



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. The College offers 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. The senior course offerings include an extensive choice of VCE subjects, a VCE-VM Program focused on applied learning, VET in schools; delivered onsite and through external providers and the Victorian Pathways Certificate. Students are encouraged to select a senior learning program that will provide challenge and empower them to reach their academic potential.

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

WHAT ARE THE SENIOR SCHOOL PATHWAYS?

A Senior School Pathway is the 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)

The term also encompasses Vocational Education and Training (VET) studies and Australian School Based Apprenticeships (ASBA).

VCE OR VCE-VM

A pathway 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 the prerequisite studies (subjects) that are required by the institution you wish to attend. Each year universities and TAFEs publish Tertiary Entrance Requirements information about the studies that are required for entry into your selected university course.

When deciding your pathway you should take into consideration the career options you may wish to pursue and ensure that you are aware of any specific requirements of your chosen pathway and that your course selections align to these and help you reach your goal.

Victorian Certificate of Education (VCE)

The College offers a wide range of studies accredited by the Victorian Curriculum and Assessment Authority. A VCE program is suitable for students who are interested in studying at University or those who have yet to decide on their career preference, and need to keep their options open.

VCE - Vocational Major (VCE-VM)

The VCE-VM pathway for Year 11 and 12 students who wish to pursue a vocational and applied learning program within the VCE.

The VCE-VM prepares students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce.



Vocational Education and Training - VET

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.

VCE OVERVIEW

Traralgon College offers a high quality VCE program with high expectations for all students. Success at VCE requires dedication and commitment. The College provides many opportunities and supports to ensure all students who demonstrate an exemplary work ethic will succeed.

VCE Studies and Units

The VCE consists of over 40 subjects called studies. Each study consists 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 external assessment requirements and are typically taken in Year 12.

Students doing VCE typically plan a program of 22 units taken over a 2-year period. It is possible to complete the VCE over a 3 year period in mitigating circumstances.

Students should select their subjects based on the university or career pathway as well as personal interest or passion.

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 and 4 sequence.
- At least three other Unit 3 and 4 sequences
- Successful completion of a minimum of 16 units
- 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 a set 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 will be provided with multiple ways to demonstrate successful completion of outcomes.

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 are also used to help calculate a subject study score. These scores contribute to the overall ATAR score a student receives. The ATAR score ranks student achievement against all other students in the state.

VCE is a program that provides:

- Specific Subject Areas
- Academic Challenge
- Structured Learning Environment

VCE Pathways lead to:

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

Types of Assessment

SCHOOL ASSESSED COURSEWORK (SACs)

SACs are tasks generally undertaken in class for assessment purposes.

They may include projects, tests, essays, practical tasks, problem-solving tasks and assignments.

SCHOOL ASSESSED TASKS (SATs)

SATs are generally undertaken in a small number of subjects across 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 and 4 study will be externally assessed by the VCAA at the end of year.

Study Scores

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 and 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 and 4 sequence study scores
- 10% of the next two best Unit 3 and 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-VM is a vocational and applied learning program that sits within the VCE.

There are four subjects within the VCE that make up the core of the program. VCE-VM is an applied learning pathway where theoretical concepts come to life in a real world context.

The VCE-VM is a two year program undertaken over Year 11 and 12. Students must be enrolled in the full program to choose these VCE-VM studies. Most students will undertake between 16-20 units over the two years.

Students in the VCE-VM are required to complete a VET Course.

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

There are no external examinations for 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-VM 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.

Students will apply knowledge and skills in practical settings and also undertake community-based team work.

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

Structured work place learning (SWL) and School Based Apprenticeship and Traineeship (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 VCE-VM 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)

VCE-VM is a program for:

- self directed, creative and innovative 21st Century learners

VCE-VM Pathways can lead to:

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

ADDITIONAL PROGRAMS

VOCATIONAL EDUCATION & TRAINING (VET)

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

VET 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 and 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.



HEADSTART

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 over 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.

