

WELCOME

Selecting your career pathway is an exciting, and for some, a daunting time as you launch into decision making about the shape of your remaining two years of secondary schooling. But there are many people who are here to assist you in your decision making and the College will offer you the support you need.

Please make use of Careers Counsellors, Heads of House, VCE/VCAL/VET Coordinators and Heads of Faculty, along with trusted subject teachers and, importantly, your parents, who can all help you wade through the options available.

The following pages are full of information and regulations which you can refer to as needed. It is a document which you will want to revisit over the coming weeks.

You should balance the advice of those who are there to assist, with what you know is a combination of subjects that you will enjoy.

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SECTION A

**Course options, requirements,
guidelines and advice**

YEAR 11 & 12 COURSE SELECTION 2018

In planning an academic program for Years 11 & 12, students should consider:

- Personal interests
- Educational strengths and learning styles
- Future career pathways
- Tertiary entrance requirements

Students who are planning to undertake the VCE should use the Course Planner on Page 18 to map their proposed course and to ensure that it satisfies the requirements of the VCE.

Experience has shown that if a student has not been successful in a subject in Year 10 or Year 11 then the prospect of success in continuing similar subjects is low.

Students who are unable to cope with such subjects lose confidence in themselves and other subjects suffer as well. Taking this consideration, if a student wishes to alter their course selection from VCE to VCAL after the commencement of the academic year, a suitable VET course at an external institution, which forms a crucial part of the VCAL course, **may not be available**. It is recommended that a thoughtful decision to undertake VCE or VCAL is made before the end of the year and then adhered to.

The relevance of a subject to a career

Some tertiary courses *require* that students have undertaken certain units, known as prerequisite subjects. The Victorian Tertiary Admissions Centre (VTAC) will publish details of tertiary entrance requirements for 2020 early in Term 3. All students and parents are advised to consult these requirements and discuss them with the Careers Counsellor.

The career aspirations of students need to be realistic. It is important for parents and students to understand that the ability of a student to undertake a subject competently is as important as career aspirations.

Timeline for course selection

VCE Information Evening for Year 10 students and parents	Wednesday 26th July, 7:30pm
Year 10 Student Interviews*	July 27
Year 10 Careers Interviews*	July 28 – Aug 4
VCAL Information Evening	Monday 31 st July, 7:30pm
Web preferences open for subject selection	Aug 7- 11

*During July/August each Year 10 student will be interviewed to discuss their subject selection. They will meet with their Head of House and also with one of the Careers Counsellors.

Year 11 students and parents are welcome to meet with the Careers Counsellors to discuss Year 12 subject selection.

SENIOR SCHOOL PROMOTION POLICY

This policy is a process intended to fully involve and support Senior School families in determining the most appropriate academic or vocational pathway for each student.

Year 10 to Year 11

To gain automatic promotion to Year 11, a student must receive grades of D+ or higher in English and four of the other six subjects (Mathematics, Science, Humanities, Physical Education and two electives) studied each semester and be able to form a viable proposed VCE course for Years 11 and 12.

Year 11 to Year 12

To gain automatic promotion to Year 12, a student must receive grades of D+ or higher in ten VCE units (including two units of English) during Year 11 and be able to form a viable Year 12 course.

Students unable to meet these requirements for automatic promotion will be interviewed, with their parents, by the Head of Senior School who may recommend one or more of the following:

- Review of subject choices

The initial subject choice may be inappropriate when considering future career intentions or recent academic achievement. The Careers Counsellor will be included in this consultation. Alternative courses including VCE/VET/VCAL, or VCE over three years can be considered.

- Provisional promotion with review at end of Term 1

The student may be promoted with an agreement that work habits and/or behaviour must improve to an acceptable level. A review of progress will occur at the end of Term 1 with the student and parents. If progress is unsatisfactory, other options will be considered (e.g. a modified program, TAFE, employment)

- Repeat a year if a place is available

Repeating a year is only worthwhile if it is believed by all parties concerned that improved achievement is attainable, in order to be prepared for further desired studies.

- Explore options outside Aitken College

Consultation with the Careers Counsellor and external agencies, to explore other pathways that may better suit the student, such as TAFE, apprenticeship or employment.

PLANNING YOUR PATHWAY

'Later Years' Pathway

Your Later Years Pathway describes your choices in education, training or employment after Year 10. In education, it consists of a collection of studies put together to deliver the requirements for a senior school certificate, either:

- The Victorian Certificate of Education (VCE) or
- The Victorian Certificate of Applied Learning (VCAL)

Vocational Education & Training (VET) studies can be included in both VCE and VCAL programs. Before you make a decision about your Later Years Pathway you will need to spend time investigating each of the pathways and what they have to offer.



VCAL – Hands on Learning

VET programs can contribute towards the VCE and the VCAL and your ATAR

Your chosen course should:

- Fulfil the specific requirements of the VCE/VCAL in the number and range of units required
- Allow you to successfully complete the VCE/VCAL
- Provide you with a viable pathway with choices post secondary school

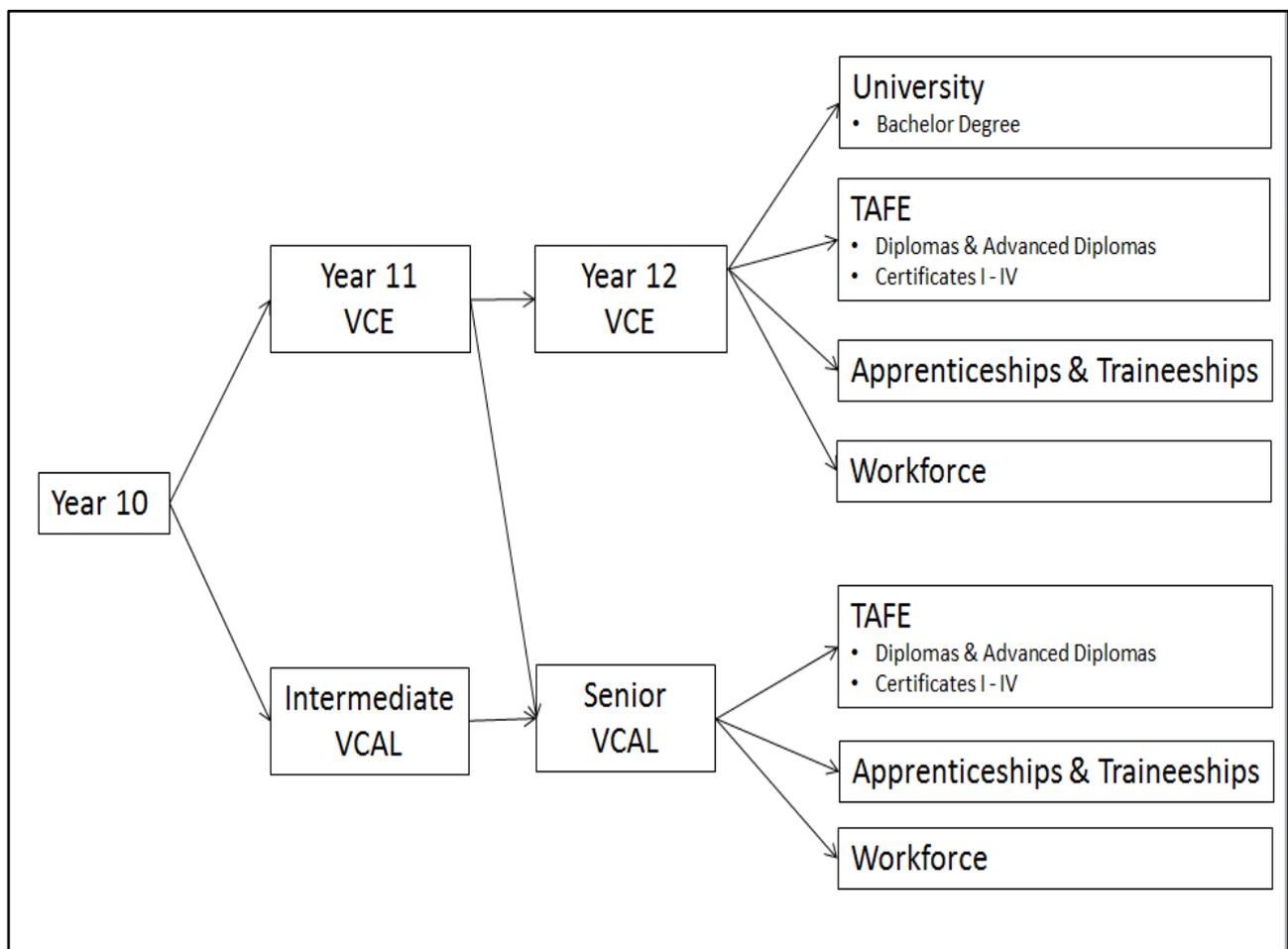
When planning your VCE/VCAL:

- Consider the subject areas you enjoy
- Think carefully about the subject areas you are good at
- Seek advice and talk to a variety of people about your interests and further studies
- Carefully read this VCE/VCAL Information Handbook
- Research the courses which interest you and check whether there are any prerequisite subjects (<http://www.vtac.edu.au/publications/#year10and11>: look at 'Prerequisites' for the appropriate year)
- Investigate your career options to ensure your choices will help you reach your goal (use the myfuture website: www.myfuture.edu.au)
- Consult Careers Counsellors

VCE or VCAL?

	VCE	VCAL
Teaching and Learning Style	Predominantly theoretical with some practical work in some studies	Applied and active learning with a focus on hands on activities
Qualification	Both programs certify the completion of post-secondary schooling in Victoria	
Subjects and Areas of Study	Possible combinations of VCE studies and VET subjects	Possible combinations of VCAL units, VET subjects and Work Related Studies
Pathways	Employment, TAFE, University	Employment, TAFE

Possible study pathways from Year 10:



VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Certificate of Education (VCE) is a two-year program of studies undertaken by students in Years 11 and 12. A very small number of academically able students may be invited to undertake a Unit 1 and 2 sequence in Year 10.

The academic year is divided into two semesters. A Unit 1 and 2 sequence is equivalent to one year of study in a particular subject.

VCE Units have been designed by the Victorian Curriculum and Assessment Authority (VCAA). All VCE Units taken at Year 10, Year 11 and Year 12 are recorded on the VCE Certificate. The Units offered at Year 11 level will generally be Units 1 and 2 in each study. In Year 12, students will take Unit 3 and 4 sequences of their chosen studies. **Note: Only Units 3 and 4 are used in the calculation of the Australian Tertiary Admission Rank (ATAR). Please refer to page 13 for further information.**

All students undertaking VCE Units 3 and 4 are expected to undertake scored assessment. Students must complete all assessment tasks and attend all scheduled VCAA exams. Students at Aitken College do not have the option of undertaking VCE without scored assessment.

Programs of Study: VCE

In Year 11, all students are expected to undertake six studies/subjects (12 Units), including two Units of English which are compulsory.

In Year 12, students will be expected to undertake five studies/subjects (10 Units). The English requirement of a Units 3/4 sequence can be English Units 3 and 4 OR Literature Units 3 and 4 OR English Language Units 3 and 4. Approval from the Head of Faculty must be gained in order to study Literature without English or English Language instead of English. Some students may choose to do six studies, depending on preferred future career choices. **This option is only available after an interview with the Head of School and if it fits within the timetable structure.**

VCE Subject Offerings Policy

The number and range of subjects offered to students in Years 11 and 12 each year are determined by a number of factors that include (but are not limited to) student enrolment, student/teacher ratio, pre-existing offerings and VCAA policy.

The number and range of subjects which run are also determined by a number of factors which include student choice, viable class size and teacher availability.

