

Myrtleford P12 College

Inspirational

VCE | VCE (VM) 2023 Course Handbook

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Marian College and Myrtleford P12 College - VCE Partnership
Small School Advantages with Large School Choices

Marian College and Myrtleford P12 College Interschool Links

(established in 1979)

Historical Beginnings:

Marian College and Myrtleford Secondary College have worked together since 1979 to offer senior students a far greater choice of studies than either school could offer individually.

In 1977 the Country Education Project began in Victoria with the Ovens and King region surrounding Myrtleford as one of its six pilot areas. The aim of this project was to provide for the greatest educational needs of the schools and community. These needs could best be met through a cooperative sharing of expertise, facilities and equipment amongst all the parties. Here was the impetus for real sharing between the two secondary schools. By 1979, having experienced the sharing of computers and ski equipment provided by CEP, teachers from Marian College and Myrtleford Secondary College began the formal cooperation which has continued to grow ever since.

In 1980 students from both schools studied HSC Legal Studies and Art at Marian, while Pure and Applied Mathematics were studied at Myrtleford Secondary College. In 1982 the scheme was extended into Year 11. Now a more comprehensive sharing of all VCE units is well established. Students who take part in the scheme appreciate the added dimension to their senior schooling.

Both schools are proud to offer a broad, comprehensive set of courses equivalent to those taught in much larger schools.

Zlatko Pear
Principal
Myrtleford P-12 College

Cath Watter
Principal
Marian College Myrtleford

HOW TO USE THIS COURSE GUIDE

Choosing your program/units

During Learning Mentor sessions early Term 3 you will take part in activities to help decide your 2023 units.

In late Term 2, we invite you and your family to a VCE Information Night and Subject Expo. You can talk with staff from each learning area (eg Maths, Sciences, The Arts, etc) and hear them expand on the unit offerings.

Access will be provided to other resources to assist students make program/unit selections. Some of these resources include: this guide, and 'Choosing VCE School Units' booklet. These are available on Compass (LM Resources Course Selection). Additional resources which might be useful/relevant are included on the Myrtleford P12 College Careers Portal.

Students/parents wishing to discuss options in person are very welcome to contact either Jo Milford (10 -12 Coordinator), Danielle Caponecchia (Careers Practitioner) or Jenni Gardner (7-12 Assistant Principal) to organise individual interviews.

Early Term 3 students will be required to enter their subject selections via an online portal called 'Web Preferences' – students will be provided with login details and a password.

Following this stage, subjects will be confirmed with students.

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VCE (Vocational Major)

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

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

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

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

What sort of student would like VCE (VM)?

Someone who:

- Wants to move into the workforce, or apprenticeship, or TAFE after completing school
- Enjoys hands on, practical and applied learning
- Is a team player
- Likes to solve problems
- Is adaptable
- Enjoys developing life and work skills
- Has a growth mindset to develop their current skills

How is VCE (VM) structured?

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

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

Most students will undertake between 16-20 units over two year. You can also do structured workplace learning/work placement.

Assessment

The VCE (VM) studies are standards-based. Assessments are school-based and assessed through a range of learning activities and tasks. Other aspects of VCE (VM) assessment include:

- No external assessments of VCE (VM) Unit 3–4 sequences
- VCE (VM) studies do not receive a study score
- VCE (VM) studies do not contribute to the ATAR

- Upon satisfactory completion of the VCE (VM), students receive recognition through the appellation of ‘Vocational Major’ on their Victorian Certificate of Education and a Statement of Results.
- Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.
- Students undertaking the VCE (VM) are required to sit the GAT (General Achievement Test)

Timetable

The Myrtleford P12 College timetable for the VCE (VM) is still be finalised. It is likely that the timetable will be constructed such that students only need to attend school three days per week. On the other two days, students are involved in workplacement and VET programs/school based part-time apprenticeships. The advantage of this arrangement is that it allows students to pursue ongoing workplacements and VET programs without the added pressure of missing classes and then needing to catch up on work missed.

Myrtleford P12 students interested in VCE (VM) as a possible program are strongly encouraged speak to Danielle Caponecchia to discuss program options and what a personalised VCE (VM) program might look like.



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.

Texts should be drawn from a wide range of contexts and be focused on participating in the workplace and community. Further to this, texts should be drawn from a range of sources including media texts, multimodal texts, texts used in daily interactions, and workplace texts from increasingly complex and unfamiliar settings.

Unit 1 – Literacy for personal use/Understanding and creating digital texts

- We look at the way text types are constructed for different purposes, audiences and contexts.
- You create a range of written, digital, oral and visual responses.

Unit 2 – Understanding issues and voices/Responding to opinions

- You identify the main ideas of arguments presented in different text types and present points of view supported by evidence.
- We look at a range of issues that are characterised by disagreement or discussion and respond to opposing opinions.

What does this mean for me?

You examine a range of texts (film, TV, online video, song, poetry, biographies and digital content) looking at the different structures and features of the text. You then create a range of texts, using some the structures and features. Students examine particular media texts and the ways in which authors persuade readers to share a particular point of view. Students then construct persuasive responses to issues.

Unit 3 – Accessing and understanding informational, organisational and procedural texts/Creating and responding to organisational, informational or procedural texts.

- You identify the various structures of texts encountered in a workplace or for health and participation in the community.
- We examine the structure and features of technical documents, effective oral communication, effective discussion and conventions of literacy.

Unit 4 – Understanding and engaging with literacy for advocacy/Speaking to advise or to advocate

- You produce a range of texts for promotion and complete an oral presentation that showcases reflections and evaluations of student learning.
- Examine different media, messaging and language used to promote a product or service.

What does this mean for me?

We examine and respond to a range of technical texts including safety reports, public health initiatives, tax forms and advice, contracts, promotional videos and vocational and workplace texts.

Students create content for the advocacy of self, a product or a community groups of the student's choice, and use their knowledge to complete an oral presentation that showcases their learning.

Assessment

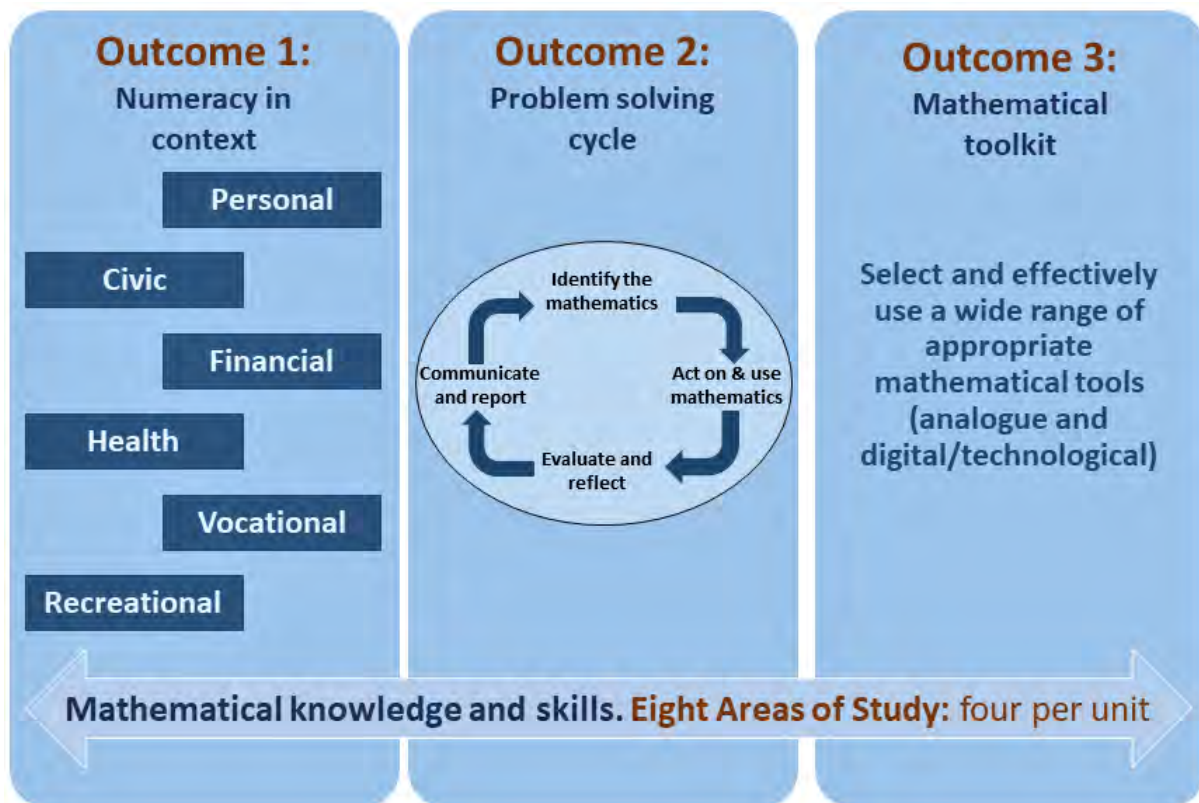
Students will be required to complete a range of tasks which might include:

- A reflective journal
- A narrative piece
- A research task
- A record and reflections of the presentations of guest speaker/s
- A record of discussion or debate
- A record of interview with member/s of the community
- A digital presentation
- A video, podcast or oral presentation
- A case study
- A response to structured questions
- A digital presentation that offers a point of view
- A report
- A brochure or pamphlet
- A recorded debate or discussion
- A set of instructions including visuals/diagrams
- A brochure or report including visuals/diagrams
- A case study analysis

Numeracy

VCE Vocational Major Numeracy is designed around four complementary and essential components:

1. **Eight areas of study** (four in each unit) that name and describe a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.
2. **Outcome 1** is framed around working mathematically across six different **numeracy contexts**:
 - a) Personal numeracy
 - b) Civic numeracy
 - c) Financial numeracy
 - d) Health numeracy
 - e) Vocational numeracy
 - f) Recreational numeracy.
3. **Outcome 2** elaborates and describes a four-stage **problem-solving cycle** that underpins the capabilities required to solve a mathematical problem embedded in the real world.
4. **Outcome 3** requires students to develop and use a technical **mathematical toolkit** as they undertake their numeracy activities and tasks. Students should be able to confidently use multiple mathematical tools, both analogue and digital/technological.



