, students will learn about elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. This course will prepare students for further study in science, technology, engineering, economics, and medicine.

To achieve this, they will learn about a range of skills and knowledge to help them develop their ability to solve problems and use this to identify, analyse, evaluate the solve more complex problems through the following topics:

- Functions, relations, and graphs
- Algebra, number, and structure
- Calculus
- Data analysis, probability, and statistics
- Mathematical investigation

During the course, students will complete different activities to build on their knowledge and skills. Students will need to be able to apply their knowledge to a range of situations to be able to solve problems with and without technology. Students will complete a Mathematical Investigation where they will need to formulate hypotheses, analyse the scenario in relation to the mathematical concepts and communicate their findings.

In Mathematical Methods, students are expected to complete assigned learning tasks to assist their knowledge and skills and be able to demonstrate their learning in a variety of ways.

Specialist Mathematics

Students need to have successfully completed Mathematical Methods in Year 10 prior to undertaking Specialist Mathematics.

In Specialist Mathematics students will learn about rational and other quotient functions, along with advanced mathematical topics of logic and proof, complex numbers, vectors, differential equations, kinematics, and statistical inference. This course will prepare students for advanced studies in mathematics and other STEM fields.

Students will learn a range of concepts including

- Discrete Mathematics
- Functions, relations, and graphs
- Algebra, number, and structure
- Calculus
- Space and Measurement
- Data analysis, probability, and statistics

During the course, students will complete different activities to build on their knowledge and skills. Students will need to be able to apply their knowledge to a range of situations to solve problems with and without technology. Students will complete a Mathematical Investigation where they will need to formulate hypotheses, analyse the scenario in relation to the mathematical concepts and communicate their findings.

In Specialist Mathematics, students are expected to complete assigned learning tasks to assist their knowledge and skills and be able to demonstrate their learning in a variety of ways.

Specialist Mathematics must be taken in combination with Mathematical Methods.

Art Making & Exhibiting

VCE Art Making and Exhibiting introduces students to the methods used to make artworks and how artworks are presented and exhibited. Students will learn about the materials, techniques and processes used in a range of art forms. Students will develop an understanding of how exhibitions are planned and designed and how spaces are organised for exhibitions. They will also investigate the roles associated with the planning of exhibitions and how artworks are selected and displayed in specific spaces.

To achieve this, students will:

Year 11

- Explore, Expand and Investigate
- Understand, Develop and Resolve

Year 12

- Collect, Extend and Connect
- Consolidate, Present and Conserve

Students will explore the different ways artists use materials, techniques and processes and they will investigate how artists use art elements and art principles to develop aesthetic qualities and style in an artwork. Students will engage in art galleries in exhibitions, beginning to understand the roles and design processes involved in organising exhibitions.

Assessments for VCE Art Making and Exhibiting include:

Case Studies, Visual Arts Journals, Researching and planning a proposed exhibition of other artists work, Completing and Exhibiting own Artwork, External Exam.



NOTE:

ART & MEDIA

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

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, and the development of planning folios.

VCE PERFORMANCE ART

Drama

In VCE Drama, students will learn about the creation and performance of characters and stories that communicate ideas, meaning and messages.

To achieve this, students will study:

Year 11

- Introducing performance styles
- Australian identity

Year 12

- Devised ensemble performance
- Devised solo performance

In this class students will use creative processes, a range of stimulus material and play-making techniques to develop and present devised works. They will work together to construct performances drawing on a range of performance styles relevant to practices of ritual and storytelling, contemporary drama practice and the work of significant drama practitioners.

Assessments in Drama include journals, performances, presentations, questions, essays, and an exam.

Please note that although we highly recommend undertaking both Unit 1 and 2 at Year 11 there are no prerequisite studies for Year 12 Drama.

VCE Theatre Studies

In VCE Theatre Studies students interpret scripts from the pre-modern era to the present day and produce theatre for audiences.

To achieve this, students will study:
Year 11

- Pre-modern theatre styles and conventions
- Modern theatre styles and conventions

Year 12

- Producing theatre
- Presenting an interpretation

In this class students will work individually and collaboratively in various production roles to interpret scripts creatively and imaginatively, and to plan, develop and present productions. Students study the contexts of these scripts, as well as their language. They experiment with different possibilities for interpreting scripts and apply ideas and concepts in performance to an audience.