The final number and range of subjects which run each year will be determined according to the following policy:

- The Principal will decide the number of subjects to be offered and the number of classes which are viable each year
- Subjects which have been undertaken in Year 11 in one year will be offered in Year 12 for the following year as long as there is a viable class size
- The minimum class size for a subject to be viable shall be set by the Principal
- Subjects in which there is an enrolment of less than minimum class size will not be run unless inability to undertake the subject offered will prevent students from pursuing a chosen pathway
- For subjects where there is enrolment of less than minimum class size, a combined Year 11/12 class may be considered
- Students who choose subjects with less than the minimum class size will be counselled to choose an alternative
- Where there is discussion or debate about the viability of a particular class or classes, the final decision will be at the discretion of the Principal.

Provisional Subject Offerings for Years 11 and 12

The Arts

- Media
- Visual Communication Design
- Studio Arts
- Theatre Studies

Business Studies

- Accounting
- Economics
- Business Management
- Legal Studies

English

- English
- Literature
- English Language

Health and Physical Education

- Health and Human Development
- Physical Education
- Outdoor and Environmental Studies

Humanities

- History: Twentieth Century History (Year 11) / History: Revolutions (Year 12)
- Religion and Society
- Sociology

Mathematics

- Further Mathematics
- Mathematical Methods
- General Mathematics
- Specialist Mathematics

Science

- Biology
- Environmental Science
- Psychology
- Chemistry
- Physics

Technology

- Agricultural and Horticultural Studies
- Computing (Year 11) / Infomatics (Year 12)
- Food Studies (Year 11 only in 2018)
- Product Design and Technology

Languages

- Indonesian

VET

- VET Business
- VET Music Industry (Sound Production)
- VET Music Industry (Performance)
- VET Sport and Recreation

Note: VET studies undertaken off-campus will incur an additional course fee

Satisfactory Completion of the VCE

At Aitken College, students would generally undertake 22 VCE units of study across Year 11 and 12. In order to attain the VCE, a student must satisfactorily complete 16 units. These 16 units must include:

- At least three units of English studies (including at least one Unit 3/4 English subject); and
- Three sequences of Units 3 and 4 studies other than English.

In order to qualify for an ATAR score, students must also pass both units of a Unit 3 & Unit 4 sequence in an English subject.

Assessment in the VCE

Learning outcomes are what students must know, or be able to do, by the time they have finished a Unit.

For all studies, the College will decide whether a student satisfactorily completes a Unit by achieving the relevant learning outcomes. The College will set assessment tasks to monitor student progress. For Units 1 to 4, the College will report to the Victorian Curriculum and Assessment Authority (VCAA) whether a student has achieved a satisfactory result for a particular unit.

Units 1 and 2 Assessment

Each unit of study will use work tasks to determine the assessment of outcomes. For any particular outcome, more than one work task is usually required in order to demonstrate achievement of the outcome, through understanding of key knowledge and demonstration of key skills. In order to gain satisfactory completion of the Unit, the student must satisfactorily demonstrate the achievement of each of the stipulated outcomes.

In Year 11 the level of achievement of work tasks or outcomes will be reported by grade levels, A+ to E, UG (Ungraded) or NA (Not Assessed).

Work tasks can include:

- Practical activities
- Questions and problems
- Tests
- The design and implementation of field-based investigations
- Short reports of investigations – written or oral
- Presentation of practical reports in non-text formats, such as poster or multimedia
- Oral presentations
- Use of computer software and/or applications, such as spreadsheets to record and analyse data
- Assignments
- Folio of exercises
- Construction and simulation of models for structures
- Concept maps
- Data analyses
- Media analyses
- Case study analyses

Units 3 and 4 Assessment

For Units 3 and 4 there are additional forms of assessment where grades will be awarded. These graded assessments are either school assessments or examinations. Each study has three graded assessments over Units 3 and 4 – either two school assessments and one examination or one school assessment and two examinations.

There are two forms of school assessment:

1. School Assessed Coursework (SACs) which assess performance on tasks specified in the study designs. These tasks are done mainly in class time or in supervised sessions after school.
2. School Assessed Tasks (SATs) which will be the same for every school where the specifications are set by VCAA but the content is determined by the College.

VCAA specifies how marks are awarded for these assessments. The teacher does the marking and a score is sent to VCAA. Some form of moderation/checking is undertaken to ensure comparability between schools.

External examinations are set and marked by the Victorian Curriculum and Assessment Authority.

Results for each graded assessment are reported as a grade from A+ to E, UG (Ungraded) or NA (Not Assessed). The final marks given by VCAA for each of the three assessments are used to determine the Study Score, which is then used to calculate the ATAR.

A Study Score is determined by the examination and school assessment results. It indicates the student's performance in comparison with others enrolled in the study across all schools in Victoria. This will usually be a numerical mark out of 50 with the distribution of marks reflecting a mean of 30 and a standard deviation of 7.

Unit 3 and 4 subjects which have more than one class of students may have after school SACs to ensure that all students studying the subject are assessed under identical conditions and that no class of students is advantaged over other classes. A schedule of the after school SAC times is published at the beginning of each semester.

Reporting of results

At the end of Year 11, VCAA will provide students with a statement of results through the College that states whether or not they have satisfactorily completed Units of Study. Student reports will also be distributed by the College.

At the end of Year 12, VCAA will again issue a statement of results that will be mailed to students in December. The statement of results will:

- State whether the student has completed units of study as satisfactory 'S' or unsatisfactory 'N'
- Provide school assessment and examination grades and a study score
- Provide information on whether the student qualified for the VCE or not.

The General Achievement Test (GAT) results will be printed separately but the statement of results will say whether the GAT was attempted and, if not, whether absence was authorised.

The ATAR: Australian Tertiary Admissions Rank

The ATAR serves as a basis for selection into Australian Universities and TAFE colleges. The ATAR will place students on a percentile ranking, with 99.95 being the highest rank. The rank will be used by all courses for which applicants are selected on the basis of VCE results.

For each applicant, the Victorian Tertiary Admissions Centre (VTAC) will scale the study score. An aggregate will then be calculated taking the score for English, the scores for the best three other Studies, and 10% of the scores for the fifth and sixth Studies. **This aggregate will be ranked on a 'percentile' basis for all VCE students in the State.**

The tertiary selection process

Students applying for tertiary selection on the basis of the VCE will be selected using their ATAR or using a combination of selection criteria to make final selection decisions.

Where selection is by ATAR, students will, in general, be selected on the basis of:

- completion of course pre-requisites; and
- their equivalent national tertiary entrance rank (ATAR); and
- Special Entry Access Scheme (SEAS) application, Subject Bonus, VTAC Personal Statement (where applicable).

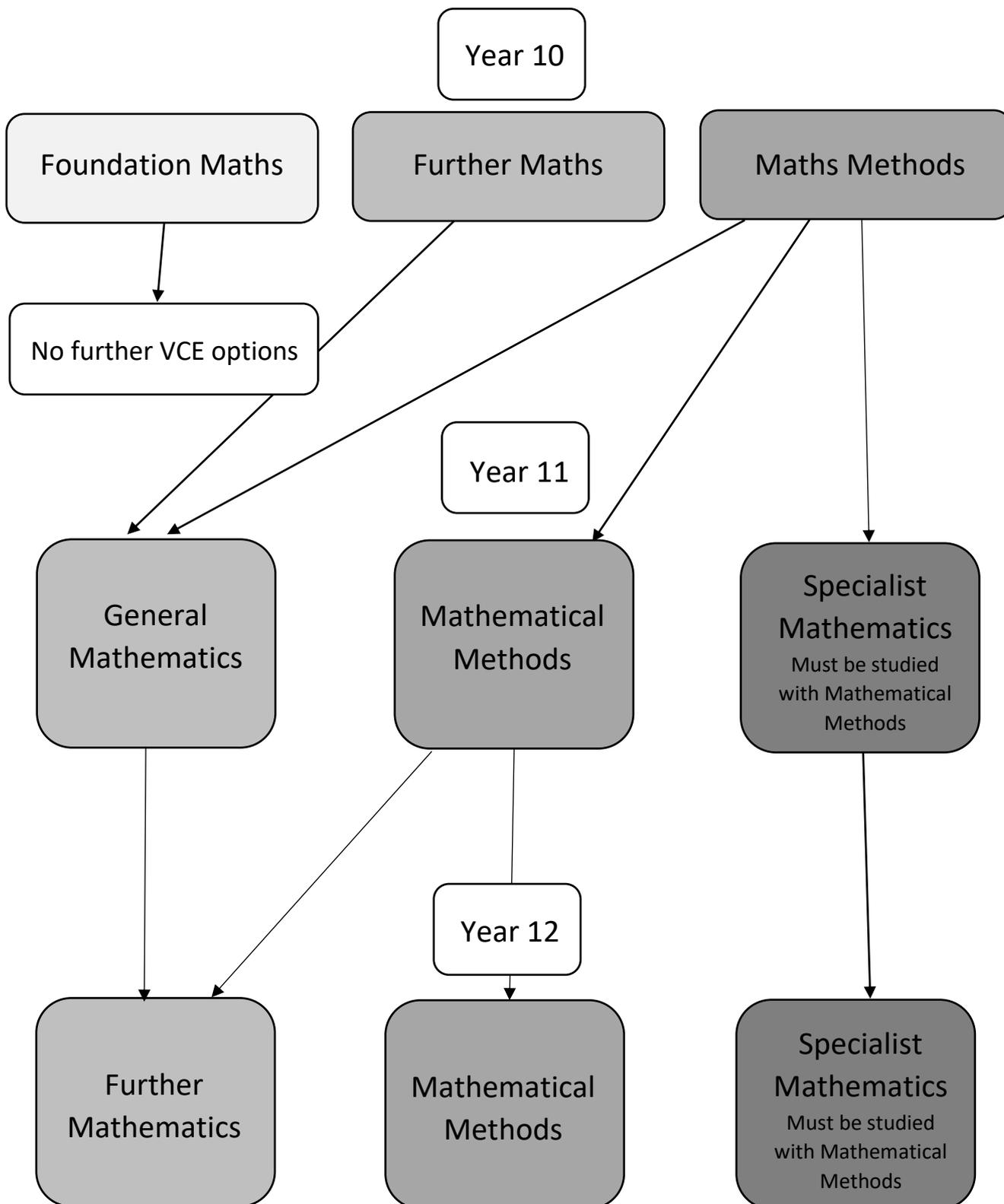
Where selection uses criteria in addition to, or other than, the ATAR, students may be selected on the basis of one or more of:

- completion of course pre-requisites
- their ATAR
- pre selection kit
- folio presentation
- audition
- application form
- interview; and/or
- Special Entry Access Scheme (SEAS) application, Subject Bonus, VTAC Personal Statement (where applicable).

All students studying Unit 3 and 4 subjects are required to sit the General Achievement Test (GAT). Students will be given a score that will be reported on a statement from VCAA. The GAT is used for moderation of school assessed coursework and school assessed tasks to ensure that standards across schools are comparable. It is also used as part of the calculation for Derived Examination Scores.

VCE Mathematics Pathways

Please use the diagram below to help you understand the VCE Maths subject options and how they connect to each other. Careers Counsellors will be able to provide more information if needed during your careers interview.



Notes:

1. Specialist Mathematics can only be studied in addition to Mathematical Methods. There is no option to study just Specialist Mathematics.
2. Mathematical Methods and Further Mathematics can be studied individually or together.

What is VCE VET?

A VET (Vocational Education and Training) course is a nationally recognised qualification delivered as a fully developed program of study within the VCE, contributing to satisfactory completion of the VCE. VCE VET programs will give a student credit at Units 1 to 4 and they can contribute to the ATAR.

The courses available, auspiced through an external Registered Training Organisation (RTO), can be found on pages 55-57.