Unit 1

In Unit 1 students will develop their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and an awareness and use of appropriate technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Areas of study

There are four areas of study for Unit 1:

- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships.

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Unit 2

In Unit 2 students will develop and extend their numeracy practices to make sense of their personal, public and vocational lives. They will develop mathematical skills with consideration of their local, community, national and global environments and contexts, and identification and appropriate selection and use of relevant technologies.

These units provide students with the fundamental mathematical knowledge, skills, understandings and dispositions to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

Areas of study

There are four areas of study for Unit 2:

- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Unit 3

In Unit 3 students further develop and enhance their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and the use and evaluation of appropriate technologies.

These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

Areas of study

There are four areas of study in Unit 3:

- Area of Study 1: Number
- Area of Study 2: Shape
- Area of Study 3: Quantity and measures
- Area of Study 4: Relationships.

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Unit 4

In Unit 4 students further develop, enhance and extend their numeracy practices to make sense of their personal, public and vocational lives. Students extend their mathematical skills with consideration of their local, community, national and global environments and contexts, and use of, evaluation and justification of appropriate technologies.

These units provide students with a broad range of mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning and community settings relevant to contemporary society.

The progression of learning is evident in Units 3 and 4 with the development of more complex numeracy and mathematical skills and knowledge, drawing on the knowledge gained from Units 1 and 2.

Areas of study

There are four areas of study for Unit 4:

- Area of Study 5: Dimension and direction
- Area of Study 6: Data
- Area of Study 7: Uncertainty
- Area of Study 8: Systematics

The areas of study cover a range of different mathematical knowledge and skills that are expected to be used and applied across the three outcomes.

Personal Development Skills

VCE Vocational Major Personal Development Skills (PDS) focuses on health, wellbeing, community engagement and social sciences. Students will develop skills in self-knowledge and care, accessing reliable information, teamwork, and identifying their goals and future pathways. PDS explores concepts of effective leadership, self-management, project planning and teamwork to support students to engage in their work, community and personal environments.

This study is made up of four units.

Unit 1 – Healthy individuals

This unit focuses on the development of personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual's perception of self and individual health and wellbeing. Students will use these findings to enhance an understanding of community cohesion, community engagement and how sense of identity may affect outcomes in different contexts. Students will investigate the elements of emotional intelligence and begin to develop an awareness of interrelationships between communities and the health and wellbeing of individuals.

Students will investigate local health-promoting organisations and resources and play an active, participatory role in designing and implementing activities or mechanisms to improve health and wellbeing.

Unit 2 – Connecting with community

This unit focuses on the benefits of community participation and how people can work together effectively to achieve a shared goal. It begins with definitions of community and different types of communities at a local, national and global level. Students will look at the relationships between active citizenship, empathy and connection to culture, and individual health and wellbeing. They will investigate the barriers and enablers to problem solving within the community.

In the topic of community engagement, students will seek to understand different perspectives on issues affecting a community. They will reflect on relationships between community issues, social cohesion, and health and wellbeing, and the importance of clear information and communication. Students will investigate how communities may be called upon to support individual members and identify effective strategies for creating positive community change. They will plan, implement and evaluate an active response to an individual's need for community support.

Unit 3 – Leadership and teamwork

This unit considers the role of interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. They will explore key components of effective teamwork and reflect on how to lead and contribute within a team context through a collaborative problem-solving activity. Students will evaluate individual contribution as well as the overall effectiveness of the team.

Unit 4 – Community project

This unit focuses on student participation in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. They will look at past approaches to the selected issue in Australia and elsewhere, consider how they will research information, and formulate an objective to achieve. Students will reflect on how community awareness of a selected issue can be improved. Students will engage in a process of planning, implementing and evaluating a response to a selected community issue. They will conduct research, analyse findings and make decisions on how to present work. Students will consider the key elements (such as emotional intelligence and effective team practices) and considerations (such as safety and ethics) when implementing a community project. Students will present project to an appropriate audience of peers or community members and evaluate the effectiveness of chosen response to the issue.



Work Related Skills

VCE Vocational Major Work Related Skills (WRS) examines a range of skills, knowledge and capabilities relevant to achieving individual career and educational goals. Students will develop a broad understanding of workplace environments and the future of work and education, in order to engage in theoretical and practical planning and decision-making for a successful transition to their desired pathway.

This study is made up of four units.

Unit 1 – Careers and learning for the future

This unit recognises the importance of sourcing reliable information relating to future education and employment prospects to engage in effective pathway planning and decision-making. Students will investigate information relating to future employment, including entry-level pathways, emerging industries, and growth industries and trends, and evaluate the impact of pursuing employment in different industries. Students will reflect on this research in the context of their individual skills, capabilities and education and/or employment goals. They will develop and apply strategies to communicate their findings.

Unit 2 – Workplace skills and capabilities

As the nature of work changes over time, so do the skills and capabilities needed for success. Fundamental to achieving personal goals relating to future education and employment is the ability to recognise and develop individual skills and capabilities that are valued in a chosen pathway.

In this unit, students will consider the distinction between essential employability skills, specialist and technical work skills and personal capabilities, and understand the importance of training and development to support the attainment and transferability of skills. Students will collect evidence and artefacts relating to their personal skills and capabilities and promote them through resumes, cover letters and interview preparation.

Unit 3 – Industrial relations, workplace environment and practice

This unit focuses on the core elements of a healthy, collaborative, inclusive and harmonious workplace and is separated into three main areas:

- wellbeing, culture and the employee-employer relationship
- workplace relations, and
- communication and collaboration.

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.

Unit 4 – Portfolio preparation and presentation

Portfolios are a practical and tangible way for a person to communicate relevant skills and capabilities to education providers and future employers. In this unit students will develop and apply their knowledge and skills relating to portfolios, including the features and characteristics of a high-quality physical and/or digital portfolio. The unit culminates in the formal presentation of a completed portfolio in a panel style interview and an evaluation of the end product.



VCE

Victorian Certificate of Education

Students are required to take greater responsibility for their own learning, for their choice of units and to make a mature commitment to study both within and beyond the classroom. Because all course work and study cannot be covered in school hours, there is an expectation that students complete both homework and study out of school hours.

How is VCE structured?

Students study six units per semester at Year 11 and five units per semester at Year 12. Most people undertake Unit 1 and 2 at Year 11, and complete Unit 3 and 4 at Year 12.

To be awarded the VCE, you must satisfactorily complete at least 16 units.

These units must include:

- three units from the English group (with at least one at Unit 3 and one at Unit 4 level)
- three sequences of Unit 3 and 4 studies (other than English), which can include VCE and VET

A VCE year

VCE begins in during Headstart (typically two weeks at the end of the current year) and students complete homework over the summer holidays.

The program ends in the following October for Year 12.

What is important to know about VCE?

This qualification

- involves at least two years of continual assessment
- ensures that every student has to meet the same assessment requirements
- uses both external and internal school assessed tasks to gauge learning

The following is an example of a sample VCE program

| | | | | | | |
|---------|-------------|----------------|-------------------|-------------|----------------|---------------|
| Year 11 | English 1 | Accounting 1 | General Maths 1 | Biology 1 | Psychology 1 | Studio Art 1 |
| | English 1 | Accounting 2 | General Maths 2 | Biology 2 | Psychology 2 | Studio Art 2 |
| Year 12 | English 3/4 | Accounting 3/4 | Further Maths 3/4 | Biology 3/4 | Psychology 3/4 | Private Study |

English

Unit 1 – Reading and Exploring Texts/Crafting Texts

- You will explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning. You will read and explore one set text that presents and reflects a particular human experience and respond analytically.
- You will demonstrate an understanding of effective and cohesive writing through the crafting of your own texts designed for a specific context and audience to achieve a particular purpose. You will read and engage imaginatively and critically with various model texts such as short stories, speeches, monologues, essays, podcasts, poetry, articles, memoirs and biographies. You will then use these mentor texts as inspiration for crafting your own writing.