Assessments in Theatre Studies include presentations, journals, and exams.

Please note that although we highly recommend undertaking both Unit 1 and 2 at Year 11 there are no prerequisite studies for Year 12 Theatre Studies.

VCE Music Units 1 and 2 (Year 11)

In VCE Music Units 1 and 2 students will learn through active engagement in the organisation and effects of music. Students develop and refine musicianship skills and knowledge and develop a critical awareness of their relationship with music as listeners, performers, creators, and music makers.

To achieve this, students will study:

Organisation in Music

Effect in Music

In this class students will explore and develop their understanding of how music is organised and focus on the way music can be used to create an intended effect. By performing, analysing, and responding to music works/ examples that create different effects, students explore and develop their understanding of the possibilities of how effect can be created.

Assessments in Music Units 1 & 2 include:

A performance of at least two works (including at least one ensemble/ group work), a discussion of the challenges presented by these works, a response task focussing on aural, written, and practical tasks and composition exercises or improvisations accompanying a discussion that demonstrates an understanding of the organisation of music.



Music Contemporary Performance (Year 12)

In VCE Music Contemporary Performance Units 3 and 4 students will work towards building a performance program they will present at their end-of-year examination in line with their Statement of Intent. During this process they will learn to analyse interpretations in a wide range of recorded music, responding to and analysing music elements, concepts, compositional devices, and music language. They will refine selected strategies to optimise their own approach to performance.

To achieve this, students will study:

- Music Contemporary Performance

In this class students will develop the skills necessary to perform to an audience in a variety of settings. They will continue to study other performers' approaches and interpretations and will further develop strategies to address technical expressive and stylistic challenges relevant to their performance program. Students will listen to and respond to a range of contemporary styles and continue to study music language concepts that relate to contemporary music.

Assessments in Music Contemporary Performance include written, and practical oral tasks, demonstrations, externally assessed tasks and end of year (aural and written) exam. The externally assessed task contributes 50% to the final study score. The end of year exam contributes 20% to the final study score.

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.

VCE Music Inquiry (Year 12)

In VCE Music Inquiry units 3 & 4 students will learn about performing, composing/arranging, and investigating music through music making, analysing, and responding in relation to their interests.

To achieve this, students will study:

- Influence in Music
- Music Inquiry Project

In this class students will perform and compose/arrange music to demonstrate musical influences of an existing style and/or performer in relation to their own works and the works of others. They will develop aural skills by responding to music from a range of sources across time and place, comparing their music characteristics. They analyse music works and/or styles and explore how they have influenced subsequent music makers, including students' own works.

Assessments in Music Inquiry include performances, written tasks, an investigation, externally assessed tasks and an end of year exam. The externally assessed task contributes 50% to the final study score. The end of year exam contributes 15% to the final study score.

There are no prerequisites for entry to Units 1, 2 and 3. Students must undertake Unit 3 and Unit 4 as a sequence.



Australian & Global Politics (Year 11)

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

To achieve this, they will learn about:

- Ideas, Actors and Power
- Global Connections

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.

In Australian & Global Politics, students are required to complete assessment tasks which may include: presentations, case studies, essays & questions.

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.

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.

To achieve this, they will learn about:

- Evaluating Australian Democracy
- Australian Public Policy

In this class, students will evaluate the strengths and weaknesses of the Australian political system. They will explore the significant values and principles of democracy and how the Australian political system reflects these.

In Australian Politics, students are required to complete assessment tasks which may include: presentations, case studies, essays, & questions.

VCE Australian 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.

Business Management

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

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

During this course, students will also develop the ability to analyse contemporary case studies that give the students a chance to apply their skills and knowledge to real life situations.

The subject also aims to develop the students writing ability, as the final exam is marked globally, which means that a component of the subject ranking criteria is how well they can convey their ideas, whilst addressing the task word and topic.