Successful completion of a VCE VET course in a senior secondary program provides students with:

- VCE Certificate issued by the Victorian Curriculum and Assessment Authority (VCAA)
- VET Certificate or Statement of Results for partial completion by an external RTO
- two Statements of Results from VCAA of both VCE subjects and VET subjects
- a possible enhanced ATAR at Units 3 and 4
- improved pathways into employment and/or further VET qualifications
- workplace experience, including Structured Workplace Learning

Students value VET because it:

- allows them to combine general and vocational studies which, for many, provides a practical focus in a range of industry areas
- provides direct experience of business and industry.

Employers value VET because it:

- contributes to the development of entry level skills for their industry
- provides students with a practical and focused introduction to workplace requirements
- enhances the employability of students
- enables industry to contribute to educational programs in schools
- enables industry to participate in local community networks.

Further information regarding any VET courses and their place within the VCE program can be found at:

<http://www.vcaa.vic.edu.au/vet/index.html>

Note: It is recommended that students choose a maximum of two VCE VET courses.

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

VCAL is an accredited alternative to VCE

Applied Learning is the **'hands-on' option** for Year 11 and 12 students, providing practical, flexible learning with units and project work developed according to students' interest and skill levels.

The VCAL suits students who:

- are clear about their career direction
- want to go straight to TAFE
- want to complete an apprenticeship, pre-apprenticeship or school based apprenticeship (SBAT)
- will seek employment straight after Year 12
- know that they don't need an ATAR to get into their course

**Students don't choose VCAL because they can't do VCE;
they choose VCAL so that they can begin, *straight away*, what they want to do in the future.**

Admission to VCAL

To gain entry to the VCAL program, students are required to complete and submit the appropriate VCAL application documentation. Applicants will then be invited to an interview with the VCAL Coordinator. Prospective VCAL students should have a clear vocational direction and be seeking to start training relevant to the industry of their choice.

What will I learn?

Literacy Skills Literacy (reading, writing, speaking and listening) in the four main social contexts: <ul style="list-style-type: none">• Family and social life• Workplace and institutional settings• Education and training contexts• Community and civic life	Numeracy Skills <ul style="list-style-type: none">• Numeracy for personal organisation• Numeracy for interpreting society• Numeracy for practical purposes• Numeracy for knowledge (Senior level)
Personal Development Skills <ul style="list-style-type: none">• Personal development• Health and wellbeing• Education• Family• Community engagement• Social awareness• Civic and civil responsibility• Active citizenship	Work Related Skills <ul style="list-style-type: none">• Integrate prior industry experience and knowledge with further work skills learning• Enhance the development of employability skills through work-related contexts• Develop critical thinking skills that apply to problem solving in work contexts• Develop planning and work-related organisational skills• Develop Occupational Health & Safety awareness• Develop and apply transferable skills for work related contexts

What types of things will I do?

<ul style="list-style-type: none"> • Duke of Edinburgh’s Award • Camp • Sports Program 	<ul style="list-style-type: none"> • Practical, flexible tasks and individual project work • Community work 	<ul style="list-style-type: none"> • Internal VET course • External VET course* • Structured Workplace Learning placement
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***Note: External VET courses will incur an additional fee**

What can this lead to?

<ul style="list-style-type: none"> • Apprenticeship or pre-apprenticeship • TAFE course • Employment directly from school 	<ul style="list-style-type: none"> • University course is still an option in the future, after completing a TAFE course e.g. Diploma
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Why choose this program?

Choose this if you are interested in:			
<ul style="list-style-type: none"> • A specific vocational area (e.g. plumbing, hairdressing, carpentry, hospitality) 	<ul style="list-style-type: none"> • Going to TAFE, starting an apprenticeship, or seeking employment straight after Year 12 	<ul style="list-style-type: none"> • Preparing for the workforce and gaining industry experience through Structured Workplace Learning 	<ul style="list-style-type: none"> • The bonus of a Duke of Edinburgh’s Award (only offered with VCAL)

VCE COURSE PLANNER

Please use the grids below to aid you in your planning. A complete course would require each box to be filled in with one subject name. Refer to the following page for some examples of possible courses.

YEAR 11 – 2018

Semester 1	English					
Semester 2	English					

YEAR 12 – 2019

Semester 3	English				
Semester 4	English				

YEAR 11 – 2018

Semester 1	English					
Semester 2	English					

YEAR 12 – 2019

Semester 3	English				
Semester 4	English				

SOME SAMPLE COURSES

COURSE A

Year 11 Semester 1	English Language 1	General Maths 1	Maths Methods 1	Physics 1	Chemistry 1	Studio Arts 1
Year 11 Semester 2	English Language 2	General Maths 2	Maths Methods 2	Physics 2	Chemistry 2	Studio Arts 2

Year 12 Semester 3	English Language 3	Specialist Maths 3	Maths Methods 3	Physics 3	Chemistry 3
Year 12 Semester 4	English Language 4	Specialist Maths 4	Maths Methods 4	Physics 4	Chemistry 4

COURSE B

Year 11 Semester 1	English 1	Maths Methods 1	General Maths 1	Accounting 1	History 1	Legal Studies 1
Year 11 Semester 2	English 2	Maths Methods 2	General Maths 2	Accounting 2	History 2	Legal Studies 2

Year 12 Semester 3	English 3	Maths Methods 3	Accounting 3	History 3	Legal Studies 3
Year 12 Semester 4	English 4	Maths Methods 4	Accounting 4	History 4	Legal Studies 4

COURSE C

Year 11 Semester 1	English 1	General Maths 1	Biology 1	HHD 1	VET Business 1	Psychology 1
Year 11 Semester 2	English 2	General Maths 2	Biology 2	HHD 2	VET Business 2	Psychology 2

Year 12 Semester 3	English 3	Further Maths 3	Biology 3	HHD 3	VET Business 3
Year 12 Semester 4	English 4	Further Maths 4	Biology 4	HHD 4	VET Business 4

Do I have to do Maths as part of my VCE/VCAL program?

No for VCE. Some tertiary courses require Maths or recommend it, but there is no compulsion to undertake Maths in either Year 11 or 12. Check tertiary course prerequisites for prescribed Maths requirements for University and TAFE courses.

Yes for VCAL. VCAL students need to complete approved Numeracy studies within their program.

Do I have to do English as part of my VCE/VCAL program?

Yes. In VCE you must undertake specific studies within the English group of subjects. VCAL students need to complete approved Literacy studies within their VCAL program.

Does a VET subject count towards my VCE or VCAL Certificate?

Yes. You can have an unlimited number of VET studies in your VCE program. However, VTAC places restrictions on certain combinations of VCE and VET studies which impact the way the ATAR is calculated. We recommend that students study a maximum of two VET subjects in a VCE course.

All VCAL students must incorporate some VET studies within their VCAL program.

Can I change VCE subjects in Year 11?

Yes, right at the start, or at the end, of Semester 1. There is a formal process to follow to change subjects and there are also cut off dates set by the VCAA for changes to programs. If you want to change a subject shortly after beginning a unit, or you change your mind at the end of Unit 1, you can choose subjects from classes on the existing timetable as long as there are places available.

It is helpful to have stability in your program such that you are able to undertake Unit 3 and 4 sequences with the benefit of having completed the corresponding Units 1 and 2.

At the end of Year 11 you will also have the opportunity to evaluate your choices and adjust your program for Year 12. Again, be aware that it is a challenge to undertake a Unit 3 and 4 sequence without the corresponding Units 1 and 2.

Do VCE students get study periods?

Yes. Year 11 students will have 2 study periods per week. Year 12 students will have 3 study periods per week. Students spend this time in a supervised room allocated to private study.

What are my pathway options beyond VCAL?

Students who complete the VCAL program generally do not gain an ATAR for entrance to University. VCAL students, however, will be able to apply for TAFE courses. Students can also commence an apprenticeship, traineeship or other employment after completing their VCAL, having gained a 'head start' to their career during their program. It is also possible, in the future, to articulate from a TAFE program to a university degree course.

Are there any special entry requirements for the VCAL program?

No, any student is able to apply to enter the VCAL program. However, an interview with the VCAL Coordinator must be conducted to determine if the VCAL program is the best option for the student.

Can I change from VCE to VCAL in Semester 2 of Year 11?

Yes. You may decide to do this if you find your interests changing in your VCE program and you now wish to explore an applied learning program. Your successful VCE and VET units can gain you credit in your VCAL program. It should be noted however, that students wishing to transfer to VCAL are required to have successfully completed 100 hours of a VET program, Unit 1 English and a Unit 1 Maths (any) study for credit in the Literacy, Numeracy and VET components of the VCAL program.

Does the VCAL program count towards the VCE?

VCAL units undertaken by a student do not count towards the VCE. The VCAL program runs alongside the VCE program. Students who successfully complete their full learning program will receive a VCAL certificate at the end of their program. If a VCAL student is undertaking a VCE VET subject or a VCE subject this could count towards a VCE program.

GLOSSARY

ASSESSMENT TASKS	Pieces of work which are undertaken over a designated period of time, or as an examination, and are graded to determine the student's level of performance.
ATAR	Australian Tertiary Admissions Rank. A rank that is generated from a student's VCE results (study scores). This rank is used by most tertiary institutions as a tool for selection purposes.
GAT	A general knowledge examination, undertaken by all students who are studying any Unit 3/4 sequence. The GAT is used by VCAA as a means of verifying grades. It also becomes particularly important when a student is unable to sit an end of year exam(s).
LEARNING OUTCOMES	Learning Outcomes are the basis for satisfactory completion of VCE units. There are two to four Learning Outcomes per unit. Learning Outcomes define what students will know and be able to do as a result of undertaking a study.
PREREQUISITE SUBJECTS	These are VCE units that must be satisfactorily completed before the student is eligible for selection into specific tertiary courses. Students should check prerequisites with the relevant institutions before finalising their VCE course selection.
SAC	School Assessed Coursework refers to assessment tasks that are specified in a study design and set by class teachers which students must complete satisfactorily. This work is completed in class and assessed by your teacher.
SAT	School Assessed Tasks are completed in subjects that produce a product or model. This Unit 3/4 work receives a grade from A+ to UG based on the quality of the work. The work is marked internally, according to VCAA specifications, and is confirmed externally.
STUDY	A VCE subject (usually Units 1 – 4).
STUDY SCORE	A score (usually 0 – 50) which sums up the student's total achievement in all work set in each study, relative to all other students doing that same study. It is based on school assessments and examinations. It only applies to results from Units 3 and 4.
UNIT	A self-contained study of one semester.
VCAA	Victorian Curriculum and Assessment Authority. The body that administers the VCE and awards study scores.
VCAL	Victorian Certificate of Applied Learning. A senior school certificate across three levels (Foundation, Intermediate and Senior), based on applied learning (learning by doing).
VCE	Victorian Certificate of Education. A senior school certificate based on mainly theoretical learning.
VET	Vocational Education and Training. Industry endorsed programs that enable students to obtain joint VCE and TAFE qualifications. The VET subjects offered at Aitken all have scored assessment tasks with an end of year exam, giving the student a study score and contributing to the ATAR.
VTAC	The Victorian Tertiary Admissions Centre. The organisation that administers the applications for entry to most tertiary institutions post Year 12, scales the study scores and converts them to an ATAR.

KEY CONTACTS

NAME	HEAD OF FACULTY	SUBJECTS	EMAIL
Mr Simon Adams	Languages	Indonesian	sadams@aitkencollege.edu.au
Mr Mike Arthur	Drama / Media	Media Theatre Studies	marthur@aitkencollege.edu.au
Mrs Jayne Boon	Digital Tech	Computing/Infomatics	jboon@aitkencollege.edu.au
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SECTION B
Subject Information

What is it all about?

Accounting is an information system which provides financial and other information for making and evaluating decisions about the allocation and management of resources. It plays an integral role in the successful operation and management of businesses. VCE Accounting focuses on the financial events and decision-making for a small business. Students will study theoretical and practical aspects of Accounting and develop skills in calculating, recording and reporting financial events to support more effective decision-making. The aim of the study is to enable students to develop the capacity to question the need for information, the type of information required and how that information might be generated and used to make and implement decisions.