Unit 2 – Reading and Exploring Texts/Exploring Argument

- You will explore and analyse how the vocabulary, text structures, language features and ideas in a text construct meaning of a different set text from that selected in Unit 1.
- You will explore and analyse persuasive texts within the context of a contemporary issue, including the ways argument and language can be used to position an audience; and construct a point of view text for oral presentation.

What does this mean for me?

You read and analyse texts and complete written responses. You creatively write in a range of formats and styles, drawing on various texts. We examine particular media texts and the ways in which authors persuade readers to share a particular point of view. You read texts (short stories, novels, plays, films and poetry) closely and critically analyse the ideas and content. We also compare the way similar ideas are conveyed differently depending on the mode through which they are presented.

Unit 3

- You produce an analytical interpretation of a selected text, and a creative response to a different selected text.
- We analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue.

Unit 4

- You produce a detailed comparison which analyses how two selected texts present ideas, issues and themes
- You construct a sustained and reasoned point of view on an issue currently debated in the media

What does this mean for me?

We build on the activities undertaken in Unit 1 and 2. You also compare the way two selected texts present ideas, issues and themes.

Assessment

- text essays
- creative writing
- oral presentations
- expository writing
- comparative response
- exam

What sort of student would like English?

Someone who:

- enjoys reading, responding in writing and discussing ideas
- is interested in examining current affairs and the role the media plays in our society
- likes to work with ideas, to think creatively and write extended responses

Suggested Pre-requisites

Year 10 English.

Accounting

Unit 1: The Role of Accounting in Business

We explore the establishment of a business and the role of accounting in the determination of business success or failure. We consider the importance of accounting information to stakeholders. You record financial data and prepare reports for service businesses owned by sole proprietors. We analyse, interpret and evaluate the performance of the business using financial and non-financial information. You use these evaluations to make recommendations regarding the suitability of a business as an investment.

What does this mean for me?

You learn everyday life skills for personal and business use, including with the recording and reporting methods.

Unit 2: Accounting and decision making for a Trading Business

We extend your knowledge of the accounting process for sole proprietors operating a trading business. Our focus is on inventory, accounts receivable, accounts payable and non-current assets. You analyse and evaluate these areas to suggest strategies to improve business performance. We use manual processes and ICT, (including spreadsheets), to prepare historical and budgeted accounting reports. You consider relevant financial and other information to predict, budget and compare the potential effects of alternative strategies on the performance of the business.

What does this mean for me?

You look at buying and selling stock, managing cash flows, managing assets and budgeting.

Unit 3: Financial Accounting for a Trading Business

We focus on a trading business owned by a sole proprietor, and the role of accounting as an information system. You use the double entry system of recording financial data and prepare reports using the accrual basis of accounting, and the perpetual method of inventory recording. We develop your understanding of the accounting processes for recording and reporting, and consider the effect of decisions made on the performance of the business. You interpret reports and information presented in a variety of formats and suggest strategies to improve the performance of the business.

What does this mean for me?

You are introduced to double entry accounting used by businesses world-wide and fine tune your analysis skills.

Unit 4: Recording, reporting, budgeting and decision-making

We extend your understanding of the recording and reporting process. We introduce balance day adjustments and alternative depreciation methods, and both manual methods and ICT. You investigate both the role and importance of budgeting in decision-making for a business. You analyse and interpret accounting reports and graphical representations to evaluate the performance of a business, and suggest strategies to improve performance.

What does this mean for me?

Skills learnt in Unit 1 to 3 are developed and extended. Skills and knowledge learnt in Unit 3 and 4 are very similar to those covered in first year Commerce and Business degrees and is thus invaluable if you are considering one of these courses. Through all units (where appropriate), the ethical considerations faced by business owners when making decisions (including financial, social and environmental), will be explored.

Assessment

- Case studies, portfolio reports, tests, and exam (Unit 1 and 2)
- Case studies, portfolio reports, tests and external exam (Unit 3 and 4)

What sort of student would like Accounting?

Someone who:

- is looking to study Business, Commerce, Finance or management related courses
- is considering a trade or has an interest in going into business for themselves

Suggested Pre-requisites:

Unit 1 and 2 Accounting form the basis of Unit 3 and 4 and, so are highly recommended.

Business Management

Unit 1: Planning a Business

Businesses of all sizes are major contributors to the economic and social wellbeing of a nation. Therefore how they are formed and the fostering of conditions under which new business ideas can emerge are vital for a nation's wellbeing. Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development. We explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2: Establishing a Business

Our focus is on the establishment phase of a business's life. Establishing a business involves complying with legal requirements as well as making decisions about how best to establish a system of financial record keeping, staff the business and establish a customer base. We examine the legal requirements that must be satisfied to establish a business. You investigate the essential features of effective marketing and consider the best way to meet the needs of the business in terms of staffing and financial record keeping. We analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Unit 3: Managing a Business

We explore the key processes and issues concerned with managing a business efficiently and effectively to achieve the business objectives. You examine the different types of businesses and their respective objectives. We consider corporate culture, management styles, management skills and the relationship between each of these. We investigate strategies to manage both staff and business operations to meet objectives. You develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies have the opportunity to compare theoretical perspectives with current practice.

Unit 4: Transforming a Business

Businesses are under constant pressure to adapt and change to meet their objectives. We consider the importance of reviewing key performance indicators to determine current performance and the strategic management necessary to position a business for the future. We study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. You investigate the importance of leadership in change management. Using a contemporary business case study, you evaluate business practice against theory.

Assessment

- case study analysis
- short answer questions
- research tasks
- topic tests
- semester exams (Unit 1 and 2)
- end of year external exam (Unit 3 and 4)

What sort of student would like Business Management?

Someone who:

- wishes to pursue a tertiary course in Business, Commerce, Economics or Accounting
- is more practically minded who may wish to work for a business after leaving school via apprenticeships or a vocational pathway, with the ultimate goal of owning and running their own business

Suggested Pre-requisites

There are no pre-requisites, however, Unit 1 and 2 offer useful background knowledge for Unit 3 and 4.



Modern History

Unit 1: Change and conflict

We investigate the nature of social, political, economic and cultural change in the later part of the 19th century and the first half of the 20th century. We explore the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and developments that have defined the modern world.

What does this mean for me?

You explore the nature of political, social and cultural change in the later part of the 19th century and the first half of the 20th century. 'Ideology and Conflict' has a political focus and allows for the exploration of the consequences of the peace treaties that ended WWI, the impact of new and changing ideologies on nations and the events and decisions that led to the start of WWII. 'Social and Cultural Change' focuses on social life and cultural expression and their relation to the technological, political and economic changes of the period. This will include looking at how life changed for women, the treatment of people of colour in the USA and immigration restrictions in Australia.

Unit 2: The changing world order

We look at the nature and impact of the Cold War and challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

What does this mean for me?

You look at the nature and impact of the Cold War and challenges and changes to existing political, economic and social arrangements in the second half of the 20th Century. You explore the causes of the Cold War and the competing ideologies, discovering how other nations were used by the USA and USSR. You consider how traditional values, ideas and political systems were challenged, with the option to explore terrorist groups, regional conflicts or social and political movements of the late 20th century.

Assessment

- Historical inquiry
- Primary source analyses
- Historical interpretations analyses
- Essay response
- End of Unit exam

Suggested pre-requisites

Nil

History Unit 3/4 Revolutions

Revolutions are major turning points in society. In Units 3 and 4 we will investigate the significant cause and consequences of two political revolutions. We will evaluate how revolutionary outbreaks are caused by significant events, ideas, individuals and popular movements. We will then analyse the consequences of these revolutions and evaluate to what extent it brought change to society.

Unit 3: Russian Revolution 1896 – 1927

You learn about the Last Tsar of Russia and societal divides that existed, including the huge divide in wealth between the very poor and the very rich. You investigate the rise of revolutionary ideas like Marxism. You study a range of conflicts and the various takeovers of the Russian government. You will explore the effects on the Russian people such as the starvation, torture and death experienced at the hands of Lenin and the Cheka, and the changes, or lack thereof, to the people as a result of the Russian Revolution.

Unit 4: French Revolution 1774 – 1795

You will learn about Louis XVI and Marie Antoinette and the rising grievances of French society at this time. You will analyse how changes such as the Enlightenment and a move to scientific thought can lead to people revolting and creating political and societal change. You will explore how keeping control during a revolution can easily get out of hand and lead to a rise in terror, death and irrational thinking before calm is restored, if in fact it is.

Assessment

- Historical inquiry
- Primary source analyses
- Historical interpretations analyses
- Essay response
- End of year external exam

Suggested pre-requisites

There are no pre-requisites however, high level literacy and English skills would be of great benefit. Units 1 & 2 provide good background knowledge.

Legal Studies

Unit 1: Guilt and Liability

You recognise the distinctions between Criminal law and Civil law. Both aim to achieve social cohesion and protect the rights of individuals. Criminal law is aimed at maintaining social order and infringing criminal law can result in charges and if found guilty, penalties. Civil law deals with the infringement of a person's or group's rights and breaching civil law can result in litigation to provide remedies.

What does this mean for me?

You develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. We investigate key concepts of criminal law and civil law and apply these to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute. In doing so, we develop an appreciation of the way in which legal principles and information are used in making reasoned judgments and conclusions about the culpability of an accused, and the liability of a party in a civil dispute.