To achieve this, students will learn about:

Year 11

- Planning a business
- Establishing a business

Year 12

- Managing a business
- Transforming a business

In Business Management students are expected to complete learning tasks and exam style tests similar to the final VCE exam

Classical Studies

In VCE Classical Studies, students read and study works that have captivated and inspired generations. These works teach students about love and devotion, anger and betrayal, fate and freedom. In doing so students gain a deeper understanding of humanity and an appreciation for influential works. To achieve this, they will learn about:

Year 11

- Mythical Worlds
- Classical Worlds

Year 12

- Classical Works

During the course students will question, what is a hero? What is beauty? What makes a leader? What is the nature of war? They will encounter people both like and unlike themselves in the myths, codes and history of previous civilisations. They will investigate classical works creating rich opportunities to learn about the past and to gain a clearer understanding of the present world.

Global Politics (Year 12)

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

To achieve this, they will learn about:

- Global Actors
- Global Challenges

In this class, students will investigate a specific state in the Asia-Pacific region, gaining an understanding of the factors that shape its national interest, how it pursues its goal, and evaluate how effective these methods are.

In Global Politics, students are required to complete assessment tasks which may include: presentations, case studies, essays & questions.

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.

History

In History, students will learn to understand themselves, others and their world, developing social, political, economic and cultural understanding. To achieve this, they will learn about:

Year 11 – Bridging the Gap

- Modern History 1900-1939
- The British Empire 1400-1775

Year 12 – Australian History

- Power & Resistance 1788-1998
- War & upheaval 1909-1992

Our VCE History course is designed to allow students to build on the learning they have completed under the Victorian Curriculum years 9-10.

During the Year 11 course students complete Unit 1, building on the knowledge they gained in Year 10 by exploring the Inter-war years in greater detail and with a more global perspective. In Unit 2 students begin to prepare for Year 12 Australian History by developing their knowledge of imperial colonisation, focusing on the British Empire.

During the Year 12 course students explore four periods of time which span some of the transformative events and processes that developed and changed the nature of Australian society and created modern Australia.

In History, students are required to complete assessment tasks including: a research piece; a source analysis; an analysis of historical interpretations; an essay & exams.

Please note that although we recommend undertaking both Unit 1 and 2 at Year 11 there are no prerequisite studies for Year 12 Australian History.

Legal Studies

In VCE Legal Studies, students will learn about the rights and responsibilities of Australians. Students will develop an understanding of the criminal and civil justice systems, in addition to the broader elements of the Australian legal system including the Constitution, the Parliaments and the Courts.

To achieve this, students learn about:

Year 11

- Guilt and Liability
- Sanctions, Remedies and Rights

Year 12

- Rights and Justice
- The People and the Law

During this course, students will examine legislation and case law, research recent cases and develop skills in critiquing the justice system with reference to the principles of justice: access, fairness and equality.

In Legal Studies, students are expected to complete learning tasks and exam style tests similar to the final VCE exam.

Sociology

In VCE Sociology, students will learn about human behaviour and social interaction to understand how societies are organised, develop and change.

To achieve this, students will learn about:

Year 11

- Youth and family
- Social norms – breaking the code

Year 12

- Culture and ethnicity
- Communities, social movements and social change

During the course the students will develop an understanding of the nature and purpose of sociological inquiry; apply key concepts and theories; conduct comparisons between social experiences; and analyse and evaluate social structures and social awareness.

In Sociology, students are expected to complete all set tasks, including primary and secondary research, written reports, representation analyses and investigations into social experiences and topic tests in line with the end of year exam.

Please note that although we recommend undertaking both Unit 1 and 2 at Year 11 there are no prerequisite studies for Year 12 Sociology.



VCE HEALTH & PHYSICAL EDUCATION

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. Participation in these is expected.



Biology

The study of Biology explores the diversity of life as it has evolved and changed over time and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism and examines how life forms maintain and ensure their continuity. Students study contemporary research, models, and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

VCE Biology is explored through the following questions:

Year 11

- How do organisms regulate their functions?
- How does inheritance impact on diversity?

Year 12

- How do cells maintain life?
- How does life change and respond to challenges?

Practical work is a central component of learning and assessment in VCE Biology and may include activities such as laboratory experiments, fieldwork, simulations, modelling, and other direct experiences as described in the scientific investigations. Students will complete practical activities, write reports, participate in field trips and excursions, complete classroom tasks and undertake planned investigations.