What will I learn?

<p>Unit 1: Establishing & operating a service business</p> <ul style="list-style-type: none"> • The nature of small business • How to finance small business • Cash control • Budgeting 	<p>Unit 2: Accounting for a trading business</p> <ul style="list-style-type: none"> • Setting prices • Managing stock • Managing credit • Evaluating small business
<p>Unit 3: Recording & reporting for a trading business</p> <ul style="list-style-type: none"> • Using double entry accounting • Understanding GST • Methods of accounting for stock • Preparing classified reports 	<p>Unit 4: Control & analysis of business performance</p> <ul style="list-style-type: none"> • Management of assets • Financial and non-financial decisions • Strategies to improve a business • Interpreting financial data

What types of things will I do?

<ul style="list-style-type: none"> • Evaluate case studies • Record types of financial information • Prepare accounting reports 	<ul style="list-style-type: none"> • Use computer accounting packages • Analyse information • Prepare budgets 	<ul style="list-style-type: none"> • Use breakeven analysis • Prepare stock cards • Play the ASX Sharemarket Game
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What can this lead to?

<ul style="list-style-type: none"> • Accounting • Banking • Finance 	<ul style="list-style-type: none"> • Insurance • Law 	<ul style="list-style-type: none"> • Marketing • Owning or managing a small business
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Why choose this subject?

Choose this subject if you are interested in learning about:				
• Business success and failure	• The finance sector	• Data analysis	• Profit	• Investment

What is it all about?

Agriculture/Horticulture is the science, technology, and business of cultivating soil, producing crops, raising livestock, and the preparation and marketing of the resulting products. Australia is reliant on its primary industries. The sustainable management of Australia's land and water resources is vital for the continued production and supply of food and fibre to local, national and global markets. VCE Agricultural and Horticultural Studies is designed to develop your understanding of the operations and practices involved with sustainable agricultural and horticultural systems within an economic, social and environmental context.



What will I learn?

Unit 1: Agricultural and horticultural operations	Unit 2: Production
<ul style="list-style-type: none"> Local agriculture and horticulture businesses Economic, social and environmental impacts on businesses Impact of the environment on businesses 	<ul style="list-style-type: none"> Plant and animal growth, nutrition, genetics, reproduction and management The impact of climate extremes on plant and animal production
Unit 3: Technology, innovation and business practices	Unit 4: Sustainable management
<ul style="list-style-type: none"> Techniques used to manage soil, water, pests, diseases and weeds New and emerging technologies in the industry Investigate a range of decision making and management tools 	<ul style="list-style-type: none"> Sustainability of businesses: economic, social and environmental The effects of climate change Study a range of environmental degradation issues facing agriculture/horticulture

What types of things will I do?

<ul style="list-style-type: none"> Conduct small business projects (business plans, budgeting, growth, marketing and sale of a product) Research reports 	<ul style="list-style-type: none"> Excursions and case study reports Plant and animal production at the college and the way it can be managed 	<ul style="list-style-type: none"> Experiment designs and scientific reports Create visual displays and oral presentations
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What can this lead to?

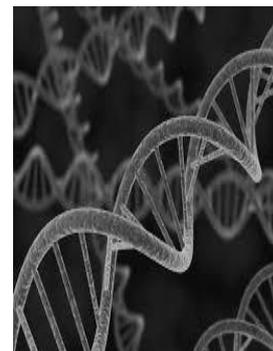
<ul style="list-style-type: none"> Agricultural banking Veterinarian Agribusiness management Animal/plant production 	<ul style="list-style-type: none"> Animal nutrition Agronomist Animal health officer Food security
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Why choose this subject?

Choose this subject if you are interested in learning about:				
<ul style="list-style-type: none"> Bioengineering of plants and animals 	<ul style="list-style-type: none"> Biosecurity and control of pests and disease 	<ul style="list-style-type: none"> Animal genetics and breeding 	<ul style="list-style-type: none"> Global food security and climate change 	<ul style="list-style-type: none"> Sustainable land use

What is it all about?

Biology is a science discipline that seeks to understand and explore the nature of life, past and present. Despite the diversity of organisms, all life forms share a degree of relatedness and a common origin. This subject explores the relationships between organisms and their interactions with the non-living environment. It also explores the processes of life, from the molecular world of the cell to that of the whole organism. The study of Biology develops skills in posing questions and solving problems. Students undertake practical investigations and research contemporary biology-related issues, learning how to communicate ideas from an informed position. Biology is an important foundation for a range of careers including those in the health system and management of our environment.



What will I learn?

<p>Unit 1: How do living things stay alive?</p> <ul style="list-style-type: none"> • Structure and function of cells and systems • Survival through adaptation • Biodiversity and relationships in ecosystems 	<p>Unit 2: How is the continuity of life maintained?</p> <ul style="list-style-type: none"> • Cell cycle and reproduction • Cell growth and differentiation • Genetics • Investigation of an issue
<p>Unit 3: How do cells maintain life?</p> <ul style="list-style-type: none"> • Cells as a chemical system • Cellular signals • Responding to antigens • Immunity 	<p>Unit 4: How does life change and respond over time?</p> <ul style="list-style-type: none"> • Biology evolution • Impact of humans on biology processes • Practical investigation

What types of things will I do?

<ul style="list-style-type: none"> • Conduct experiments • Collect and analyse experimental data 	<ul style="list-style-type: none"> • Practical report writing • Apply content to new situations • Critical thinking 	<ul style="list-style-type: none"> • Investigate case studies • Create visual displays of your understanding
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What can this lead to?

<ul style="list-style-type: none"> • Food Science • Sport Science • Marine Biology 	<ul style="list-style-type: none"> • Veterinary Science • Physiotherapy • Nursing 	<ul style="list-style-type: none"> • Environmental Conservation • Optometry • Medicine
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Why choose this subject?

Choose this subject if you are interested in learning about:				
<ul style="list-style-type: none"> • How cells communicate to keep us alive 	<ul style="list-style-type: none"> • Genetics and heredity 	<ul style="list-style-type: none"> • How to design practical experiments 	<ul style="list-style-type: none"> • How our body protects us from disease 	<ul style="list-style-type: none"> • Evolution

What is it all about?

VCE Business Management examines the ways businesses manage resources to achieve objectives. The VCE Business Management study design follows the process from the first idea for a business concept, to planning and establishing a business, through to the day-to-day management of a business. It also considers changes that need to be made to ensure continued success of a business. Students develop an understanding of the complexity of the challenges facing decision-makers in managing these resources. A range of management theories are considered and compared with management in practice through contemporary case studies. Students learn to propose and evaluate alternative strategies to contemporary challenges in establishing and maintaining a business.



What will I learn?

Unit 1: Planning a business <ul style="list-style-type: none"> • Motivation, inspiration and development of ideas • Impact of external and internal factors on business environments such as: legal requirements, changing societal attitudes or economic conditions, employees, management or recruitment 	Unit 2: Establishing a business <ul style="list-style-type: none"> • Legal requirements and financial considerations • Marketing the business • Staffing a business
Unit 3: Managing a business <ul style="list-style-type: none"> • Business foundations • Managing employees • Operations management 	Unit 4: Transforming a business <ul style="list-style-type: none"> • Reviewing performance – the need for change • Implementing change

What types of things will I do?

<ul style="list-style-type: none"> • Case studies • Simulated business presentation • Explore current media issues • Structure of businesses 	<ul style="list-style-type: none"> • Identify qualities and skills of successful entrepreneurs • Class debates 	<ul style="list-style-type: none"> • Conduct market research of your own business idea • Research business websites • Interview local business owner
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What can this lead to?

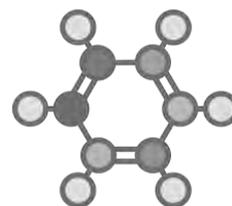
<ul style="list-style-type: none"> • Human Resources Officer • Recruitment Consultant • Retail manager • Finance manager 	<ul style="list-style-type: none"> • Importer and Exporter • Office Administrator • Real Estate Agent • Bank Officer 	<ul style="list-style-type: none"> • Human Resources Officer • Marketing Officer • Taxation Agent • Sales Manager
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Why choose this subject?

Choose this subject if you are interested in learning about:				
<ul style="list-style-type: none"> • Planning and running a business • Business ownership 	<ul style="list-style-type: none"> • Implementing change in businesses or organisations 	<ul style="list-style-type: none"> • Entrepreneurship • Innovation • Support to start a business 	<ul style="list-style-type: none"> • Workplace relations • Corporate social responsibility 	<ul style="list-style-type: none"> • Business opportunities • Leadership • Management

What is it all about?

Chemistry is the study of materials, the way they behave and how they may react with each other. To understand why materials such as metals have certain properties, we study their structure, particularly the way the atoms are held together. An emphasis is also given to how Chemistry can be applied to real-life situations such as baking a cake, cleaning a surface or preventing damage to the environment. A study of Chemistry at VCE level involves some mathematical skills because you will need to measure quantities and calculate how much of a particular substance will be produced in a reaction. You will also be required to learn and recall quite a large amount of information about different substances and their structures. There are many links between Chemistry and the other Science subjects.

**What will I learn?**

Unit 1: How can the diversity of materials be explained?	Unit 2: What makes water a unique chemical?
<ul style="list-style-type: none"> • Elements and periodic table • Metals and ionic compounds • Diversity of non-metals • Research investigation 	<ul style="list-style-type: none"> • Properties and reactions in water • Water analysis • Practical investigation
Unit 3: How can chemical processes be made efficient?	Unit 4: How are organic compounds used?
<ul style="list-style-type: none"> • Energy choices • Fuel cells and Galvanic cells • Rates of reaction and yields • Electrolysis and rechargeable batteries 	<ul style="list-style-type: none"> • Structure of organic compounds • Reactions and analysis of organic • Practical investigation

What types of things will I do?

<ul style="list-style-type: none"> • Conduct practical activities including making chemical compounds 	<ul style="list-style-type: none"> • Collect and analyse experimental data • Report writing 	<ul style="list-style-type: none"> • Problem solving tasks • Critical thinking
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What can this lead to?

<ul style="list-style-type: none"> • Medicine • Dietetics • Pharmacy 	<ul style="list-style-type: none"> • Forensic Science • Chemistry Research • Sports Science 	<ul style="list-style-type: none"> • Engineering • Education • Environmental Science
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Why choose this subject?

Choose this subject if you are interested in learning about:				
<ul style="list-style-type: none"> • why materials have specific properties 	<ul style="list-style-type: none"> • why water is such a unique and useful compound 	<ul style="list-style-type: none"> • harnessing and using chemical energy 	<ul style="list-style-type: none"> • making useful products such as medicines 	<ul style="list-style-type: none"> • the chemical structure of biological systems

What is it all about?

The ubiquity and rapid pace of developments in digital systems, and the increasing availability of digitised data and information are having major influences on many aspects of society and the economy. This study equips students with the knowledge and skills to be discerning users of digital systems, data and information and creators of digital solutions. They are equipped to apply new ways of thinking as well as technical and social protocols when developing intellectual and social capital. **VCE Computing** (Year 11) and **VCE Infomatics** (Year 12) support students to participate in a globalised society and economy as they learn how to exploit the capabilities of digital systems and manage risks when communicating and collaborating with others locally and globally. The study provides students with practical opportunities to create digital solutions for real-world problems in a range of settings, developing an essential tool set for current and future learning, work and social endeavours.



What will I learn?

Unit 1: Computing <ul style="list-style-type: none"> • Data and graphic solutions • Networks • Collaboration and communication 	Unit 2: Computing <ul style="list-style-type: none"> • Programming • Data analysis and visualisation • Data management
Unit 3: Infomatics <ul style="list-style-type: none"> • Organisations and data management • Data analytics: drawing conclusions 	Unit 4: Infomatics <ul style="list-style-type: none"> • Data analytics: presenting the findings • Information management

What types of things will I do?