Student do a role play of a court case written by Supreme Court Judge.

Unit 2: Sanctions, Remedies and Rights

Criminal law and Civil law aim to protect the rights of individuals. When rights are infringed, a case or dispute may arise which needs to be determined or resolved, and sanctions or remedies may be imposed. This unit focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

What does this mean for me?

You undertake a detailed investigation of two criminal cases and two civil cases from the past four years to form a judgment about the ability of sanctions and remedies to achieve the principles of justice. We develop an understanding of the way rights are protected in Australia and in another country, and possible reforms to the protection of rights. You examine a significant case in relation to the protection of rights in Australia.

Assessment

- topic tests
- structured assignments
- portfolio of course work
- end of semester exam



Unit 3: Rights and Justice

The Victorian justice system, which includes the criminal and civil justice systems, aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access. We examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes.

What does this mean for me?

We consider the Magistrate's Court, County Court and Supreme Court within the Victorian court hierarchy. We also look at other Victorian legal institutions and bodies available to assist with cases. You explore matters such as rights available to an accused and to victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, and ability of sanctions and remedies to achieve their purposes. We investigate the extent to which principles of justice are upheld in the justice system. You discuss recent reforms from the past four years and recommend reforms to enhance the ability of the justice system to achieve the principles of justice. We apply legal reasoning and information to actual and/or hypothetical scenarios.

Unit 4: The People and the Law

The study of Australia's law and legal system involves an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies.

What does this mean for me?

You explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in lawmaking. We develop an understanding of the significance of the High Court in protecting and interpreting the Australian Constitution. You investigate parliament and the courts, and the relationship between the two in lawmaking, and consider the roles of the individual, the media and law reform bodies in influencing law reform. We apply legal reasoning and information to actual scenarios.

Assessment

- 50% internal school assessed coursework – portfolios, case studies and written tests
- 50% external exam of 2 hours duration, comprising short answer and extended response questions

What sort of student would like Legal Studies?

If you want to know and understand more about how our society operates then you should choose Legal Studies. It is for someone who is interested in

- understanding concepts of equality and justice
- developing their knowledge of basic legal rights and obligations
- evaluating the processes used in Australia to control activities and change the law

- current affairs, following and understanding significant court cases
- understanding more about how our society operates and enjoys class discussion.

Other Considerations

Legal Studies is of interest in its own right and enhances learning skills in many areas. It is definitely not just for those seeking a career in law or criminology. It provides opportunity to develop skills and knowledge that can be applied in many aspects of our lives. There are many courses and occupations that include units based on Legal Studies (commerce, business administration, nursing, computer courses, and the federal or state police forces.)

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



Languages other than English (LOTE) – Italian

Unit 1 and 2

You have common areas of study which are based on five learning areas:

- Three prescribed themes: *The Individual, The Italian Speaking Communities and The World Around Us*
- A variety of text types: *article, journal entry, email, report, speech*
- A variety of writing styles: *personal, informative, imaginative, persuasive and evaluative*
- Vocabulary
- Grammar

Unit 3 and 4

As for Units 1 & 2, you will continue to have common areas of study which are based on five learning areas:

- Three prescribed themes: *The Individual, The Italian Speaking Communities and The World Around Us*
- A variety of text types: *article, journal entry, email, report, speech*
- A variety of writing styles: *personal, informative, imaginative, persuasive and evaluative*
- Vocabulary
- Grammar

What does this mean for me?

Italian is a great example of a subject where your interest and commitment truly pay dividends. Not only will you learn to speak a second language and learn about another culture, you will gain highly valued skills that you can use for life. Studying a language other than English contributes to the overall education of the individual, particularly in the area of communication, but also in the areas of cross-cultural understanding, cognitive development and literacy. If you are good at languages and are interested in being a truly global citizen, you should seriously consider completing a language subject as part of your VCE.

- **An extra consideration are the extra bonus points studying a language add to your VCE ATAR score.**

Career Pathways in Languages:

Languages complement all areas of studies at tertiary level:

- Humanities, Sciences, Medicine, Engineering, Commerce, the Arts, Computing/Information Technology and Vocational studies.

Languages are also particularly useful in careers related to:

- Education, Law, Business, Journalism, Tourism, Hospitality, Politics, Policing, the Arts the Military and Media. Language learning could open an opportunity to study and work abroad.

Assessment:

Assessment is based on the four language skills of speaking, listening, reading and writing and on the Outcomes specified in the VCE Italian Study Design.

| UNITS 1 & 2 | UNITS 3 & 4 |
|---|---|
| <ul style="list-style-type: none">• Internal assessments• Mid-year and end of year exams | <ul style="list-style-type: none">• Trial/Mock exams• School Assessed Course Work (SACs)• End of year external exams (Written and Oral) |

Prerequisites:

Year 10 Italian for Units 1 and 2

Units 1 and 2 for Units 3 and 4

Consultation with the language teacher is required for special consideration of students who have background in the language and have not completed the subject in the previous year.

VCE Mathematics

Mathematics is the study of function and pattern in number, logic, space, and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise, and precise. It also provides a means by which people can understand and manage their environment.

Students can choose from several Mathematics subjects at VCE-level.

| Units 1 and 2 | Units 3 and 4 |
|------------------------|----------------------------|
| Foundation Mathematics | Foundation Mathematics |
| General Mathematics | General Mathematics |
| Mathematical Methods | Mathematical Methods (CAS) |
| Specialist Mathematics | Specialist Mathematics |

Entry

There are no prerequisites for entry to Foundation Mathematics Units 1 and 2, General Mathematics Units 1 and 2, or Mathematical Methods (CAS) Units 1 and 2. However, students attempting Mathematical Methods are expected to have a sound background in number, algebra, and probability.

Some mathematics units can/must also be taken in combination. Specialist Mathematics must be taken in combination with Mathematical Methods.

Students must undertake Unit 3 of a study before entering Unit 4 of that study. Enrolment in Specialist Mathematics assumes a current enrolment in, or previous completion of, Mathematical Methods (CAS) Units 3 and 4.

Which Mathematics Subject should I choose?

Choosing a subject in Mathematics can be daunting in VCE. It is important that you consult closely with your Mathematics teacher in choosing your subject so that you make the choice that best fits your interests and strengths.

Mathematics subjects are frequently listed as pre-requisites and recommended subjects for tertiary study. Make sure you consider your future career pathway in making decisions about your mathematics **study**.

Units 1 - 4 Foundation Mathematics

Foundation Mathematics Units 1 and 2 focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. They are also designed as preparation for Foundation Mathematics Units 3 and 4 and contain assumed knowledge and skills for these units.

Foundation Mathematics Units 3 and 4 focus on providing students with the mathematical knowledge, skills and understanding to solve problems in real contexts for a range of workplace, personal, further learning, community and global settings relevant to contemporary society. The areas of study for Units 3 and 4 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics' and 'Space and measurement'.

Units 1 – 4 General Mathematics

General Mathematics Units 1 and 2 cater for a range of student interests, provide preparation for the study of VCE General Mathematics at the Units 3 and 4 level and contain assumed knowledge and skills for these units. The areas of study for Unit 1 of General Mathematics are 'Data analysis, probability and statistics', 'Algebra, number and structure', 'Functions, relations and graphs' and 'Discrete mathematics'.

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'.

Units 1-4 Mathematical Methods

Mathematical Methods provide a background for students who may take further study in Mathematics in a variety of practical contexts such as Science, Economics, and Medicine. The course centres around the study of algebra, calculus, probability, and statistics and their applications in a variety of practical and theoretical contexts. The units are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. Students attempting Mathematical Methods are expected to have a sound background in number, algebra, and probability.

Mathematical Methods Units 3 and 4 extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consist of the areas of study 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Calculus', and 'Functions, relations and graphs', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

Units 1-4: Specialist Mathematics

Specialist Mathematics Units 1 and 2 provide a course of study for students who wish to undertake an in-depth study of mathematics, with an emphasis on concepts, skills and processes related to mathematical structure, modelling, problem-solving, reasoning and proof. This study has a focus on interest in the discipline of mathematics and investigation of a broad range of applications, as well as development of a sound background for further studies in mathematics and mathematics related fields.

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide a comprehensive preparation for Specialist Mathematics Units 3 and 4. Study of Specialist Mathematics Units 3 and 4 also assumes concurrent study or previous completion of Mathematical Methods Units 3 and 4.

The areas of study for Specialist Mathematics Units 1 and 2 are 'Algebra, number and structure', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs' and 'Space and measurement'.

Specialist Mathematics Units 3 and 4 consist of the areas of study: 'Algebra, number and structure', 'Calculus', 'Data analysis, probability and statistics', 'Discrete mathematics', 'Functions, relations and graphs', and 'Space and measurement'. The development of course content should highlight mathematical structure, reasoning and proof and applications across a range of modelling contexts with an appropriate selection of content for each of Unit 3 and Unit 4.



Health and Human Development

Unit 1: Understanding Health and Wellbeing

You consider the influence of age, culture, religion, gender and socioeconomic status on perceptions of and priorities relating to health and wellbeing. We look at measurable indicators of population health, and at data reflecting the health status of Australians. You investigate the roles and sources of major nutrients and the use of food selection models and other tools to promote healthy eating.