Chemistry

The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

VCE Chemistry enables students to investigate a range of chemical, biochemical and geophysical phenomena through the exploration of the nature of chemicals and chemical processes. Sustainability principles, concepts and goals are used to consider how useful materials for society may be produced with the least possible adverse effects on human health and the environment.

VCE Chemistry is explored through the following questions:

Year 11

- How can the diversity of materials be explained?
- How do chemical reactions shape the natural world?

Year 12

- How can design and innovation help to optimise chemical processes?
- How are carbon-based compounds designed for purpose?

Practical work is a central component of learning and assessment in VCE Chemistry and may include activities such as laboratory experiments, fieldwork, simulations, modelling, and other direct experiences as described in the scientific investigations. Students will complete practical activities, 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 change over time and the extent to which humans have impacted on those environmental systems. 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, climate change food and water security.

VCE Environmental Science is explored through the following questions

Year 11

- How are Earth's dynamic systems interconnected to support life?
- What affects Earth's capacity to sustain life?

Year 12

- How can biodiversity and development be sustained?
- How can climate change and the impacts of human energy use be managed?

Practical work is a central component of learning and assessment in VCE Environmental Science and may include activities such as laboratory experiments, fieldwork, simulations, modelling, and other direct experiences as described in the scientific investigations. Students will complete practical activities write reports, participate in field trips and excursions, complete classroom tasks and complete student planned investigations.

Physics

The study of VCE Physics involves investigating, understanding, and explaining the behaviour of physical phenomena in the Universe. Models, including mathematical models, are used to explore, simplify, and predict how physical systems behave at varying scales from the very small (quantum and particle physics) through to the very large (astronomy and cosmology). Beginning with classical ideas and considering their limitations, and then being introduced to more modern explanations of the world, provides a novel lens through which students experience the world around them, drawing on their natural curiosity and wonder.

Conceptual understanding is developed as students study topics including light, atomic physics, radiation, thermal physics, electricity, fields, mechanics, quantum physics and the nature of energy and matter. Students are given agency through a choice of options and in designing and undertaking their own investigations.

VCE Physics is explored through the following questions:

Year 11

- How is energy useful to society?
- How does physics help us to understand the world?

Year 12

- How do fields explain motion and electricity?
- How have creative ideas and investigation revolutionised thinking in physics?

Practical work is a central component of learning and assessment in VCE Physics and may include activities such as laboratory experiments, fieldwork, simulations, modelling, and other direct experiences as described in the scientific investigations. Students will complete practical activities write reports, participate in field trips and excursions, complete classroom tasks and complete student planned investigations.



Psychology

Psychology is a multifaceted discipline that seeks to describe, explain, understand, and predict human behaviour and mental processes. It includes many sub-fields of study that explore and seek to better understand how individuals, groups, communities, and societies think, feel and act.

VCE Psychology applies a biopsychosocial approach to the systematic study of mental processes and behaviour. Within this approach, different perspectives, models, and theories are considered. Each of these has strengths and weaknesses yet considered together they allow students to develop their understanding of human behaviour and mental processes and the interrelated nature of biological, psychological, and social factors. The biopsychosocial approach can be applied to understand a variety of mental processes and behaviours.

VCE Psychology is explored through the following questions:

Year 11

- How are behaviour and mental processes shaped?
- How do internal and external factors influence behaviour and mental processes?

Year 12

- How does experience affect behaviour and mental processes?
- How is mental wellbeing supported and maintained?

Practical work is a central component of learning and assessment in VCE Psychology and may include activities such as laboratory experiments, fieldwork, simulations, modelling, and other direct experiences as described in the scientific investigations. Students will complete practical activities write reports, participate in field trips and excursions, complete classroom tasks and complete student planned investigations.

Applied Computing

In VCE Applied Computing students will learn about how individuals and organisations use digital technologies to meet a range of purposes. Students will apply a range of knowledge and skills to create solutions for clients in a way that mimics employment and innovation in the IT industry.

To achieve this, students will learn:

- Year 11 provides a taste of all aspects of applied computing.
- Year 12 students can follow either the Software Development or Data Analysis pathway.

As part of this, they will learn about:

- Networks and network security
- Programming and app development.
- Data analysis and visualisations.
- Problem Solving and project planning.
- Innovation and product development.