<ul style="list-style-type: none"> • Web design • Computer networking • Project management 	<ul style="list-style-type: none"> • Data collection • Data Analysis 	<ul style="list-style-type: none"> • Coding • Databases
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What can this lead to?

<ul style="list-style-type: none"> • Computer Science • Games Developer • Business • Systems Engineering and Robotics • Industrial Designer 	<ul style="list-style-type: none"> • Information Architecture • Web Design • Business Analyst • Project Management • Engineer
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Why choose this subject?

Choose this subject if you are interested in learning about:				
• Coding	• Networks	• Information Systems	• Big Data	• Project Management

What is it all about?

Economics is the study of how resources are allocated to meet the needs and desires of society. It attempts to explain how and why individuals behave the way they do and the consequences of their decision making. Studying Economics enables students to gain valuable insight into the economic problems that they may face on an individual basis, and collectively as a society, to meet the demands of citizens, and may therefore assist them in making more informed and responsible decisions. Economics examines the roles of consumers, businesses, governments and other organisations in decision making about the allocation of resources, the production of goods and services and the effect that these decisions may have on material and non-material living standards. Developing an understanding of Economics will enable students to appreciate the reasons behind these decisions and the intended and unintended consequences.



What will I learn?

Unit 1: The behavior of consumers and businesses	Unit 2: Contemporary economic issues
<ul style="list-style-type: none"> • How to think like an Economist • Decision making in markets 	<ul style="list-style-type: none"> • Economic growth, long-term economic prosperity and environmental prosperity • Economic efficiency and equity • Global economic issues
Unit 3: Australia’s economic prosperity	Unit 4: Managing the economy
<ul style="list-style-type: none"> • Microeconomics: markets, resource allocation, government intervention • Domestic macroeconomic goals • Australia and the world economy 	<ul style="list-style-type: none"> • Aggregate demand policies and domestic economic stability • Aggregate supply policies

What types of things will I do?

<ul style="list-style-type: none"> • Research assignments • Create graphs 	<ul style="list-style-type: none"> • Write short answer questions • In-class presentations 	<ul style="list-style-type: none"> • Interpretation of graphs, charts and infographics
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What can this lead to?

<ul style="list-style-type: none"> • Actuary • Economist • Financial Dealer and Broker • Financial Planner 	<ul style="list-style-type: none"> • Human Resource Manager • Insurance Agent • Investment Banker 	<ul style="list-style-type: none"> • Marketer • Retail Manager • Importer / Exporter
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Why choose this subject?

Choose this subject if you are interested in learning about:				
<ul style="list-style-type: none"> • How government, business and consumers behave 	<ul style="list-style-type: none"> • How governments can improve living standards 	<ul style="list-style-type: none"> • How to allocate resources efficiently 	<ul style="list-style-type: none"> • How and why people, businesses and governments make decisions 	<ul style="list-style-type: none"> • How the international economic system works

What is it all about?

English focuses on the understanding, analysis and creation of texts, whether they be written, spoken or multi-modal (a mixture of different forms). Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. Students will be asked to respond to the ways others present arguments using persuasive language; to create analytical and imaginative pieces in response to texts; and to compare and contrast ideas, issues and themes in selected texts.

English must be completed as a Unit 1 – 4 sequence.

**What will I learn?**

Unit 1	Unit 2
<ul style="list-style-type: none"> • Writing a creative piece based on a selected text • Writing an analytical piece based on a selected text • Presenting an argument based on a contemporary issue (spoken) • Analysing arguments created by authors on a contemporary issue 	<ul style="list-style-type: none"> • Comparing texts based on an idea, issue or theme • Presenting an argument based on a contemporary issue (written) • Analysing arguments created by authors on a contemporary issue
Unit 3	Unit 4
<ul style="list-style-type: none"> • Writing a creative piece based on a selected text • Writing an analytical piece based on a selected text • Analysing arguments created by authors on a contemporary issue 	<ul style="list-style-type: none"> • Comparing texts based on an idea, issue or theme • Presenting an argument based on a contemporary issue (spoken)

What types of things will I do?

<ul style="list-style-type: none"> • Analytical responses • Creative responses • Written explanations 	<ul style="list-style-type: none"> • Oral Presentations • Critical thinking • Written Point of View pieces 	<ul style="list-style-type: none"> • Argument and Language analysis • Comparative pieces
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What can this lead to?

<ul style="list-style-type: none"> • Arts and Media and Communications • Journalism • Law and Legal Studies • Humanities fields of study 	<ul style="list-style-type: none"> • Careers where interpersonal skills are required (Nursing, Teaching, Business, Commerce and further fields; trades)
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Why choose this subject?

Choose this subject if you are interested in learning about:				
• Analysis and use of texts	• Modes of writing	• Communication for future careers	• Responses to texts	• How writers influence others

What is it all about?

VCE English Language explores the ways in which language is used by individuals and groups and reflects our thinking and values. Learning about language helps us to understand ourselves, the groups with which we identify and the society we inhabit. There is a focus on linguistics and the language that will be needed to analyse both written and spoken forms of communication. In this course, students will be asked to consider elements like syntax, phonology, language over time, language acquisition (gaining language), pidgin languages, sentence structures and the way that language links to identity. English Language is recommended for those who are likely to be engaged with the technical side of language.



Important:

- English Language meets the VCE ‘English subject’ requirement.
- It must be completed as a Unit 1 – 4 sequence.
- It must be chosen in consultation with the Careers Counsellor and the Head of Faculty – English (Mr Politini).

What will I learn?

<p>Unit 1: Language and Communication</p> <ul style="list-style-type: none"> • The nature and function of language – spoken, written and sign • Linguistic including phonetics, morphology, syntax, discourse, lingua franca and semantics • Stages of language acquisition 	<p>Unit 2: Language Change</p> <ul style="list-style-type: none"> • Language change across time • Language origins and current uses • The usage of English in comparison to other languages
<p>Unit 3: Language Variation and Social Purpose</p> <ul style="list-style-type: none"> • Informal language use • The social purposes of why we use language • Formal language use • Language choices (syntax, lexicon, style) 	<p>Unit 4: Language Variation and Identity</p> <ul style="list-style-type: none"> • A focus on Australian English, its changes and its purposes • A focus on how language links to identity (speech norms, inclusion/exclusion, group membership)

What types of things will I do?

<ul style="list-style-type: none"> • Focus on a variation of text types • Create a folio of work/writing • Annotate texts/pieces 	<ul style="list-style-type: none"> • Write essays • Short answer questions • Analyse the language and its purpose in a text • Learn linguistics terms 	<ul style="list-style-type: none"> • Investigate different types of language, past and present • Listen to and analyse speeches and written pieces – analytical commentaries
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What can this lead to?

<ul style="list-style-type: none"> • Linguistics or Language courses • Courses linked to technical aspects including mathematical and scientific approaches 	<ul style="list-style-type: none"> • Arts and/or Journalism, Media and Communications • Foreign language courses
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Why choose this subject?

Choose this subject if you are interested in learning about:				
<ul style="list-style-type: none"> • Language and its various purposes 	<ul style="list-style-type: none"> • Linguistics terminology 	<ul style="list-style-type: none"> • Language and how it links to identity 	<ul style="list-style-type: none"> • A more technical side to the English Language 	<ul style="list-style-type: none"> • How we acquire and make language relevant to ourselves

What is it all about?

This subject incorporates a wide range of environmental studies. Environmental Science reinforces knowledge of scientific technique and research. Students develop skills that will be useful in other VCE Science subjects; Physics, Biology, Chemistry and Psychology. Ecology, pollution, biodiversity, and energy use are among the main topics which students will investigate in a practical atmosphere. The subject aims to make students aware of the science responsible for environmental anomalies and how to monitor them, as well as how to apply this knowledge towards solutions and new technologies.



What will I learn?

Unit 1: How are Earth's systems connected?	Unit 2: How can pollution be managed?
<ul style="list-style-type: none"> • Biosphere • Function of local ecosystems • Practical Investigation related to ecosystems 	<ul style="list-style-type: none"> • Impact of pollution • Global national and local perspectives • Pollutant case study
Unit 3: How can biodiversity and development be sustained?	Unit 4: How can the impacts of human energy use be reduced?
<ul style="list-style-type: none"> • Environmental management • Biodiversity (plants and animals) • Sustainability case study 	<ul style="list-style-type: none"> • Impacts of energy production • Renewable vs non-renewable energy • Greenhouse effect and climate change • Practical investigation related to biodiversity or energy

What types of things will I do?

<ul style="list-style-type: none"> • Conduct experiments • Undertake field work • Collect and analyse experimental data 	<ul style="list-style-type: none"> • Hands-on outdoor activities • Critical thinking 	<ul style="list-style-type: none"> • Practical investigations • Case studies
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What can this lead to?

<ul style="list-style-type: none"> • Marine Biology • Politics/Council Positions • Environmental Conservation (e.g. Park Ranger) • Outdoor & Environmental Education for Sustainability 	<ul style="list-style-type: none"> • Renewable Energy Industry (e.g. Solar panels) • Academia: Environmental Research and Development • Ecology
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Why choose this subject?

Choose this subject if you are interested in learning about:				
<ul style="list-style-type: none"> • Endangered plants and animals 	<ul style="list-style-type: none"> • How renewable energy compares to non-renewable 	<ul style="list-style-type: none"> • Using creativity to solve environmental issues 	<ul style="list-style-type: none"> • Environmental anomalies (e.g. earthquakes, weather, volcanoes etc.) 	<ul style="list-style-type: none"> • Climate change

What is it all about?

VCE Food Studies takes an interdisciplinary approach to the exploration of food, with an emphasis on extending food knowledge and skills and building individual pathways to health and wellbeing through the application of practical food skills. Students explore food from a wide range of perspectives. They study past and present patterns of eating, Australian and global food production systems and the many physical and social functions and roles of food. They research economic, environmental and ethical dimensions of food and critically evaluate information, marketing messages and new trends. Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.



What will I learn?

Unit 1: Food origins	Unit 2: Food makers
<ul style="list-style-type: none"> • Historical and cultural perspectives • Origins and roles of food • Indigenous food prior to European settlement • Australia’s culinary identity • Influence of technology and globalisation on food patterns 	<ul style="list-style-type: none"> • Commercial food production in Australia • Food industry: challenges and opportunities • Product development and innovation, and safe food supply • Design briefs, applying commercial principles such as research, design, product testing, production, evaluation and marketing
Unit 3: Food in daily life	Unit 4: Food issues, challenges and futures
<ul style="list-style-type: none"> • The science of food • Physiology of eating and appreciating food, and the microbiology of digestion • Functional properties of food • Rationale behind the dietary guidelines • Influences on food choice • Behavioural principles in the establishment of lifelong, healthy dietary patterns • Terminology and production techniques 	<ul style="list-style-type: none"> • Global and Australian food systems. • Environment, ecology, ethics, farming practices, the development and application of technologies • Food security, safety, wastage, and management of water and land • Development of food knowledge • Contemporary food fads, trends and diets • Interpreting food labels and analysing the marketing terms used on food packaging

What types of things will I do?

• A range of practical activities	• Written reports	• Annotated visual report
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What can this lead to?

• Chef	• Dietitian	• Winemaker
• Nutritionist	• Hospitality	• Food Technologist

Why choose this subject?

Choose this subject if you are interested in learning about:				
• Food	• Sustainability	• Health	• Dietetics	• Cooking

What is it all about?

General Mathematics is a widely accessible subject that does not have any Calculus and very little Algebra. In Year 12 the subject name changes to Further Mathematics. The subject is divided into different modules. There are four distinct modules studied throughout Units 1 – 4. They are:

- 1) Statistics
- 2) Financial Mathematics
- 3) Geometry and Measurement
- 4) Networks

Most of the content learnt will be an expansion of the knowledge taught in Year 10 Maths F.