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

/HEADSTART
APPRENTICESHIPS AND TRAINEESHIPS



VCE STUDIES

Learning Domain	Subject	Learning Domain	Subject
<u>English</u>	<u>English</u>	<u>Health & Physical Education</u>	<u>Health & Human Development</u>
	<u>Literature</u>		<u>Physical Education</u>
<u>Mathematics</u>	<u>General Mathematics</u>		<u>Outdoor & Environmental Studies</u>
	<u>Mathematical Methods</u>	<u>Science</u>	<u>Biology.</u>
	<u>Specialist Mathematics</u>		<u>Chemistry.</u>
<u>Art</u>	<u>Art Making & Exhibiting</u>		<u>Environmental Science</u>
	<u>Media</u>		<u>Physics</u>
<u>Performance Art</u>	<u>Music</u>		<u>Psychology.</u>
	<u>Music Contemporary Performance</u>	<u>Technology.</u>	<u>Applied Computing</u>
	<u>Theatre Studies</u>		<u>Food Studies</u>
<u>Humanities</u>	<u>Business Management</u>		<u>Product Design & Technology.</u>
	<u>Economics</u>	<u>Vocational Major</u>	<u>Literacy.</u>
	<u>History.</u>		<u>Numeracy.</u>
	<u>Legal Studies</u>		<u>Personal Development Skills</u>
	<u>Sociology.</u>		<u>Work Related Skills</u>
<u>Vocational Education & Training.(VET)</u>			<u>VET Courses Overview</u>

ENGLISH

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 (Units 1 and 2)
- How to write for audience, purpose and context and explain their language choices (Unit 1)
- How to analyse arguments and the use of persuasive language in texts (Units 1 and Unit 2)
- How to create their own texts and the impact on their intended audiences (Units 1 and 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 (Units 3 and 4)
- How to present their point of view on a current media issue. (Unit 3)
- How to explain the writing choices made by authors (Unit 3 and Unit 4)
- How authors use text structures, language features and vocabulary to present ideas and issues. (Units 3 and 4)
- How writers and speakers persuade audiences in various forms (Units 3 and 4)
- How to present their point of view in oral form on an issue (Unit 4)
- How to write for audience, purpose and context and explain their language choices (Unit 3)

English develops essential communication, thinking and writing skills that are valuable in any pathway — whether that's university, TAFE, an apprenticeship, or direct entry into the workforce. Students learn to write extended responses in a range of formats, justify their writing decisions, and deliver effective oral presentations. English is a strong choice for students who want to keep their future options open while building relevant skills.

Literature

In Literature, students study a range of classic and contemporary texts, including novels, plays, short stories, poetry, non-fiction texts 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 and 2)
- 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 connections between texts. (Unit 1 and 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 explores how literary texts shape our understanding of the world and ourselves. Students study a range of literary texts — including novels, plays, poetry and film — and respond through analytical essays, creative writing, reviews and oral presentations. Literature suits students who enjoy reading, exploring ideas, language, and storytelling in depth, and who are curious about different perspectives, cultures, and interpretations.

For VCE-VM Literacy please see the description in the VCE-VM section



MATHEMATICS

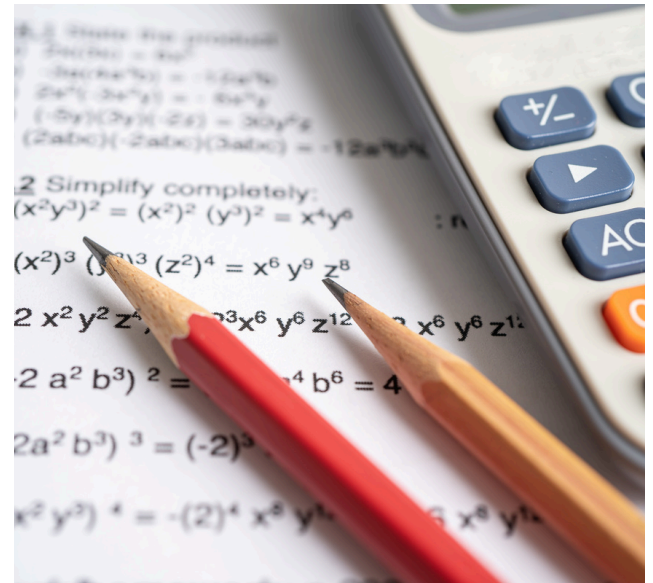
At Traralgon College we are committed to ensuring each student is successful in their selected senior program and endeavour to provide the highest quality advice to students and parents when selecting an appropriate course. Based on a student's mathematics performance at Traralgon College on a range 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.