In this class, students will use programming techniques to produce an application to meet a client's needs and develop data visualisations following a client's designs. They will produce an innovative project by utilising problem-solving methodology along with their choice of hardware and software from areas such as 3D printing, laser cutting, graphic design and web or game development. They will also design a network plan and assess security threats for a domestic client.



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.

To achieve this, students will:

Year 11

- Food Origins: Food around the world & Food in Australia
- Food Makers: Australia's food systems & Food in the home

Year 12

- Food in Daily life: The science of food & Food choices, health, and wellbeing
- Food issues, challenges, and futures: Navigating food information and Environment and Ethics

Students will 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.

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.

NOTE

APPLIED COMPUTING & 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.

VOCATIONAL MAJOR

VM Literacy

VCE Vocational Major Literacy focuses on the development of the knowledge and skills required to be literate in Australia today. The key knowledge and key skills encompass a student's ability to interpret and create texts that have purpose, and are accurate and effective, with confidence and fluency.

To achieve this, they will learn:

- structures and features of a range of different text types such as narrative, informative, persuasive, instructional, letters, media articles and releases, film, email, digital messaging and workplace reports
- ways in which purpose, context and audience influence the structure and language of different text types
- the way visual and auditory cues, language and other strategies are used to create meaning
- plagiarism and its ramifications
- the uses of paraphrasing, note taking and summarising
- the process of planning, drafting, revising, editing and proofreading both handwritten and digital texts
- the conventions of literacy, including punctuation, sentence structure, paragraphing and spelling.

In the class students will write in personal, narrative, persuasive and informative writing styles. Present role plays and oral presentations around topics and issues, respond to both long and short form texts.

Literacy Vocational Major is a good pick for students who may require a more vocationally orientated approach to English or may be aiming to directly enter the workforce upon completing their senior secondary studies. It may also be suited to students who need additional time and assistance to strengthen and refine their literacy skills to support their study in VCE English and English as an Additional Language (EAL), VCE Literature, or VCE English Language Units 1– 4 and in other VCE studies.

VM Numeracy

VCE Vocational Major Numeracy focuses on enabling students to develop and enhance their numeracy skills to make sense of their personal, public and vocational lives. Students develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

This study enables students to:

- develop and enhance their numeracy practices to help them make sense of their personal, public and vocational lives
- develop mathematical skills with consideration of their local, national and global environments and contexts, and an awareness and use of appropriate technologies.

In an integrated, flexible program students will still need to meet the individual outcomes, including key knowledge and key skills, for each of the units of study. Teachers should keep clear documentation of the student's achievement of the individual outcomes within any integrated teaching and learning program.

This study allows students to explore the underpinning mathematical knowledge of number and quantity, measurement, shape, dimensions and directions, data and chance, the understanding and use of systems and processes, and mathematical relationships and thinking. This mathematical knowledge is then applied to tasks which are part of the students' daily routines and practices, but also extends to applications outside the immediate personal environment, such as the workplace and community.

The contexts are the starting point and the focus, and are framed in terms of personal, financial, civic, health, recreational and vocational classifications. These numeracies are developed using a problem-solving cycle with four components: formulating; acting on and using mathematics; evaluating and reflecting; and communicating and reporting.

VET Subject

VCE Vocational Major students are required to undertake a VET Course. These courses contribute towards the certificate. Students in Year 11 & 12 are able to select from any VET Course on offer including at various external TAFE campuses.

Please see the following section on VET for more information regarding these courses.

Structured Workplace Learning

In Structured Workplace Learning, students will undertake a structured work placement allowing them to understand their strengths and career opportunities.

As part of this, students will learn about workplace safety and complete a minimum of 80 hours of work placement and five other units of competency of the student's choice.

VCE VM: Work Related Skills (Year 12)

In Work Related Skills Unit 3-4, students will learn about Industrial relations, workplace environment and practice as well as workplace responsibilities and rights

As part of this, students will learn how to maintain positive working relationships with colleagues and employers, understanding the characteristics of a positive workplace culture and its relationship to business success. They will investigate key areas relating to workplace relations including methods for determining pay and conditions, workplace bullying, workplace discrimination, workplace harassment and dispute resolution. Students will discover how teamwork and communication skills contribute to healthy, collegiate, and productive workplaces.