Unit 1 and 2 (General Mathematics) can be only be studied if you have taken Year 10 Maths F **or** Year 10 Maths M.

Units 3 and 4 (Further Mathematics) can be studied if you have taken Year 11 General Mathematics **and/or** Year 11 Mathematical Methods



What will I learn?

Unit 1	Unit 2
<ul style="list-style-type: none"> • Uni-Variate Statistics (one variable) • Bi-Variate Statistics (two variables) • Geometry 	<ul style="list-style-type: none"> • Measurement • Financial Mathematics • Networks
Unit 3	Unit 4
<ul style="list-style-type: none"> • Data Analysis • Recursion and Financial Modelling 	<ul style="list-style-type: none"> • Geometry and Measurement • Networks and Decision Mathematics

What types of things will I do?

<ul style="list-style-type: none"> • Use techniques to analyses data • Learn techniques and formula for Financial Mathematics • Learn a new mathematical area of study called Networks 	<ul style="list-style-type: none"> • Expand upon knowledge of Measurement and Geometry • Apply these skills to real life situations 	<ul style="list-style-type: none"> • Use the calculator to help problem solve and analysis of mathematics
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What can this lead to?

<ul style="list-style-type: none"> • Science • Nursing 	<ul style="list-style-type: none"> • Primary Teaching • Commerce
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Why choose this subject?

Choose this subject if you are interested in learning about:				
• Statistics	• Trigonometry and Geometry	• Financial Mathematics	• Networks	• Problem Solving

What is it all about?

Health is a dynamic state that is influenced by complex interrelationships between individuals, biomedical and behavioural factors, as well as physical and social environments. These interrelationships are reflected in a social view of health that sees health as being created in the settings where people live and work. In undertaking this study, students will gain an understanding of the role everyday activities play in improving or reducing our overall health and development. Students will gain an understanding into the inequalities in health both within Australia and in developing regions. Students will explore Australia's Health Care system including Medicare and Private Health Insurance, giving them essential life skills post schooling in these areas.



What will I learn?

Unit 1: Health and Development of Youth	Unit 2: Individual Human Development
<ul style="list-style-type: none"> • Understanding youth's health • Factors that contribute to youth's development • Specific health issues within Australia's youth 	<ul style="list-style-type: none"> • Prenatal health and development • Childhood health and development • Adult health and development
Unit 3: Australia's Health	Unit 4: Global Health and Human Development
<ul style="list-style-type: none"> • Health status of Australians • Factors the influence individual health • Nutrition • Australia's healthcare system 	<ul style="list-style-type: none"> • Health in developing regions of the world • Sustainable Human Development • Australia's International Aid Program • UN Sustainable Development Goals

What types of things will I do?

<ul style="list-style-type: none"> • Analyse data • Evaluate health promotion programs 	<ul style="list-style-type: none"> • Create multimedia presentations • Case study analysis 	<ul style="list-style-type: none"> • Profiling • Critical thinking
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What can this lead to?

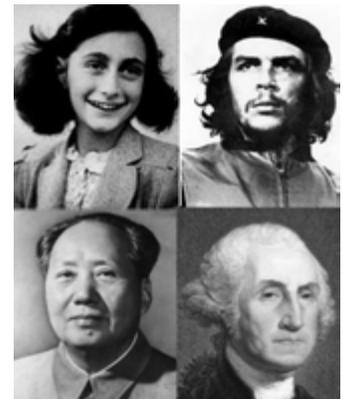
<ul style="list-style-type: none"> • Nursing • Medicine • Social work 	<ul style="list-style-type: none"> • Dietetics • Counseling/Mental Health services • Education
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Why choose this subject?

Choose this subject if you are interested in learning about:				
• Nutrition	• Medicine and healthcare	• Human lifecycle	• International aid	• International health

What is it all about?

History is relevant because it enables students to understand social change and how our world came to be the way it is. History involves looking at what people have done in the past and making sense of historical sources. History students ask questions, revise interpretations of the past and develop fresh understandings about the world. A study of History develops a range of skills such as locating, studying and interpreting written and visual material; extracting evidence and meaning; forming arguments; developing problem solving and critical thinking skills; and developing communication skills in writing and speaking. A thorough understanding of History also provides learners with the skills and knowledge to participate as informed citizens of democracy.



What will I learn?

Unit 1: Twentieth Century History (1900-1939) <ul style="list-style-type: none"> • Ideology and Conflict (Case Studies: Russia/USSR and Germany) • Social and Cultural Change (Case Studies: USA, USSR and Germany) 	Unit 2: Twentieth Century History (1945-2000) <ul style="list-style-type: none"> • Competing Ideologies (Case Studies: The Cold War, USA and USSR) • Challenge and Change (Case Studies: Decolonisation, Vietnam and the Iranian Revolution)
Unit 3: Chinese Revolution (1911-1971) <ul style="list-style-type: none"> • Causes of Revolution (China 1912-1949) • Consequences of Revolution (People’s Republic of China 1949-1971) 	Unit 4: American Revolution (1754-1789) <ul style="list-style-type: none"> • Causes of Revolution:(American Colonies 1754-1776) • Consequences of Revolution (USA 1776-1989)

What types of things will I do?

<ul style="list-style-type: none"> • Researching • Report writing 	<ul style="list-style-type: none"> • Questioning • Critical thinking 	<ul style="list-style-type: none"> • Analysing • Communicating
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What can this lead to?

A study of History provides knowledge and skills useful for several professions. These include:

<ul style="list-style-type: none"> • Lawyer • Diplomat • Journalist • Policy Developer 	<ul style="list-style-type: none"> • Researcher • Librarian • Teacher • Public Servant 	<ul style="list-style-type: none"> • Police Officer • Social Worker • Business Person • Politician
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Why choose this subject?

Choose this subject if you are interested in learning about:			
<ul style="list-style-type: none"> • How the modern world came to be the way it is 	<ul style="list-style-type: none"> • Why countries form friendships and rivalries 	<ul style="list-style-type: none"> • How our understanding of the past is influenced by where and when we live 	<ul style="list-style-type: none"> • How society may change in the future

What is it all about?

Studying another language fosters a person’s ability to think and reflect about the workings of language, and to develop mental flexibility and problem-solving strategies. Language study also increases opportunities to develop interpersonal skills and cultural awareness. Indonesian is a strategically important language for Australia; Indonesia is one of our closest neighbours and one of the world’s most populous nations. Therefore, study of Indonesian enables students to develop skills and knowledge to understand and interact with a rapidly developing country on our northern doorstep in the ‘Asian Century’. The study of Indonesian promotes the strengthening of links between Australia and Indonesia and enhances student prospects for future study, work and travel.



What will I learn?

Unit 1	Unit 2
<ul style="list-style-type: none"> • Careers • Visiting Indonesia • City and village lifestyles • The Australia-Indonesian relationship 	<ul style="list-style-type: none"> • The media in Indonesia • Youth issues in Indonesia • Western influence in Indonesia
Unit 3	Unit 4
<ul style="list-style-type: none"> • Ceremonies and Celebrations • Traditional Belief systems in Indonesia • Stories from the Past 	<ul style="list-style-type: none"> • Environmental Issues in Indonesia • The Role of Women in Indonesia • Social Issues in Indonesia

What types of things will I do?

<ul style="list-style-type: none"> • Informal conversation in small groups and with the Language Assistant • Role-plays 	<ul style="list-style-type: none"> • Write articles, letters, emails short stories and reviews • Interact with the Indonesian-speaking community 	<ul style="list-style-type: none"> • Comprehend and analyze written and spoken texts • Use technology to support learning
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What can this lead to?

A study of Indonesian provides knowledge and skills useful for a range of careers. These include:

• Airline services	• Dept. of Trade	• Federal Police	• Journalism
• Banking	• Education	• Hotel management	• Law
• Dept. of Defence	• Engineering	• International aid	• Medicine
• Dept. of Foreign Affairs	• Event management	• Importing/Exporting	• Tourism

Why choose this subject?

Choose this subject if you are interested in learning about:				
• Communicating in a second (or third) language.	• Diverse cultures, traditions and ways of life.	• Australia’s relationship with Indonesia.	• How language functions, including English by comparison.	• Exotic places to visit in the future.

What is it all about?

This subject examines the essential institutions and principles of Australia’s legal system. Students develop an understanding of the rule of law, law-makers, key legal institutions, rights protection in Australia, and the justice system. Through applying knowledge of legal concepts and principles to a range of scenarios, students develop the use of legal reasoning to argue a case for or against a party in a civil or criminal matter. They consider and evaluate recent and recommended reforms to the criminal and civil justice systems, and analyse the extent to which our legal institutions are effective and our justice system achieves the principles of justice. Legal Studies enables students to become active and informed citizens as they gain valuable insights into their relationship with the law and the legal system. Students develop the ability to research and analyse legal information and apply legal reasoning and decision-making skills, and use critical thinking to solve legal problems.



What will I learn?

Unit 1: Guilt and liability	Unit 2: Sanctions, remedies and rights
<ul style="list-style-type: none"> • Key concepts in criminal and civil law • The principles of justice • The relationship between parliament and the courts 	<ul style="list-style-type: none"> • Types of sanctions and things judges consider when sentencing • The role of the jury in civil and criminal trials • Types of civil remedies and their purposes • How our rights are protected in Australia
Unit 3: Rights and justice	Unit 4: The people and the law
<ul style="list-style-type: none"> • Key concepts in the determination of criminal and civil cases • Mediation, conciliation and arbitration • Committal hearings, plea negotiations, pre-trial procedures 	<ul style="list-style-type: none"> • Parliament and the courts as law-makers • The Commonwealth Constitution, law-making powers and Constitutional rights protection • The influence of the media on law-reform

What types of things will I do?

<ul style="list-style-type: none"> • Go on excursions to the courts in Melbourne and to a prison • Develop critical thinking and analysis skills 	<ul style="list-style-type: none"> • Develop ability to apply legal concepts to various situations • Debate • Discuss 	<ul style="list-style-type: none"> • Talk to visiting speakers from the legal profession • Read and discuss interesting cases
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What can this lead to?

<ul style="list-style-type: none"> • Barrister/Solicitor • Criminology • Social Work 	<ul style="list-style-type: none"> • Conveyor • Court Officer/Registrar • Police Officer 	<ul style="list-style-type: none"> • Customs and Border Protection • Immigration Officer
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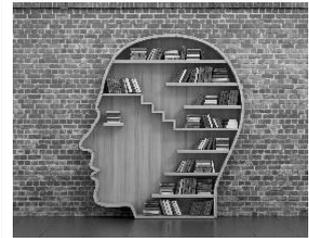
Why choose this subject?

Choose this subject if you are interested in learning about:				
<ul style="list-style-type: none"> • Famous court cases and crimes • What happens in court 	<ul style="list-style-type: none"> • Our legal system and how laws are made 	<ul style="list-style-type: none"> • Your legal rights • Your constitutional rights 	<ul style="list-style-type: none"> • How to argue logically 	<ul style="list-style-type: none"> • Juries, judges and justice • Sentencing of offenders

What is it all about?

In Literature students undertake close reading of texts and analyse how language and literary elements function within a text. Literature enables students to examine the historical and cultural contexts of a text and its readers. Many of the classes are designed in a tutorial style where the way you see a text is able to be presented and discussed. This allows for stronger communication skills to be gained in preparation for further study. Students are encouraged to share their opinion and interpretations of what is read. They are able to engage with some of the most important literary minds of our past and present. Literature looks at the assumptions, views and values which both writer and reader bring to texts and it encourages students to contemplate how we read as well as what we read. It considers how literary criticism informs the readings of texts and the ways texts relate to their contexts and to each other.

Important: Literature meets the VCE ‘English subject’ requirement.



What will I learn?