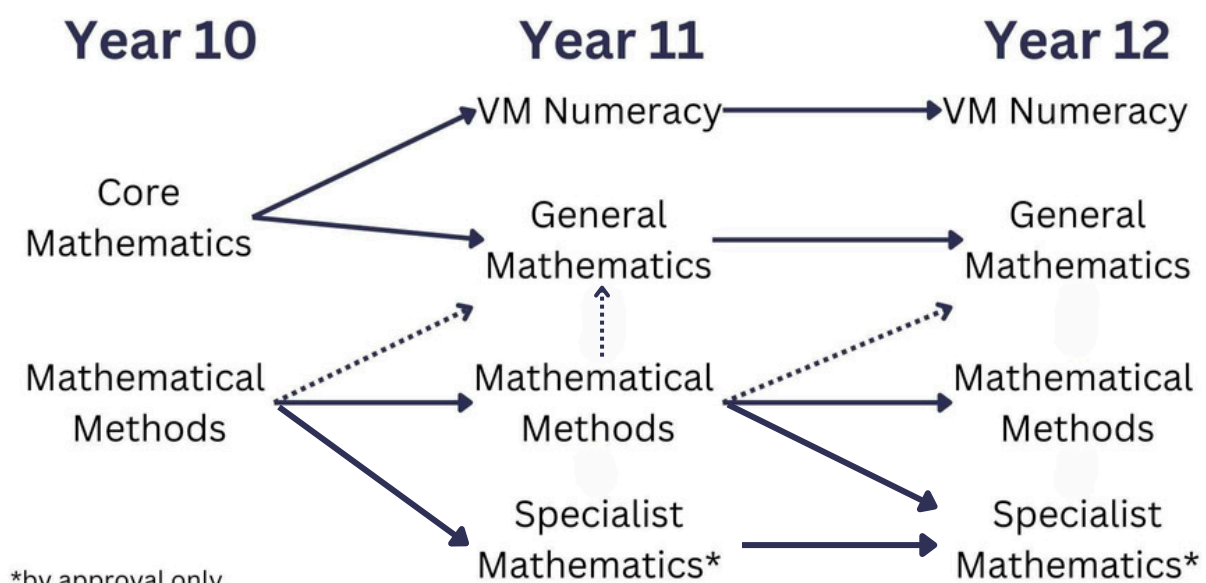
Each student will consider their recommendation with their parent and a teacher during their course counselling interview. They will take into account this recommendation as well as their desired pathway and any other relevant information to make a considered choice.

For VCE-VM Numeracy please see the description in the VCE Vocation Major Section



Pathways through VCE Mathematics

These are the most likely pathways through VCE Mathematics at Traralgon College



MATHEMATICS

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

Over the 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.

Students will learn 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

Over the course, students will complete different activities to expand their knowledge and skills. Students will apply their knowledge to a range of situations to solve problems with and without technology. Students will complete a Mathematical Investigation and will be required to formulate hypotheses, analyse a 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

Over the course, students will complete different activities to expand their knowledge and skills. Students will need to apply their knowledge to a range of situations to solve problems with and without technology. Students will complete a Mathematical Investigation and will be required 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.

Please note: Students require a TI-nspire CX II CAS Calculator (approx. \$240 new) OR TI-nspire CX CAS for VCE mathematics subjects.

ART

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

- Unit 1: Explore, Expand and Investigate
- Unit 2: Understand, Develop and Resolve

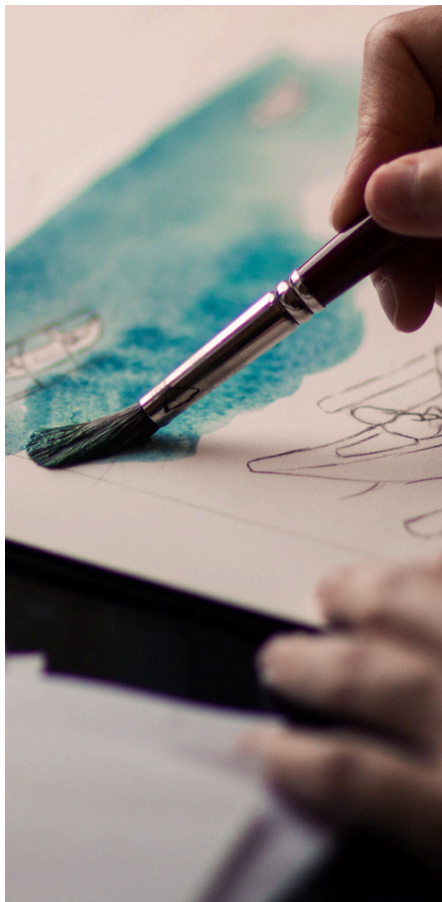
Year 12

- Unit 3: Collect, Extend and Connect
- Unit 4: Consolidate, Present and Conserve

Across this subject, 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 exhibition spaces from art and galleries, beginning to understand the roles and design processes involved in organising exhibitions.

Assessments for VCE Art Making and Exhibiting include:

Documenting creative development in visual arts journals, Researching and planning a proposed exhibition of other artists work, Completing and Exhibiting own Artwork, External exam.



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
- Unit 2: Narrative across media forms

Year 12

- Unit 3: Media narratives, contexts and pre-production
- Unit 4: Media production: agency and control in and of the media and issues in 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.