In this class, students will use case studies and presentations to be able to demonstrate their understanding of workplace relations and communication matters.

VCE VM: Work Related Skills (Year 11)

In Work Related Skills Unit 1-2, students will learn about Careers and learning for the future as well as workplace skills and capabilities.

As part of this, they will identify and discuss likely employment growth areas using credible data and apply findings to develop strategies to improve future career prospects. Students will be able to forecast potential employment possibilities and evaluate several education pathways that would support the acquisition of skills and knowledge required for a selected industry growth area. Students should be able to identify and evaluate individual aptitudes and interests as they relate to broad industry groups, and identify evidence of personal core skills, attributes and capabilities required by an industry of choice. Students will be able to demonstrate knowledge of the recruitment and interview process, and of the essential and technical skills required by broader industry groups.

In this class, students will participate in activities that prepare them for future employment, such as a skills audit, writing a cover letter and resume and mock interviews.

VCE VM: Personal Development Skills (Year 11)

In Personal Development Skills Units 1-2, students will learn about Personal identity and emotional intelligence, community health and wellbeing, promoting a healthy life, and connecting to the community.

As part of this, they will be able to explain and discuss key concepts relating to personal identity and emotional intelligence and apply learnt strategies when working independently or collaboratively on a relevant activity. Students will be able to plan and implement an individual or group activity to improve health and wellbeing and evaluate the effectiveness of the activity by using learnt tools and techniques for monitoring progress. Students will finally be able to analyse the impact of technology on health and wellbeing at an individual and community level, and apply knowledge and skills to plan, implement and evaluate an individual or group health promotion activity.

In this class, students will complete case studies, journals, visual presentations and digital or oral reports.

VCE VM: Personal Development Skills (Year 12)

In Personal Development Skills Units 3-4, students will learn leadership and teamwork and complete a community project.

As part of this, they will learn about applying learnt social awareness and interpersonal skills when working independently and/or collaboratively in a real-life scenario or simulation relating to social awareness and interpersonal skills. Students will investigate the concept of leadership and the qualities of effective, ethical leaders. They will look at contexts in which people become leaders, a range of leadership styles, and the ethics and expectations of leaders in a democratic society. Students will consider how effective leaders foster innovation and creativity to solve problems and achieve goals. Students will be able to describe the characteristics of an effective team, and, through engagement in a team activity, evaluate personal contribution to the effectiveness of the team, reflecting on individual strengths as a leader and problem-solver.

In this class, students will complete reflective journals, case studies and plan, deliver and evaluate a community project.

Teachers will work with individual students regarding entry into the VPC

VPC Literacy

VPC Literacy enables the development of knowledge, skills and capabilities relevant to reading, writing and oral communication and their practical application in the contexts of everyday life, family, employment, further learning and community.

This study provides students with the key skills and knowledge to interpret and create texts with appropriateness, accuracy, confidence and fluency, as well as for learning in and out of school, and for participating in the workplace and community.

To achieve this, they will learn:

- identify and describe the structures and features of a range of different text
- develop and demonstrate an understanding that texts are created for different purposes and audiences
- create a range of material for specific audiences and purposes.
- Understand and create a range of digital texts for different audiences and purposes
- explain the layout of different digital platforms and applications, identifying key features and trustworthiness in relation to audience and purpose
- recognise and utilise the features of digital security to engage safely, respectfully and effectively in the digital world.
- identify the main ideas and arguments in persuasive and influential content
- explain how language and visuals are used to influence an audience identify how bias and perspective influence a speaker, author and audience.
- influence a specific audience through a variety of language devices
- lead a discussion where they respond to the opinions of others in oral form using active listening and questioning techniques use body language, eye-contact, gestures, pace and intonation deliberately when discussing opinions.

VPC Numeracy

The purpose of this study is to enable students to develop their everyday numeracy practices to make sense of their personal, public, and future vocational lives. Students develop foundational mathematical skills with consideration of their personal, home, vocational and community environments and contexts, and an awareness and use of accessible and appropriate technologies.

This study focuses on providing students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real life contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society. The numeracies will be situated in accessible, concrete and highly familiar contexts where the mathematics content is explicit with little or no text or distracting information.