There is a focus on the health and wellbeing of Australia's youth, and conduct independent research into a selected area of interest. You identify major health inequalities among Australia's youth and reflect on the causes.

What does this mean for me?

You explain multiple dimensions of health and wellbeing used to evaluate the variations in health status of youth and identify key areas for improving youth health and wellbeing. You apply nutrition knowledge and tools to the selection of food and the evaluation of nutrition information.

Unit 2: Managing Health and Development

We investigate transitions in health and wellbeing, and development, from lifespan and societal perspectives. We look at changes and expectations that are part of the progression from youth to adulthood. This unit promotes the application of health literacy skills through an examination of adulthood as a time of increasing independence and responsibility, involving the establishment of long-term relationships, possible considerations of parenthood and management of health-related milestones and changes. You enquire into the Australian healthcare system and extend their capacity to access and analyse health information. Our class considers the challenges and opportunities presented by digital media and health technologies, and consider issues surrounding the use of health data and access to quality health care.

What does this mean for me?

You explain developmental changes in the transition from youth to adulthood. You describe how to access Australia's health system and how it promotes health and wellbeing in their local community.

Unit 3: Australia's Health in a Globalised World

We explore health and wellbeing and illness as complex, dynamic and subjective concepts. While the major focus is on the health of Australians, it is not isolated from the rest of the world. You inquire into the World Health Organisation's (WHO's) prerequisites for health and

wellbeing and reflect on both the universality of public health goals and the increasing influence of global conditions on Australians. Our class understands the indicators used to measure and evaluate health status, and the factors that contribute to variations between population groups in Australia.

We examine the progression of public health in Australia since 1900, noting global changes and influences such as the Ottawa Charter for Health Promotion and the general transition of focus from the health and wellbeing of individuals to that of populations. You investigate the Australian health system and its role in promoting health and wellbeing.

What does this mean for me?

You should be able to explain the complex, dynamic and global nature of health and wellbeing, interpret and apply Australia's health status data and analyse variations in health status. You explain changes to public health approaches, analyse improvements in population health over time and evaluate health promotion strategies.

Unit 4: Health and Human Development in a Global Context

Our class looks at similarities and differences in major burdens of disease in low-middle-and high income countries, including Australia. We investigate a range of factors that contribute to health inequalities and study the concepts of sustainability, human development and the Human

Development Index to further their understanding of health in a global context. You consider the global reach of product marketing and inquire into the effects of particular global trends on health and wellbeing.

We look at the rationale, objectives and interdependencies of the UN's Sustainable Development Goals, focusing on their promotion of health and wellbeing and human development. You investigate the priorities and work of the WHO and evaluate Australia's aid program and the role of non-government organisations, selecting one aid program for detailed research and analysis.

What does this mean for me?

You analyse similarities and differences in health status and burden of disease globally and the factors that contribute to differences in health and wellbeing. You review the relationships between the SDGs and their role in the promotion of health and human development, and evaluate the effectiveness of global aid programs.

Assessment

- course work
- research assignments (Unit 1 and 2)

- outcome tests
- SACs
- end of semester exam

What sort of student would like Health and Human Development?

Someone who:

- has an interest in how humans change over their lifespan and wants to explore the varying
- factors that influence our health and development and that of different people
- wants to learn more about what is being done globally to improve the health of the human race
- is interested in health promotion and world issues

Suggested Pre-requisites

There are no pre-requisites, however, completing any Year 10 Health/PE unit can be useful.



Outdoor and Environmental Studies

Unit 1: Exploring Outdoor Experiences

Our class examines some of the ways in which humans understand and relate to nature through experiences. We focus on individuals and their personal responses to, and experiences of, the outdoors. You develop practical skills and knowledge to help them live sustainably. There is a variety of learning experiences aimed at allowing you to learn in the field as well as the classroom.

One multi-day field trip for term 1

Unit 2: Discovering Outdoor Environments

We study nature's impact on humans, as well as the ecological, social and economic implications of human impact. You develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments. We examine a number of case studies, including areas where there is evidence of human intervention. You develop the practical skills required to minimise human impact on outdoor environments. Learning experiences include gaining firsthand experience of a number of different local ecosystems.

One multi-day trip and a number of single day or part day trips are planned.

Unit 3: Relationships with Outdoor Environments

Our focus is the ecological, historical and social contexts of relationships between humans and the outdoors in Australia. Case studies of impacts are examined in the context of the changing nature of human relationships with outdoor environments in Australia. We also examine the dynamic nature of relationships between humans and their environment.

You are involved in one or more experiences in outdoor environments, including areas where there is evidence of human interaction. Through these practical experiences you have the basis for comparison and reflection, and opportunities to develop theoretical knowledge and skills.

Field trips include a two day experience through the local region examining effects of different population groups on the environment.

Field trips are vital components of the unit as they are directly related to SAC tasks.

Unit 4: Sustainable Outdoor Relationships

We explore the sustainable use and management of outdoor environments. You examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of the outdoors to support the future needs of the Australian population.

Classroom learning and a field trip focus on current practices and sustainable use by all user groups. The role of society in developing sustainable use practices and processes to regulate use of outdoor environments is studied.

There is one field trip – Snow experience

Assessment

- course work
- research assignments
- field trip reports and journals
- outcome tests and SACs
- end of semester exam

What sort of student would like Outdoor and Environmental Studies?

Someone who:

- is interested in outdoor activities
- has a desire to learn from practical experiences
- has an awareness of environmental issues
- likes to contribute to improvements in the outdoor environments we visit
- can work independently and use information from a number of sources to complete learning tasks

Suggested Pre-requisites

There are no prerequisites however, students are strongly encouraged to have completed Outdoor Education in Year 10.

Other Considerations

A levy applies to offset some of the cost of the field trips. The levy for 2023 is set at the end of 2022. Estimate course cost is \$250 - \$300 pp per year.



Physical Education

Unit 1: The human body in motion

We explore how the musculoskeletal and cardiorespiratory systems work together to produce movement. You investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. Using a contemporary approach, we evaluate the social, cultural and environmental influences on movement. We consider the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. You also recommend and implement strategies to minimise the risk of illness or injury to each system.

What does this mean for me?

You participate in a variety of practical activities to explain how the musculoskeletal, respiratory & cardiovascular system functions works. You evaluate the ethical and performance implications of the use of practices and substances that enhance human movement.

Unit 2: Physical activity, sport and society

We develop your understanding of physical activity, sport and society from a participatory perspective. You are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. We collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. You investigate individual and population-based consequences of physical inactivity and sedentary behaviour. We study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

What does this mean for me?

You collect and analyse data related to individual and population levels of participation in physical activity and sedentary behaviour. You apply a social-ecological framework to research, analyse and evaluate a contemporary issue associated with participation in physical activity and/or sport in a local, national or global setting.

Unit 3: Movement skills and energy for physical activity

We introduce you to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. You use a variety of tools and techniques to analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. We investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. You explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

What does this mean for me?

You collect and analyse information from, and participate in, a variety of physical activities to develop and refine movement skills from a coaching perspective, through the application of biomechanical and skill acquisition principles. You use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the factors causing fatigue and suitable recovery strategies.

Unit 4: Training to improve performance

We analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. We consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. You participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

What does this mean for me?

You use data from an activity analysis and determine the fitness requirements of a selected physical activity. You participate in a series of fitness tests and design a suitable training program using relevant training principles and methods from a practical and theoretical perspective.

Assessment

- course work
- research assignments
- outcome tests
- end of semester exam
- SACs

What sort of student would like Physical Education?

Someone who:

- is active and enjoys physical activity
- wants to learn about the body systems
- has an interest in factors that influence physical activity
- wishes to develop and undertake a training program
- is interested in studying health and/or medical sciences

Suggested Pre-requisites

Nil.



Biology

In VCE Biology, students will seek to understand and explore the nature of life, past and present. This subject investigates the processes that support life, survival and continuity, both at a cellular level to that of the whole organism. Students will also explore the relationships between organisms and their environment. They will be introduced to current research methods and explore the ethical considerations that new discoveries bring.

What sort of student would like Biology?

Someone who:

- Has an interest in learning about the human body and other living organisms.
- Wants to understand how life works at a cellular level to ensure our survival.
- Would like to know more about current scientific research.
- Enjoys a mixture of experimental work and study.
- Is comfortable learning new vocabulary and using their problem solving skills to solve unfamiliar questions.
- Is interested in further study in the following fields: Health Science, Science or Medical Science, Environment Science or Exercise-related fields.

Assessment:

- Course work
- Topic Tests
- Practical Investigations (Logbook)
- Extended Practical Investigation
- End of semester exam



Advice to students:

It is highly recommended that students who are interested in undertaking Biology Units 3&4 take Units 1&2. *Student investigations in Unit 3 draw on content from Units 1&2.*

Unit 1: How do organisms regulate their functions?

In this unit students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes. Students focus on cell growth, replacement and death and the role of stem cells in differentiation, specialisation and renewal of cells. They explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Unit 2: How does inheritance impact on diversity?