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

PERFORMANCE ART

Music (Year 11)

In VCE Music 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 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.

Theatre Studies

In VCE Theatre Studies, students interpret scripts from historic periods to the present day and produce theatre for audiences. Students apply dramaturgy and work in the production roles of actor, director and/or designer, developing an understanding and appreciation of the role of theatre practitioners.

To Achieve this students will study:
Year 11:

- History of theatre styles and conventions pre-1945
- Contemporary theatre styles and movements

Year 12:

- Producing theatre
- Presenting an interpretation

In this class students will be taken to observe and respond to Live Theatre performances, acquire knowledge of theatre, explore and interpret scripts through production processes, experiment with theatrical elements, apply production skills, develop their identity as theatre practitioners and audiences, and appreciate the significance of theatre as an art form. Assessments in Theatre Studies include:

Interpretation of scripts through acting, directing, or design (costume, hair and makeup, props, set, lighting, and sound), presentations, written reports and structured responses, performances (either acting or design-based interpretations), and written exams.



HUMANITIES

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 command term 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 SACs which closely correlate with the VCE exam. This includes both short and long answer questions.



Economics

In VCE Economics, students will study the role of consumers, businesses, governments and other organisations in decision-making about the allocation of resources, the production and distribution of goods and services, and the effect that these decisions have on material and non-material living standards. The intended and unintended consequences of economic decision-making will be analysed through the acquisition of economics knowledge and skills, as this will assist students to make informed economic decisions in society.

Through studying economics, students develop a range of skills, including an ability to gather, organise, analyse and synthesise a wide selection of economics information. They undertake independent inquiries, whilst thinking critically and working collaboratively with their peers to develop viable solutions for contemporary economic issues.

The study is made up of four units.

- Unit 1: Economic decision-making
- Unit 2: Economic issues and living standards
- Unit 3: Australia's living standards
- Unit 4: Managing the economy

In VCE Economics, students are required to complete assessment tasks which may include: presentations, evaluation of sources, essays & structured questions.

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

- The presumption of innocence
- Wrongs and rights

Year 12

- Rights and justice
- The people, the law and reform

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.



HUMANITIES

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 1583-1778

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 two 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.

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
- Deviance and crime

Year 12

- Culture and ethnicity
- Community, 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, investigations into social experiences and topic tests in line with the end of year exam.



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

- Understanding 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

- Understanding the human body (Unit 1)
- Physical Activity, Sport and Society (Unit 2)
- Investigate how to improve performance through application of biomechanics and coaching considerations

Year 12

- Explore energy production and fatigue through practical activities
- Participate in and analyse activity analysis data to improve performance
- Design and implement a training program

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.

At year 11 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 develop an understanding of the ways in which humans interact with, relate to, and have impacted the natural world.

As part of this, they will learn about:

- Year 11
- The connections that people have with 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)

Student in this class will: Develop experiential knowledge of outdoor environments, through a mix of in class study and practical outdoor experiences. This will include a range of single day and multi-day journey-based activities, which could include hiking, canoeing, skiing, and base-camping. Successful completion of the course requires undertaking assessments that are directly related to an outdoor experience that students have attended, and so participation in these trips is expected.



SCIENCE

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

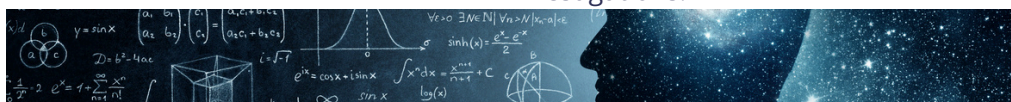
Year 11

- 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.



SCIENCE

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.

TECHNOLOGY

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.

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-VM 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 from every day life
- 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 a variety of writing styles; present oral presentations around topics and issues and 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.

VM Numeracy

VCE-VM 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-VM 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.

VOCATIONAL MAJOR

VM: Work Related Skills (Year 11)

In Work Related Skills Unit 1 and 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: Work Related Skills (Year 12)

In Work Related Skills Unit 3 and 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: Personal Development Skills (Year 11)

In Personal Development Skills Units 1 and 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 and 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.

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-VM (VCE-VM), all senior students have the opportunity to enrol in a VET Subject.

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

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 interests you.
- Discuss with your teachers to get more detailed advice about your course to help you make a decision.
- Submit your preference on the VET DSS Expression of Interest.