The contexts are the starting point and the focus and are framed in terms of personal, financial, civic, and health and recreational classifications. The numeracies are introduced using a problem-solving cycle with four components:

- identifying the mathematics
- acting on and using mathematics
- evaluating and reflecting
- communicating and reporting.

VPC Personal Development Skills

VPC Personal Development Skills (PDS) takes a dual approach to exploring and optimising personal development. This is done through a focus on understanding and caring for self, and then through a focus on engagement with community.

The foundational pillars of this study are physical, social and emotional health and wellbeing, which are realised by self-reflection of the students. Students are supported through the curriculum to make positive connections between self-understanding, setting and achieving goals, purposefulness, resilience and enhanced health and wellbeing. They look at the significance of self-care in a range of contexts including physical care, relationships and online environments. Students articulate concepts of consent, equity and access, and reflect on how to express themselves in safe and effective ways.

This study enables students to:

- reflect on personal values, feelings and behaviours
- articulate their strengths, abilities and potential, and to set personal goals
- understand the fundamental pillars of health and wellbeing
- practise physical, social and emotional self-care
- maintain respectful, positive and safe relationships
- analyse relationships between personal development and community connection
- outline the rights and responsibilities of living in a democracy
- analyse the significance of community support systems
- participate in independent, team and community-based activities

VPC Personal Development Skills

VPC Work Related Skills (WRS) enables the development of knowledge, skills and personal attributes relevant to further education and employment. The study also provides practical, authentic opportunities for students to develop employability skills.

This study examines four key areas: workplace health and culture; skills and capabilities; planning and executing a small-scale work-related activity; and activities related to seeking employment and further training.

This study enables students to:

- identify and implement practical ways to ensure mental health and wellbeing in the workplace
- identify safety risks and hazards in the workplace
- proactively implement strategies to ensure personal safety and the safety of others within the workplace
- understand rights and responsibilities in the workplace
- identify and articulate personal skills, capabilities and technical knowledge, as it relates to suitability for employment and further education
- understand options and plan for future pathways beyond secondary education
- identify and apply relevant strategies to apply for employment and training opportunities.



VET Courses that are run on campus

Automotive

AUR20716 - Certificate II in Automotive Vocational Preparation

This qualification reflects the role of individuals who perform a limited range of tasks relating to identifying and inspecting mechanical and electrical components and systems of light vehicles. This qualification also covers the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle body. The range of technical skills and knowledge is limited.

Hospitality

SIT20316 - Certificate II in Hospitality

This course prepares individuals for any one of a number of entry level positions into the hospitality industry through a defined and fundamental range of operational skills, as well as foundational industry knowledge.

The qualification provides a flexible pathway to work in various hospitality settings, such as restaurants, hotels, motels, catering operations, clubs, pubs, cafés, and coffee shops. The Certificate II in Hospitality is a popular course, as it is a door opener to many employment or further study options.

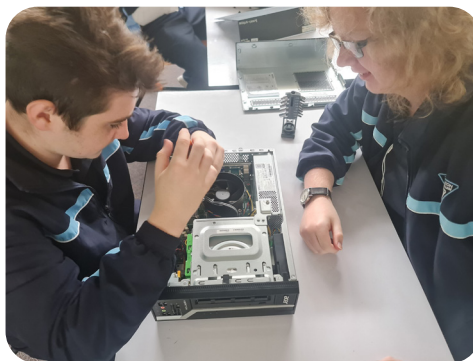
Students will receive a 'Partial Completion' of the Cert II in Hospitality

Info Tech

ICT30120 - Certificate III in Information Technology

The Certificate III in IT program also develops a broad set of fundamental skills as described under the Certificate II but offers further breadth through units such as introductory-level programming techniques, IP ethics and privacy of information, diagnostic testing and vclient service.

The program is suitable for serious IT enthusiasts and affords meaningful insights into some of the more common specialisations so that participants can either use this base knowledge and skills to pursue a career or further study in specialist fields; software engineering, gaming, coding, programming, technical support, data management, network management, information security and more.



Music

CUA30915 - Certificate III in Music Industry

This program enables students to apply a broad range of knowledge and skills in varied work contexts in the music industry. The VET courses prepare students for work in the music industry in areas such as performance, critical listening, music management and music promotions.