In this unit students explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity. They apply their understanding of chromosomes to explain the process of meiosis. Students consider how the relationship between genes, and the environment and epigenetic factors influence

phenotypic expression. They explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.

Unit 3: How do cells maintain life?

You will investigate cells at a molecular level. We explore how substances move across the plasma membrane and the nature of nucleic acids, genes and proteins. You will learn about how genes can be “switched on” and “switched off”. We study important biochemical pathways within cells, the action of enzymes and the factors that affect the rate of biochemical reactions. We will examine our immune system’s response to infection and understand how we develop immunity.

Unit 4: How does life change and respond to challenges over time?

You will investigate some of the changes and challenges that have occurred on Earth over time. You will understand how genetic changes and natural selection can lead to the evolution of new species. We will explore the scientific evidence for evolution and the biological changes in humans and other organisms over time. We will study a variety of different techniques used by scientists to manipulate and study DNA. You will examine the social and ethical implications of this research on our society.

Assessment

- course work
- topic tests
- SACs
- practical investigations
- extended practical investigation (scientific poster)
- end of semester exam

What sort of student would like Biology?

Someone who:

- has an interest in learning about the human body and other living organisms.
- wants to understand how life works at a cellular level to ensure our survival.
- would like to know more about current scientific research.
- enjoys a mixture of experimental work and study.
- is comfortable learning new vocabulary and using their problem solving skills to solve unfamiliar questions.
- is interested in further study in the following fields: Health Science, Science or Medical Science, Environmental Science or Exercise-related fields.

Suggested Pre-requisites

It is highly recommended that students who are interested in undertaking Biology Units 3&4 take Units 1&2. Student investigations in Unit 3 draw on content from Units 1&2.



Chemistry

Chemistry explores the composition and behaviour of matter and chemical reactions and beyond. Chemistry underpins the production and development of energy, the maintenance of clean air and water, food production, medicines and new materials, and the treatment of wastes. Our knowledge and understanding of chemistry is constantly evolving in response to new evidence and discoveries.

Assessment:

- Course work
- Topic Tests
- Practical Investigations (Logbook)
- Extended Research Investigation
- Extended Practical Investigation
- End of semester exam (Unit 1 & 2)
- End of year exam (Unit 3 & 4)



What sort of student would like Chemistry?

Someone who:

- Wants to explore different chemical reactions and how energy is consumed and produced.
- Has an interest in learning about the substances found on Earth, including organic compounds, metals and radioactive isotopes.
- Would like to explore how nanoparticles, batteries and polymers are used in our society.
- Is wanting to investigate ways of producing new chemical compounds to make them as efficient and environmentally friendly as possible.
- Is interested in learning more about carbohydrates, lipids, proteins and vitamins and how they are metabolised in the human body.
- Would like to know more about the techniques used in current scientific research.
- Enjoys a mixture of experimental work and study.
- Is comfortable using their mathematical skills in science.
- Likes learning new vocabulary and using their problem solving skills to solve unfamiliar questions.
- Is interested in further study in the following fields: Health Science, Science or Medical Science, Engineering.

Advice to students:

There may be opportunities to conduct experimental investigations at external laboratories – there may be an additional cost for these excursions (\$40 approx). It is highly recommended that students who are interested in undertaking Chemistry Units 3&4 take Units 1&2. *Much of the key knowledge developed through Unit 1&2 is required in Unit 3&4.*

Unit 1: How can the diversity of materials be explained?

The development and use of materials for specific purposes is an important human endeavour. In this unit you will investigate the chemical structures and properties of a range of materials, including covalent compounds, metals, ionic compounds and polymers. You are introduced to ways that chemical quantities are measured. You consider how manufacturing innovations lead to more sustainable products being produced for society through the use of renewable raw materials and a transition from a linear economy towards a circular economy.

Unit 2: How do chemical reactions shape the natural world?

Society is dependent on the work of chemists to analyse the materials and products in everyday use. In this unit you will analyse and compare different substances dissolved in water and the gases that may be produced in chemical reactions. You will explore applications of acid-base and redox reactions in society. You will conduct practical investigations involving the specific heat capacity of water, acid-base and redox reactions, solubility, molar volume of a gas, volumetric analysis, and the use of a calibration curve.

Unit 3: How can chemical processes be designed to optimise efficiency?

The global demand for energy and materials is increasing with world population growth. You will explore a variety of different energy options and the chemical production of materials whilst considering efficiency, renewability and minimal environmental impact. Students will investigate the rate and extent of a chemical reactions. You will use the language and conventions of chemistry such as symbols, units, chemical formulas and equations to explain and discuss your understanding.

Unit 4: How are organic compounds categorised, analysed and used?

The carbon atom has unique characteristics that enables it to be found in a wide variety of different materials used in our everyday life. You will investigate the structural features, bonding, important chemical reactions and uses of the major families of organic compounds. We will focus on the compounds found in food and their metabolism in the human body. You will study the ways in which organic structures are represented and named. We will explore the different techniques used by scientists to study organic compounds.



Physics

Physics seeks to understand and explain the physical world. It examines models and ideas used to make sense of the world we live in. By looking at the way matter and energy interact through observations, measurements and experiments, physicists gain a better understanding of the underlying laws of nature.

Assessment:

- Course work
- Topic Tests
- Practical Investigations (Logbook)
- Research Investigation
- Extended Practical Investigation
- End of semester exam (Unit 1 & 2)
- End of year exam (Unit 3 & 4)



What sort of student would like Physics?

Someone who:

- Has an interest in understanding the link between motion, force and power.
- Wants to know more about electricity, magnetism, light and energy.
- Wants to understand more about matter and the formation of our Universe.
- Enjoys a mixture of experimental work and study.
- Has solid mathematical skills, including algebra and simple data analysis.
- Likes learning new vocabulary and using their problem solving skills to solve unfamiliar questions.
- Is interested in further study in the following fields: Health Science, Science or Medical Science, Engineering and a range of other scientific fields.

Advice to students:

Students may be required to undertake fieldwork in Melbourne to apply their understanding of concepts learnt in class. There will be an additional cost for these excursions (\$50 approx). It is highly recommended that students who are interested in undertaking Physics Units 3&4 take Units 1&2.

Unit 1: How is energy useful to society?

In this unit you will examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain energy. Models used to understand light, thermal energy, radioactivity, nuclear processes and electricity are explored. You will apply these physics ideas to contemporary societal issues: communication, climate change and global warming, medical treatment, electrical home safety and Australian energy needs.

Unit 2: How does physics help us to understand the world?

In this unit you will explore the power of experiments in developing models and theories. You will investigate a variety of phenomena by making your own observations and generating questions, which in turn lead to experiments. You will investigate the ways in which forces are involved both in moving objects and in keeping objects stationary and apply these concepts to a chosen case study of motion.

Unit 3: How do fields explain motion and electricity?

- How do things move without contact?
- How are fields used to move electrical energy?
- How fast can things go?

We explore the importance of energy in explaining and describing the physical world. We examine the production of electricity and its delivery to homes. You explore the interactions, effects and applications of gravitational, electric and magnetic fields.

We use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects. You consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. You design and undertake investigations involving at least two continuous independent variables.

Unit 4: How can two contradictory models explain both light and matter?

- How can waves explain the behaviour of light?
- How are light and matter similar?
- Practical investigation

We explore the use of wave and particle theories to model the properties of light and matter. We examine how the concept of the wave is used to explain the nature of light. You further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter which enables students to consider the relationship between light and matter.

Assessment

- | | |
|--------------------------------------|---|
| • Assignments | • Summary report of selected practical work |
| • Course work | • Unit tests |
| • Topic Tests | • end of Unit exam |
| • Practical Investigations (Logbook) | • End of year exam |
| • Research Investigation | |
| • Extended practical investigation | |

Other Considerations

Students may be required to undertake fieldwork in Melbourne to apply their understanding of concepts learnt in class.

It is highly recommended that students who are interested in undertaking Physics Units 3&4 take Units 1&2.

Psychology

VCE Psychology enables students to explore how people think, feel and scientific study. This subject explores the connection between the brain and behaviour, looking at the interplay between genetics and environment, individual differences and group dynamics, sensory perception and awareness, and mental health.

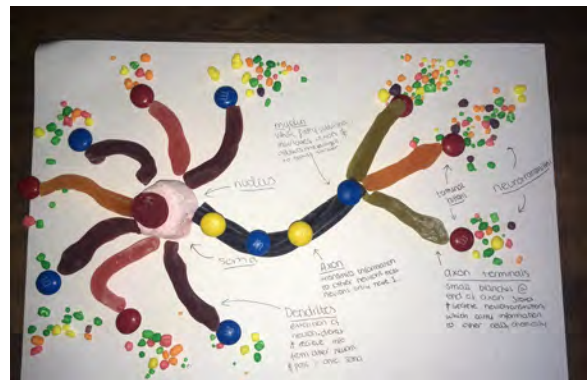
What sort of student would like Psychology?