Unit 1: Approaches to Literature	Unit 2: Context and Connections
<ul style="list-style-type: none"> • About reading practices • Literary criticism (for example, feminist readings) • How a text shows ideas and concerns of its time 	<ul style="list-style-type: none"> • How a text reflects a reader and its time • Imaginative responses to texts • Connections and comparisons between texts
Unit 3: Form and Transformation	Unit 4: Interpreting texts
<ul style="list-style-type: none"> • How a text is adapted and can change meaning (for example, from a novel/play to a film) • Imaginative responses to texts 	<ul style="list-style-type: none"> • How to read a text using a particular lens or literary perspective • How to closely analyse a text • How to share and support an interpretation

What types of things will I do?

<ul style="list-style-type: none"> • Read a range of texts (novellas, poems, songs, plays, novels, films, biographies, comedies, tragedies, short stories) • Write about texts 	<ul style="list-style-type: none"> • Write imaginative pieces inspired by a text • Small class discussions • Share opinions and interpretations 	<ul style="list-style-type: none"> • Compare and contrast opinions and texts • Extend your vocabulary • Learn new approaches to writing
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What can this lead to?

<ul style="list-style-type: none"> • Journalism, Media and Communications • Public Relations • Teaching 	<ul style="list-style-type: none"> • Radio and Television • Advertising and Marketing • Editing and Publishing
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Why choose this subject?

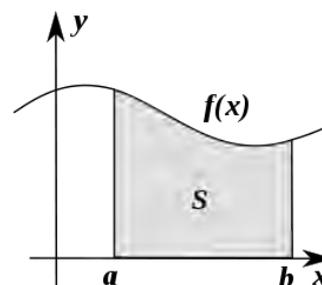
Choose this subject if you are interested in learning about:				
<ul style="list-style-type: none"> • Responding to texts • How others present their world 	<ul style="list-style-type: none"> • New and engaging styles of writing • Reading a range of texts 	<ul style="list-style-type: none"> • Sharing an opinion or interpretation • Different writing styles 	<ul style="list-style-type: none"> • New perspectives on texts • Drama and history through a text 	<ul style="list-style-type: none"> • Building your own oral and written skills

What is it all about?

Mathematical Methods is a graphical and calculus based subject. This subject is the study of functions, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. It is an extension of what has already been studied in Year 10 Maths M. The skills acquired from sketching linear and quadratics graphs (finding intercepts, gradients and turning points) will be extended in this subject to include sketching several distinct types of graphs. The algebra skills involved in solving equations will be expanded upon. A new topic called Calculus, which is the study of rates of change, will be introduced.

Units 1 + 2 can only be taken if you have studied Year 10 Maths M.

Units 3 + 4 can only be taken if you have studied Year 11 Mathematical Methods.



What will I learn?

Unit 1	Unit 2
<ul style="list-style-type: none"> • Functions and Relations • Graphing Quadratics ($y = x^2$) and Cubics ($y = x^3$) • Graphing Hyperbolas, Trunci, Circles and Root functions. • Graphing Exponentials and Logarithms 	<ul style="list-style-type: none"> • Graphing Circular Functions ($\sin(x), \cos(x), \tan(x)$) • Differentiation of Polynomials (Calculus) • Integration of Polynomials (Calculus) • Probability
Unit 3	Unit 4
<ul style="list-style-type: none"> • Graphing Polynomial Functions • Graphing Logarithmic and Exponential Functions • Graphing Circular Functions 	<ul style="list-style-type: none"> • Differentiation (Calculus) • Integration (Calculus) • Probability and Statistics

What types of things will I do?

<ul style="list-style-type: none"> • Learn the fundamental skills to graph a variety of equations • Learn advanced trigonometry related to the Unit Circle 	<ul style="list-style-type: none"> • Learn advanced algebra techniques • Apply these skills to real life situations 	<ul style="list-style-type: none"> • Use the calculator to help problem solve and analyses more advanced mathematics
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What can this lead to?

<ul style="list-style-type: none"> • Engineering • Architecture • Financial Planner • Insurance 	<ul style="list-style-type: none"> • Scientist • Actuary • Air Traffic Controller • Statistician
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Why choose this subject?

Choose this subject if you are interested in learning about:				
• Calculus	• Advanced Algebra	• Different types of equations	• Graphing	• Problem Solving

What is it all about?

The media is ever-present in today’s world. It entertains, teaches, informs, and shapes people’s perception of their lives and the worlds in which they live. Stories in all their forms are at the heart of the media and its relationship with audiences. Representations of ideas, realities and imagination are constructed and deconstructed, remixed and reimagined with ever increasing technological sophistication, ease and speed to engage audiences. Developments in technologies have transformed media at a rapid pace. Audiences are consumers, users, creative and participatory producers and product. This has created a dramatic increase in communicative, cultural and creative possibilities. Students examine how and why the media constructs and reflects reality and how audiences engage with, consume, read, create and produce media products.



What will I learn?

Unit 1: Media forms, representations and Australian Stories	Unit 2: Narrative across media forms
<ul style="list-style-type: none"> • Media Representations • Media forms in production • Australian Stories 	<ul style="list-style-type: none"> • Narrative, style and genre • Narratives in production • Media and Change
Unit 3: Media narratives and pre-production	Unit 4: Media production and issues in the media
<ul style="list-style-type: none"> • Narrative and ideology • Media production development • Media production design 	<ul style="list-style-type: none"> • Media Production • Agency and control in and of the media

What types of things will I do?

<ul style="list-style-type: none"> • Directing • Camera work • Lighting 	<ul style="list-style-type: none"> • Sound Recording • Editing • Scripting 	<ul style="list-style-type: none"> • Storyboarding • Designing
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What can this lead to?

<ul style="list-style-type: none"> • Director • Producer • Camera operator • Sound Recordist/Engineer • Editor 	<ul style="list-style-type: none"> • Scriptwriter • Copy writer • Journalist • Game Designer • Web Designer
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Why choose this subject?

Choose this subject if you are interested in learning about:				
• Film and Television	• Games and interactive media	• Photography and animation	• Communication and writing	• Putting your vision out for an audience to consume

What is it all about?

In this subject, you will learn about the ways humans interact with and relate to outdoor environments. Outdoor activities provide the means for students to develop experiential knowledge of outdoor environments. Such knowledge is then enhanced through the theoretical study of outdoor environments from perspectives of environmental history, ecology and the social studies of human relationships with nature. The study also examines the complex interplay between human impacts on outdoor environments and nature's impact on humans. Outdoor experiences suited to this study include a range of activities in areas such as farms, mining/logging sites, coastal areas, rivers, mountains, bushland and urban, state or national parks. Activities undertaken could include bushwalking, canoe touring, cycle touring, rock climbing and conservation.



Important:

- In an effort to minimise disruptions to the curriculum, practical activities may be undertaken on weekends and/or during school holidays.
- There will be an enrolment levy of up to \$400 for Units 1 & 2 and \$500 for Units 3 & 4.

What will I learn?

Unit 1: Exploring outdoor experiences	Unit 2: Discovering outdoor environments
<ul style="list-style-type: none"> • Motivations for seeking outdoor experiences • Reflecting on experiences in the outdoors • Practical skills for outdoor experiences 	<ul style="list-style-type: none"> • Characteristics of outdoor environments • Human impacts on the environment • Minimal impact strategies
Unit 3: Relationships with outdoor environments	Unit 4: Sustainable outdoor relationships
<ul style="list-style-type: none"> • Ecological, historical and social aspects of relationships between humans and the outdoors • Examine the dynamic nature of human relationships with the outdoors 	<ul style="list-style-type: none"> • Sustainable practices in the outdoors • Managing outdoor environments • Apply practical skills and knowledge in outdoor settings

What types of things will I do?

<ul style="list-style-type: none"> • Hands-on activities • Theory and research 	<ul style="list-style-type: none"> • Self-reflection and discussion • Environmental field work 	<ul style="list-style-type: none"> • Case-study analyses • Practical excursions and camps
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What can this lead to?

<ul style="list-style-type: none"> • Leading outdoor adventure activities/journeys • Environmental Conservation/Ecology • Psychology and outdoor wellness therapies • Politics/Council positions 	<ul style="list-style-type: none"> • Technical trades (e.g. climbing/cycling instructor) • Leading school camps • Academia: Outdoor & Environmental Education • International travel opportunities
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Why choose this subject?

Choose this subject if you are interested in learning about:				
<ul style="list-style-type: none"> • How to safely enjoy outdoor activities 	<ul style="list-style-type: none"> • How to conserve and restore natural environments 	<ul style="list-style-type: none"> • How humans connect with the environment 	<ul style="list-style-type: none"> • Outdoor pursuits and adventure 	<ul style="list-style-type: none"> • Environmental challenges and solutions

What is it all about?

Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity. Students participate in practical activities to examine the core concepts that underpin movement and that influence performance and participation in physical activity, sport and exercise.



What will I learn?

Unit 1: The human body in motion	Unit 2: Physical activity, sport and society
<ul style="list-style-type: none"> • Understanding how the musculoskeletal system works to produce movement • Understanding the cardiorespiratory system and how it functions at rest and exercise 	<ul style="list-style-type: none"> • Relationships between physical activity, sport, health & society • Contemporary issues associated with physical activity and sport
Unit 3: Movement skills and energy for physical activity	Unit 4: Training to improve performance
<ul style="list-style-type: none"> • How are movement skills improved? • How the body produces energy 	<ul style="list-style-type: none"> • The foundations of an effective training program • How is training implemented effectively to improve fitness

What types of things will I do?

<ul style="list-style-type: none"> • Analyse data • Multimedia presentations 	<ul style="list-style-type: none"> • Case study analysis • Practical laboratory report 	<ul style="list-style-type: none"> • Critical thinking • Structured questions
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What can this lead to?

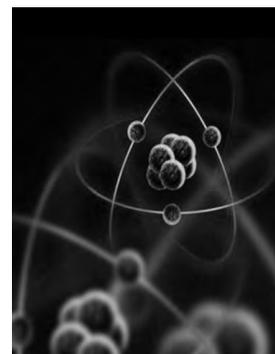
<ul style="list-style-type: none"> • PE / Health Teacher • Nursing and medicine • Sport Scientist • Physiotherapist • Osteopathy • Chiropractor 	<ul style="list-style-type: none"> • Dietetics • Health Sciences • Fitness instructors/Personal Trainers • Sports Coach • Massage Therapists • Sports Administration
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Why choose this subject?

Choose this subject if you are interested in learning about:				
• Fitness	• Human Body and exercise	• Training programs	• Health & physical activity	• Sports & skill acquisition

What is it all about?

Physics is the study of the laws of nature that govern the behavior of the universe, from the very smallest scales of sub-atomic particles to the very largest scales of cosmology. It applies these laws to the solution of practical problems and to the development of new technologies. Physics is an intellectually challenging and rewarding subject. Its study instructs a person in the process of critical thinking, how to pose questions, how to solve problems, and how to test hypotheses in practical applications. Physics is at the heart of almost every facet of modern life. Physics provides training for a vast range of careers, where it is either employed directly, or where the skills can be applied in innovative ways to other fields.



What will I learn?

Unit 1: What ideas explain the physical world?	Unit 2: The physical world via experiments
<ul style="list-style-type: none"> • Heating and Cooling • Electric Circuits • Matter (the Universe and nuclear physics) 	<ul style="list-style-type: none"> • Motion, Forces and Energy • The Physics of Flight • Student Practical Investigation
Unit 3: Motion and electricity	Unit 4: Light and Matter
<ul style="list-style-type: none"> • Electrical, Magnetic and Gravitational Fields • Electric Power – generation and transmission • Motion – Projectiles, Satellites and Relativity 	<ul style="list-style-type: none"> • Waves and the Behaviour of Light • Theories of Light and Matter • Student Practical Investigation

What types of things will I do?