VET DSS Expression of Interest
2026



Course Code	Certificate	Year 11	Year 12	Scored	Provider	
AHC20122	Certificate II in Agriculture	Y	Y		TAFE Gippsland	W
ACM20121	Certificate II in Animal Care	Y			TAFE Gippsland	M
AUR20720	Certificate II in Automotive Vocational Prep	Y	Y		Traralgon College	T
22614VIC	Certificate II in Building & Construction (Bricklaying)	Y	Y		TAFE Gippsland	Y
22614VIC	Certificate II in Building & Construction (Carpentry)	Y	Y		TAFE Gippsland	Y
22614VIC	Certificate II in Building & Construction (Painting & Decorating)	Y	Y		TAFE Gippsland	Y
RII20720	Certificate II in Civil Construction	Y	Y		TAFE Gippsland	Y
CHC22015	Certificate II in Community Services	Y			TAFE Gippsland	M
AHC21024	Certificate II in Conservation & Ecosystem Management	Y	Y		TAFE Gippsland	M
SIT20421	Certificate II in Cookery	Y			TAFE Gippsland	M
UEE22020	Certificate II in Electrotechnology (Career Start)	Y	Y		TAFE Gippsland	M
22632VIC	Certificate II in Engineering Studies	Y	Y	Y	TAFE Gippsland	Y
FWP20122	Certificate II in Forest Operations				TAFE Gippsland	M
AHC20422	Certificate II in Horticulture	Y	Y		TAFE Gippsland	Y
SIT20322	Certificate II in Hospitality	Y			TAFE Gippsland	M
22586VIC	Certificate II in Integrated Technologies (3D Printing & Robotics)	Y	Y	Y	TAFE Gippsland	Y
22586VIC	Certificate II in Plumbing (Pre-apprenticeship)	Y	Y		TAFE Gippsland	M
BSB30120	Certificate III in Business	Y			TAFE Gippsland	T
HLT33115	Certificate III in Health Services Assistance	Y	Y	Y	TAFE Gippsland	T
ICT30120	Certificate III in Information Technology	Y	Y	Y	Kurnai College	C
CUA30920	Certificate III in Music Industry	Y	Y	Y	Lowanna College	N
CUA31020	Certificate III in Screen and Media	Y	Y	Y	TAFE Gippsland	W
SIS30122	Certificate III in Sport, Aquatics and Recreation	Y	Y		Kurnai College	C
SHB30121	Hair and Beauty Skill Set	Y	Y		TAFE Gippsland	T

VET Expression of Interest Application

<https://forms.cloud.microsoft/r/QMqxm9dm4W>

IMPORTANT INFORMATION

COURSE SELECTIONS

Course counselling offers an important opportunity to help support students to select a carefully considered, relevant senior program to help ensure students can be successful in their final years of secondary education.

An extensive course-counselling process takes place during Term 3. There is a parent and student VCE information evening and subject fair alongside in-class information sessions and a detailed, one on one course counselling session with expert VCE and subject staff for every prospective VCE student.

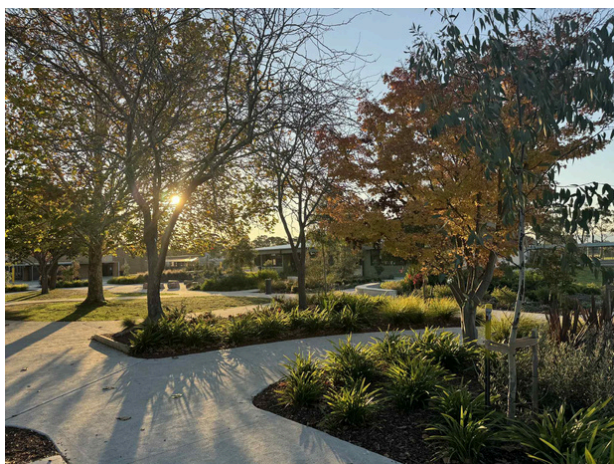
Each current Year 10 student must attend a course-counselling interview with their parents before confirming their selections. Year 11 Students will have an interview at school in the weeks leading up to the course selection deadline. Students will select their courses at the interview. Their selections will be uploaded to the online portal with staff assistance prior to the 8th of August.

BOOKINGS – COURSE COUNSELLING

Course counselling sessions bookings are made online via conferences which is found under the community tab on compass.

COURSE SELECTION CONFIRMATION

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



In choosing which studies to undertake students 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
- 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.

KEY DATES

- Wednesday 23rd July - VCE Information Evening
- Thursday 7th August - Course Counselling Appointments for current Year 10 students
- Friday 8th August - Course selections due online

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

Senior School Leader - Laura Jonston
Senior School Assistant - Stephen Jeffs

Careers & VET Coordinators - Carol Wright/Amber Roberts

Headstart - Patrick Frendo - 0498 448 412
patrick.frendo@education.vic.gov.au