Sample competencies covered in the Units 1 & 2 include:

- Compose simple songs or musical pieces
- Develop ensemble skills for playing or singing music
- Work effectively in the music industry

Outdoor Recreation

SIS20419 – Certificate II in Outdoor Recreation

Students undertaking this qualification will explore the outdoor recreation environment. They will develop the skills and knowledge to assist with a range of outdoor activities. This course offers schools flexibility to choose the outdoor activities that most appeal to their students. Schools can complete a number of outdoor activities including but not limited to surfing, abseiling, cycling, bushwalking and water rescues.

Optional: Student may continue to a 2nd Year of SIS30115 – Certificate III in Sport and Recreation to gain a Year 12 credit and a VCE Study Score. Students will receive a 'partial completion' of the Cert III in Sport & Rec

VET COURSES

Vocational Education and Training in Schools (VET) 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 VCE Vocational Major (VCE VM), all senior students have the opportunity to enrol in a VET Subject.

Students who wish to enrol in a VET subject must complete a VET 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.

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.

To enrol in a VET course you should:

- Read through the list of courses to see if one of these courses interests you.
- Discuss with your teachers to get more detailed advice about your course to help you make a decision.
- Submit your preference on your VET application form.

Course Name	Year 11	Year 12	Scored	Provider
Agriculture	Y	Y		TAFE Gippsland
Allied Health	Y	Y		TAFE Gippsland
Animal Studies	Y	Y	Y	TAFE Gippsland
Automotive	Y	Y		Traralgon College
Bricklaying	Y	Y		TAFE Gippsland
Building & Construction	Y	Y		TAFE Gippsland
Business	Y			TAFE Gippsland
Children's Services	Y	Y		TAFE Gippsland
Civil Construction	Y	Y		TAFE Gippsland
Community Services	Y			CCG
Conservation & Land Management	Y	Y		TAFE Gippsland
Electrotechnology	Y	Y		TAFE Gippsland
Engineering	Y	Y	Y	TAFE Gippsland
Hair & Beauty Skills Set	Y	Y		TAFE Gippsland
Horticulture	Y	Y		TAFE Gippsland
Hospitality	Y			Traralgon College
Information & Digital Media	Y	Y	Y	Traralgon College
Kitchen Operations	Y	Y	Y	TAFE Gippsland
Music	Y	Y	Y	Traralgon College
Outdoor Recreation	Y			Traralgon College
Paint & Decorating	Y	Y		TAFE Gippsland
Photography	Y	Y	Y	TAFE Gippsland
Plumbing	Y	Y		TAFE Gippsland
Racing-Stablehand	Y	Y	Y	CCG
Robotics/3D Printing/ Electro (Integrated Technology)	Y	Y	Y	TAFE Gippsland
Web & Media	Y	Y	Y	TAFE Gippsland
Workplace Skills	Y			CCG



VET Expression of Interest Application

<https://forms.office.com/r/cySGRWDZBd>

For information on VET Courses please download a copy of the Traralgon College VET Course Guide

COURSE SELECTIONS

Helping your child select a carefully considered, relevant senior program is one of the most impactful things 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 10 student must attend a course-counselling interview before confirming their selections. Year 11 Students will have an interview at school in the weeks leading up to the course selection deadline. Students will select their courses using an online form which will be made available by their form teacher, and this must be submitted by Tuesday 17th August.

BOOKINGS – COURSE COUNSELLING

Bookings are made online via the Conferences section in compass. A link will be available on parents compass dashboard.

HOW TO SELECT YOUR SUBJECTS

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 Form Teacher/Advisory teacher.

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

my.edval.education

COURSE SELECTION CONFIRMATION

Courses are confirmed in November/December when students' classes, staffing arrangements and other details have been established.



KEY DATES

- **Tuesday 9th August** - Senior Information Evening
- **Monday 15th August** - Course Counselling Appointments
- **Friday 19th August** - Course selections due via My Edval

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 subject 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.
- 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.
- Remember that 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.

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 - Andrew Campbell

Year 11 & 12 Leader - Laura Jonston

Careers - Carol Wright/Amber Roberts

Course Counselling bookings - Warrick Mann

**Course Information Session
Tuesday 9th August**

**Course Verification Interview
Monday 15th August**