Someone who:

- Has an interest in understanding the ways in which humans behave, learn and interact with each other.
- Enjoys learning about the brain.
- Is interested in using research evidence to understand human behaviour.
- Is comfortable learning new vocabulary and concepts.
- Has solid writing skills and an interest in using the scientific method to conduct research.
- Is interested in further study in the following fields: Health, Science or Medical Science, Education, Social Work.

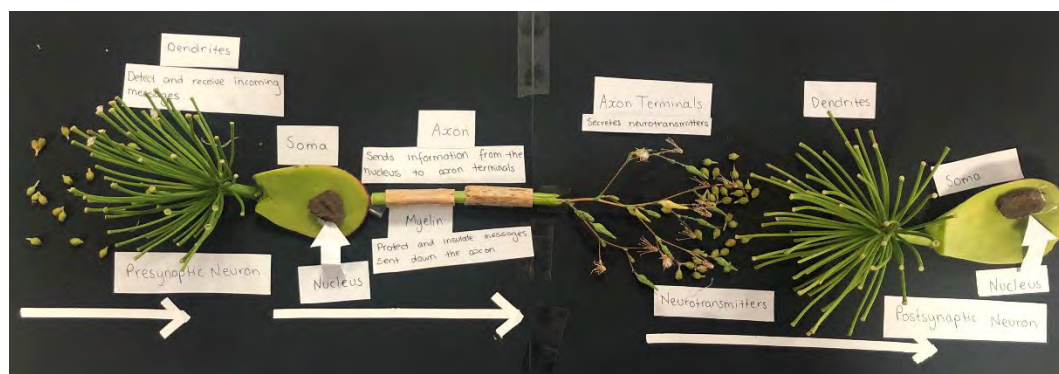
Assessment:

- Course work
- Topic Tests
- Student-directed research investigation
- Student-directed practical investigation
- End of semester exam (Unit 1 & 2)
- End of year exam (Unit 3 & 4)



Advice to students:

It is highly recommended that students who are interested in undertaking Psychology Units 3&4 take Units 1&2. Students must undertake Unit 3 prior to undertaking Unit 4.



Unit 1: How are behaviour and mental processes shaped?

We will investigate the structure and function of the human brain and the role it plays in the overall functioning of the human nervous system. You will explore brain plasticity and the influence that brain damage may have. You will examine the nature of psychological development, including situations where psychological development may not occur as expected. Students will study the contribution of past and present studies to our understanding of the human brain.

Unit 2: How do internal and external factors influence behaviour and mental processes?

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. You will investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted. We will explore a variety of factors and contexts that can influence the behaviour of an individual and groups, recognising that different cultural groups have different experiences and values. We will examine the contribution that classical and contemporary research has made to the understandings of human perception and why individuals and groups behave in specific ways.

Unit 3: How does experience affect behaviour and mental processes?

The nervous system influences behaviour and the way people experience the world. You will explore the nervous system at both a cellular level and a system level to understand how it senses and responds to internal and external stimuli. We will explore how stress may affect a person's psychological functioning and consider stress as a psychobiological process, including emerging research into the relationship between the gut and the brain in psychological functioning. You will study how investigate how mechanisms of learning and memory lead to the acquisition of knowledge and the development of new and changed behaviours. We will use past and present research to build our understanding of the nervous system and to the understanding of biological, psychological and social factors that influence learning and memory.

Unit 4: How is mental wellbeing supported and maintained?

Consciousness and mental health are two of many psychological constructs that can be explored by studying the relationship between the mind, brain and behaviour. We will examine the nature of consciousness and how changes in the level of consciousness can affect mental processes and behaviour. We will explore the impact that changes to a person's sleep-wake cycle and sleep hygiene have on a person's psychological functioning and consider the contribution that classical and contemporary research has made to the understanding of sleep. We will consider ways in which mental wellbeing may be defined and conceptualised, including social and emotional wellbeing (SEWB) as a multidimensional and holistic framework to wellbeing. We will explore the concept of mental wellbeing as a continuum and apply a biopsychosocial approach, as a scientific model, to understand specific phobia.

Drama

Unit 1: Introductory performance styles

In this unit students study three or more performance styles from a range of social, historical and cultural contexts. They examine drama traditions of ritual and storytelling to devise performances that go beyond re-creation and/or representation of real life as it is lived. This unit focuses on creating, presenting and analysing a devised solo and/or ensemble performance that includes real or imagined characters and is based on stimulus material that reflects personal, cultural and/or community experiences and stories. This unit also involves analysis of a student's own performance work and a work by professional drama performers.

Unit 2: Australian identity

In this unit students study aspects of Australian identity evident in contemporary drama practice. This may also involve exploring the work of selected drama practitioners and associated performance styles. This unit focuses on the use and documentation of the processes involved in constructing a devised solo or ensemble performance. Students create, present and analyse a performance based on a person, an event, an issue, a place, an artwork, a text and/or an icon from a contemporary or historical Australian context.

Assessment

- Script development, creation and documentation
- Ensemble and solo performances
- Professional performance viewing and written analysis

Unit 3: Devised ensemble performance

In this unit students explore the work of drama practitioners and draw on contemporary practice as they devise ensemble performance work. Students explore performance styles and associated conventions from a diverse range of contemporary and/or traditional contexts. They work collaboratively to devise, develop and present an ensemble performance. Students create work that reflects a specific performance style or one that draws on multiple performance styles and is therefore eclectic in nature.

Assessment

- Script development, creation and documentation
- Ensemble performance
- Professional performance viewing and written analysis

Unit 4: Solo performance

This unit focuses on the development and the presentation of devised solo performances. Students explore contemporary practice and works that are eclectic in nature; that is, they draw on a range of performance styles and associated conventions from a diverse range of contemporary and traditional contexts. Students develop skills in extracting dramatic potential from stimulus material and use play-making techniques to develop and present a short solo performance.

Assessment

- create and present a short solo performance and evaluate the processes used
- describe, analyse and evaluate the creation, development and presentation of a prescribed solo performance

What sort of student would like drama

Someone who likes to create characters, enjoys workshop processes, feels comfortable with research and writing/ scripting work. You shall enjoy this unit if you wish to enhance your performance and expressive skills.

Suggested Pre-requisites

Preferably Middle School Drama/Performance or Theatre Studies.

Other Considerations

You need to be committed to attending performances outside class time, including excursions. Drama does not always involve preparation and analysis that is spread evenly throughout the unit! There will be times leading to a performance that requires a commitment to extra hours.



Art Making and Exhibiting

Unit 1: Explore, expand and investigate

You will explore materials, techniques and processes in a range of art forms, leading to the development of one finished artwork. You will be required to record and document art making in the Visual Arts journal using written and visual material. You will be required to present information about three Australian artists, including at least one Aboriginal or Torres Strait Islander artist, and at least one artwork by each artist, by means of promoting an exhibition.

Assessment

- Visual Arts Journal
- Completed artworks
- Information for an exhibition

Unit 2: Understand, develop and resolve

You will continue to research how artworks are made by investigating how artists use aesthetic qualities to represent ideas in artworks. You will broaden your investigation to understand how artworks are displayed to audiences, and how ideas are represented to communicate meaning. The planning and development of at least one finished artwork are documented in your Visual Arts journal.

Assessment

- Thematic exhibition of six artworks
- Experimental artworks and documentation
- Finished artworks

Unit 3: Collect, extend and connect

You will actively engage in art making using materials, techniques and processes. You will explore contexts, subject matter and ideas to develop artworks in imaginative and creative ways. You will also investigate how artists use visual language to represent ideas and meaning in artworks. The materials, techniques and processes of the art form you work with are fundamental to the artworks that you will make.

Unit 4: Consolidate, present and conserve

You will make connections to the artworks that you make in Unit 3, consolidating and extending your ideas and art making to further refine and resolve artworks in specific art forms. The progressive resolution of these artworks is documented in your Visual Arts journal, demonstrating your developing technical skills in a specific art form as well as your refinement and resolution of subject matter, ideas, visual language, aesthetic qualities and style. You will also reflect on your selected finished artworks and evaluate the materials, techniques and processes used to make them.

Assessment

- Research and plan an exhibition of artworks of 3 artists (Unit 3)
- Case Study presentation (Unit 4)
- Visual Arts Journal (Unit 4)
- Presentation of completed artworks (Unit 4)
- Make at least one finished artwork in a specific art form (Unit 4)
- External Exam (Units 3 and 4)

What sort of student would like Art Making and Exhibiting?

Someone who enjoys visual arts, photography and design.

Suggested Pre-requisites

Nil. However, completion of Year 10 Visual Arts would be helpful.

To undertake Unit 3 and 4, it is preferable to have completed Unit 1 and 2.

Other considerations

Students may be required to purchase some of their own materials.



Visual Communication Design

Unit 1: Introduction to Visual Communication Design

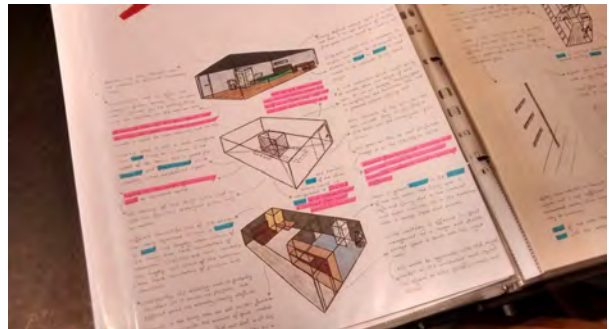
You produce a folio of drawings, including practice drawings from observation, development drawings using a range of visualisation methods and the communication of ideas through drawing. You include drawings related to the use of the design process. We analyse and implement presentation drawings to effectively communicate information. Our class reflects, in a written report, on the implications of social, and historical influences on contemporary design.

Unit 2: Applications of Visual Communication Design

You create a folio of drawings that relate to environmental or industrial design. You practice technical drawing skills. We focus on type and imagery and the importance of both in the production of designs particularly graphic design. You utilise the design process in developing your ideas.

Assessment

- folio of drawings and design work
- final presentations
- a written report
- end of semester exam



Unit 3: Design Thinking and Practice

You develop skills to be an effective designer. This includes being critical and able to analyse existing examples of visual communication and then develop your own designs from these examples. You write a report to show an understanding of design in industry, develop a design brief and then begin the design process as well as research and generate ideas for a folio of work.

Unit 4: Design Development and Presentation

You continue to produce designs related to the folio started in Unit 3. This includes the further development of suitable designs, the production of two final presentations and the evaluation and explanation of their design work. You also pitch your design work to an audience.

Assessment

- analysis and evaluation reports
- industry study reports
- pitch at the conclusion of folio work
- folio work
- exam

What sort of student would like Visual Communication Design?

Someone who enjoys designing, drawing, problem solving and working on their own terms, computer graphics and designing on the computers.

Suggested Pre-requisites

Any Year 10 Visual Communication Design unit would be useful but not essential. Some knowledge and interest in using Adobe Photoshop and Illustrator is strongly advised

Other Considerations

Visual Communication Design is a useful pathway for students wanting a career in any type of design.



Product Design and Technology

Unit 1: Sustainable product redevelopment

Students consider the sustainability of an existing product and acknowledge the intellectual property (IP) rights of the original designer. Working drawings (also known as flats, trade sketches, assembly or technical drawings) are used to present the preferred design option. Students produce a redeveloped product using tools, equipment, machines and materials, taking into account safety considerations. They compare their product with the original design and evaluate it against the needs and requirements outlined in their design brief.

Unit 2: Collaborative design

In this unit students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. They focus on factors including end-user/s' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.

Unit 3 and 4: Applying the product design process/Product development and evaluation

In these units students are engaged in the design and development of a product that addresses a personal, local, or global problem (such as humanitarian issues), or that meets the needs and wants of a potential end-user/s. The product is developed through a design process and is influenced by a range of factors including the purpose, function and context of the product; user-centred design; innovation and creativity; design elements and principles; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. Students engage with end-user/s to gain feedback throughout the process of production. Students also make comparisons between similar products to help evaluate the success of a product in relation to a range of product design factors.

Assessment

- A design folio that contains an analysis of a product's sustainability, a design brief, evaluation criteria, research, visualisations and design options, working drawings, a scheduled production plan, and an evaluation report on the finished product
- A finished product and records of production and modifications.
- Units 3 and 4 are also assessed by an end-of-year examination.

What sort of student would like Product and Design Technology?

Someone who enjoys designing, drawing, problem solving and working on their own design projects. Every design project must be developed with an accompanying design folio culminating in the creation of their own product using technological skills progressed through working with timber and / or metal.

Suggested Pre-requisites

Completion of 9/10 Wood / Metal Technology is desirable.

VET

Vocational Education and Training

VET is a course within VCE or VCAL. Students enrolled in either can study a nationally accredited VET course as part of their qualification. On-the-job training at workplaces is another important part of the delivery.

Most courses count as a full VCE sequence, i.e. Unit 1 to 4. VET courses with a Unit 3 and 4 sequence may contribute directly to the calculation of the ATAR.

The advantages of doing VET in schools?

- joining the workforce, you have a better chance of finding employment
- entering TAFE, you have advanced standing for higher level courses
- going to University, the vocational education units give you a 'hands on'
- insight into the unit and may contribute to your ATAR

If you are interested in doing a VET unit, it is important that you speak to Danielle Caponecchia to discuss options. VET Hospitality is being offered in Myrtleford (at Marian College). Other VET programs might be accessible at GO TAFE Wangaratta or through other local schools.

Doing VET in VCE (VM)

Students studying for the VCE (VM) qualification **must be enrolled in at least one VET unit**. This is compulsory because the purpose of VCAL is to cultivate industry specific skills and build pathways to employment.

School Based Apprenticeship programs allow VCE/VCAL students to participate in part-time schooling and paid part-time employment. Participating students enter into a Training Agreement as part of their required employment arrangements. A student who undertakes a School Based Apprenticeship while still at school must be:

- undertaking VCE /VCAL studies as part of a program managed and coordinated by a school, and
- a signatory to a Training Agreement registered with the State Training Board, and
- employed under an award or registered agreement, and
- undertaking a training program that leads to a nationally recognised vocational qualification.

Students involved in School-based Part Apprenticeships generally attend regular classes 4 days per week, and attend their workplace one day per week (Wednesday). They may also complete additional paid work and training during some of their holiday period.

In some ways, a School-based Apprenticeship program is similar to a VET in Schools program - with similar advantages. However, within an Apprenticeship program it is required that students spend the equivalent of at least one day per week in paid employment, ie. four days at school, one day working. This is considerably more work placement than is involved in VET in Schools programs.

Similarly to the VET in Schools programs, students will be issued with a nationally recognised certificate at the successful completion of the two years. They will also receive a VCE certificate (providing they successfully complete the VCE requirements). So they will have had the benefit of completing their VCE, completing a Certificate I or II level training qualification, and also spent a significant amount of time in the work force being paid a training wage.

The main difference between VET in Schools programs and School Based Apprenticeships is that for a School Based Apprenticeship the student **requires an employer** for the duration of the program. This does not mean necessarily that the employer must guarantee the student a job at the end of the program/end of VCE/VCAL. It just means that the employer is willing to employ the student (at training wage rates) during the program (typically two years) on a part-time basis. This effectively provides the student with a part-time job throughout their VCE/VCAL in an area of interest to them.

The crucial thing to remember is that students must have an employer before embarking on a school-based part-time New Apprenticeship. Some assistance is available with securing an employer and the Colleges have established good working relationships with a number of local Group Training Companies who are available to speak with prospective employers to explain all the details of a school-based part-time Apprenticeship.

If you are interested in a School Based Apprenticeship it is important that you speak with Danielle Caponecchia.



VET Hospitality

SIT20416 Certificate II in Kitchen Operations

This is a two year course. It can be studied as either a VCE or VCE (VM) unit. If studied as a VCE unit, it can be one of your primary five units.

Unit 1 and 2

You expand your knowledge of the hospitality industry. Hygiene, health and safety are covered. You develop knife and cooking skills and prepare a range of foods. You study the basic methods of cooking and prepare a variety of dishes using these methods.

Unit 3 and 4

You continue to develop knowledge and skills. We focus on cooking and extending the range of dishes you can prepare. Units include

- prepare appetisers and salads
- prepare poultry dishes
- prepare stocks sauces and soups

What does this mean for me?

Unit 1 and 2

You learn professional cooking skills and develop your ability to cook a variety of foods. You gain experience in hospitality, catering and cooking a variety of foods working at school based functions.

Unit 3 and 4

As you gain more experience and develop your skills you will create more complex dishes to industry standards.

Assessment

- course work
- written and practical assessment tasks
- internal end of semester examinations in first year of course
- scored school based assessments (SACs) and external end of year examination in second year of the course

Students wishing to receive an ATAR contribution for the scored units 3 and 4 sequence of VCE VET Kitchen Operations must undertake scored assessment for the purpose of achieving a study score. This study score can contribute directly to the ATAR, either as one of the student's best four studies (the primary four) or as a fifth or sixth study.

Where a student elects not to receive a study score for the scored unit 3 and 4 sequence VCE VET subject, no contribution to the ATAR will be available.

What sort of student would like Hospitality?

Someone who is interested in

- cooking
- employment in the hospitality industry
- gaining an apprenticeship in the hospitality industry

Pre-requisites

Unit 1 and 2 must be completed prior to commencing Unit 3 and 4.

This program is delivered through an auspice partnership with Access Skills Training (AST) as the Registered Training Organisation TOID 4603

#



Process from here

Using this Handbook, identify subjects you might be interested in.

Participate in any of the following activities to assist you to make decisions about which subjects/program you will choose:

- discussions/activities in Learning Mentor
- seek out teachers of subjects
- meet with Danielle Caponecchia
- talk to students who are currently undertaking subjects
- research future course/career pathways

Students will be advised of how to indicate their initial preferences. It is important that students think carefully and undertake related research (talk to teachers, to students who have done the subjects you are thinking about, to Danielle Caponecchia; research courses you might like to do in the future and check out their pre-requisites and subject involved in the courses) prior to selecting their subjects.

Following the initial subject selections it is likely that some subjects will be removed from the offerings due to low student numbers.

Once the subjects are allocated to lines, we will consult with students as there are likely to be some students who have clashes.