<ul style="list-style-type: none"> • Class demonstrations • Class experiments • Study computer simulations 	<ul style="list-style-type: none"> • Analyse data • Report writing • Critical thinking 	<ul style="list-style-type: none"> • Modelling • Design electrical circuits • Solve complex problems
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What can this lead to?

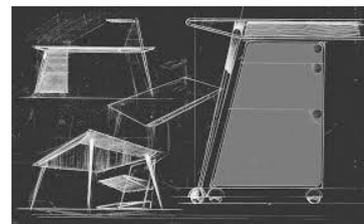
<ul style="list-style-type: none"> • Engineering (Electrical, Mechanical, Aeronautical) • Mining Exploration and Engineering • Scientific Research • Medicine (including Nuclear Medicine, Optometry) 	<ul style="list-style-type: none"> • Meteorology, Environmental Science • Technical trades (electrician, refrigeration, etc.) • Architecture and Building Construction • Sound Engineering and Acoustics
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Why choose this subject?

Choose this subject if you are interested in learning about:				
<ul style="list-style-type: none"> • Why the universe is as it is 	<ul style="list-style-type: none"> • How electrical devices (motors, generators) work 	<ul style="list-style-type: none"> • Flight, satellites, rockets and space travel 	<ul style="list-style-type: none"> • Using Maths to study forces, motion and energy 	<ul style="list-style-type: none"> • Waves, light, sound and acoustics

What is it all about?

In Product Design and Technology, students assume the role of a designer-maker. In adopting this role, they acquire and apply knowledge of factors that influence design. Students choose from a broad range of materials, tools, equipment and machines needed to transform these materials in a safe manner into useful and sustainable products. Students will determine the form and function of the products they design and make. They will transform ideas into drawings and plans for the creation and manufacture of products that fulfil human needs and wants. They will learn to safely apply a range of production processes and techniques to make the products they have designed. At the end of the process they will be able to evaluate the outcomes of the design, planning and production activities, explain the products design features and outline its care requirements.



What will I learn?

Unit 1: Product re-design for sustainability	Unit 2: Collaborative design
<ul style="list-style-type: none"> • The product design process • Intellectual Property • Product design factors; materials and sustainability • Write a design brief • Re-design products to improve sustainability • Make a full-scale prototype of your design 	<ul style="list-style-type: none"> • Develop a product; collaboratively and individually • Document the team’s design process in a folio • Project management and presentation skills • Replicate processes used in the real world. • Use ICT to facilitate collaborative product design in a global environment.
Unit 3: Applying the product design process	Unit 4: Product development and evaluation
<ul style="list-style-type: none"> • Work as a designer • Apply the Product design process • Creative and critical design thinking techniques • Design, plan and justify a product • Document the design process 	<ul style="list-style-type: none"> • Examine the design factors • Analyse and evaluate products • Implement a production plan • Complete a product to specified quality standards • Safely apply production skills and processes

What types of things will I do?

<ul style="list-style-type: none"> • Design and plan a product • Use emerging technologies 	<ul style="list-style-type: none"> • Develop creative and critical design thinking methods • Make functional products 	<ul style="list-style-type: none"> • Use range of tools, machines, materials and processes • Develop evaluation criteria
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What can this lead to?

<ul style="list-style-type: none"> • Industrial, product, interior, and exhibition design • Engineering 	<ul style="list-style-type: none"> • Fashion design • Jeweller • Textile design 	<ul style="list-style-type: none"> • Architecture • Furniture maker
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Why choose this subject?

Choose this subject if you are interested in learning about:				
<ul style="list-style-type: none"> • Good design 	<ul style="list-style-type: none"> • How to make interesting products 	<ul style="list-style-type: none"> • Use new and emerging technologies 	<ul style="list-style-type: none"> • Use different materials, machines, tools and equipment 	<ul style="list-style-type: none"> • How to think creatively and learn to problem solve

What is it all about?

Psychology is the study of the nature and development of mind and behaviour in both humans and animals. It involves the scientific study of human behaviour through biological, psychological and social perspectives and the application of this knowledge to personal and social circumstances. Students undertaking this subject can develop a deeper understanding of themselves and their relationships with others. They gain insights into a range of psychological health issues in society. Psychology provides the opportunity to engage in a variety of thinking and research approaches by undertaking research and practical investigations.



What will I learn?

Unit 1: How are behaviour and mental processes shaped?	Unit 2: How do external factors influence behaviour and mental processes?
<ul style="list-style-type: none"> • Brain function • Influences on psychological development • Research investigation 	<ul style="list-style-type: none"> • Influences on person’s perceptions • Influences on person’s behavior • Practical investigation
Unit 3: How does experience affect behaviour and mental processes?	Unit 4: How is well being developed and maintained?
<ul style="list-style-type: none"> • Nervous system functioning • Stress, a biological and psychological process • Processes of learning and remembering 	<ul style="list-style-type: none"> • Levels of consciousness • Sleep and effects, treatments of sleep disturbance • Mental health defined and mental health disorders • Practical investigation

What types of things will I do?

<ul style="list-style-type: none"> • Analyse and evaluate data, methods and scientific models • Collect and analyse experimental data 	<ul style="list-style-type: none"> • Apply content to new situations • Scientific posters • Visual presentations • Media analysis/response 	<ul style="list-style-type: none"> • Logbook activities • Communicate and explain scientific ideas • Topic tests
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What can this lead to?

<ul style="list-style-type: none"> • Health sciences • Education • Audiologist • Criminology 	<ul style="list-style-type: none"> • Law • Psychology/counselling • HR Manager • Social Worker
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Why choose this subject?

Choose this subject if you are interested in learning about:				
<ul style="list-style-type: none"> • Brain and nervous system structures and functions 	<ul style="list-style-type: none"> • Development of individuals (emotional, cognitive, social) 	<ul style="list-style-type: none"> • The scientific nature of learning, sleep, memory, etc. 	<ul style="list-style-type: none"> • Mental health disorders and treatments 	<ul style="list-style-type: none"> • The biological, psychological and social influences on behaviour

What is it all about?

Religion and Society explores the origins of religion and its role in the development of society, identifying the nature and purpose of religion over time. It investigates the contribution of religion generally to the development of human society and the role of religious traditions over time in shaping personal and group identity. It examines the nature, history and role of religion in society. There is an examination of how society and religion influence each other, and the factors that influence these roles and the effect that developments in society might have on religion. At times in history some religious traditions have lost the authority and power to explain crises for their society and have been abandoned; other religious traditions have adapted and been resilient or were re-established in a different form.



What will I learn?

Unit 1: The role of religion in society <ul style="list-style-type: none"> • Discuss the nature and purpose of religion and explain the aspects of religion. • Discuss the changing roles and influence of religion in society • Discuss the presence of religion in Australia, past and present. 	Unit 2: Religion and ethics <ul style="list-style-type: none"> • Explain the variety of influences on ethical decision making and moral judgment • Explain how ethical perspectives and moral judgments are formed within at least two religious traditions • Explain two or more debates on ethical issues
Unit 3: The search for meaning <ul style="list-style-type: none"> • Discuss and analyse the nature and purpose of religion and religious beliefs • Examine how beliefs and their expression in other aspects of religion are intended to respond to the search for meaning. • Discuss and analyse the interplay between religious beliefs and their expression through related aspects and significant life experience. 	Unit 4: Religion, challenge and change <ul style="list-style-type: none"> • Discuss, analyse and compare stances and supporting responses taken by religions as they are challenged • Discuss the interactions within a religious tradition or denomination and between a religious tradition or denomination and wider society in relation to a significant challenge, and examine the effects of these interactions.

What types of things will I do?

<ul style="list-style-type: none"> • Reports • Create a display • Identification exercises 	<ul style="list-style-type: none"> • Analytical exercises • Critical thinking • Essays 	<ul style="list-style-type: none"> • Case studies • Debates • View films
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What can this lead to?

<ul style="list-style-type: none"> • Teaching • Research • Social Sciences 	<ul style="list-style-type: none"> • Bible & Religious Studies • Psychology • Community and policy development
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Why choose this subject?

Choose this subject if you are interested in learning about:				
• Why do I exist?	• Is God real?	• The factors that shape me	• Why and how do I make choices?	• Asking the big questions

What is it all about?

The study of Sociology assists students to develop an understanding of society. Students studying this subject will address contemporary issues facing Australian society and be introduced to theories which explore possible explanations for how society functions. Key skills emphasised in each of these units are: research and investigation, evaluation of sources, application of theory, analysis of information and the ability to think critically about the issues under investigation.



What will I learn?

Unit 1: Youth and Family	Unit 2: Social Norms: Breaking the Code
<ul style="list-style-type: none"> • Theories – e.g. Feminism • Experience of youth and adolescence • Family as an institution • Australian families over time 	<ul style="list-style-type: none"> • Various theories of Deviance • Crime • Factors that lead to crime • Concept of Punishment
Unit 3: Culture and Ethnicity	Unit 4: Community, Social Movements & Social Change
<ul style="list-style-type: none"> • Australian Indigenous Culture • Suppression and Reconciliation • Ethnic Diversity • Study of Specific Ethnic Groups 	<ul style="list-style-type: none"> • Theories of Community • Experience of Community • Types of Social Movements • How Social Movements bring about Change

What types of things will I do?

<ul style="list-style-type: none"> • Reports • Essays • Magazines 	<ul style="list-style-type: none"> • Debates • Research • Case Studies 	<ul style="list-style-type: none"> • Film Study • Media Folios • Journal
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What can this lead to?

<ul style="list-style-type: none"> • Law • Nursing • Teaching • Voluntary Sector 	<ul style="list-style-type: none"> • Social Services • Counsellor • Public Relations • Community worker
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Why choose this subject?

Choose this subject if you are interested in learning about:				
<ul style="list-style-type: none"> • Why people behave the way they do 	<ul style="list-style-type: none"> • How Society changes over time 	<ul style="list-style-type: none"> • Homelessness • LGBTQ • Young offenders 	<ul style="list-style-type: none"> • Suppression and survival • Building communities 	<ul style="list-style-type: none"> • Migrant Ethnicities • Changing our world

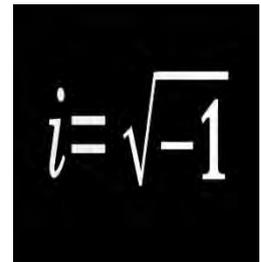
What is it all about?

Specialist Mathematics must be taken in conjunction with Mathematical Methods. It does require a solid mathematical foundation, especially in algebra. Specialist Mathematics is the study of advanced new mathematical techniques that Most students would be unfamiliar with. These include the study of:

- 1) Vectors- quantities that have both a magnitude and a direction
- 2) Complex Numbers which include imaginary numbers that are the used to solve the square roots of negative numbers
- 3) Mechanics/Statics which look at forces acting on a body
- 4) Kinematics – the relationship between displacement (distance), velocity (speed) and acceleration.

Units 1 + 2 can only be taken if you have studied Year 10 Maths M.

Units 3 + 4 can only be taken if you have studied Year 11 Specialist Mathematics **and** Year 11 Mathematical Methods.



What will I learn?

Unit 1	Unit 2
<ul style="list-style-type: none"> • Introduction to Vectors • Advanced Algebra • Introduction to Complex Numbers • Advanced Trigonometry 	<ul style="list-style-type: none"> • Kinematics • Graphing Reciprocal Functions • Statics • Statistics
Unit 3	Unit 4
<ul style="list-style-type: none"> • Vectors • Circular Functions • Differentiation • Integration • Differential Equations 	<ul style="list-style-type: none"> • Kinematics • Vector Functions • Complex Numbers • Mechanics • Probability and Statistics

What types of things will I do?

<ul style="list-style-type: none"> • Learn new advanced mathematical skills including <ul style="list-style-type: none"> ○ Imaginary Numbers ○ Vectors ○ Kinematics ○ Statics/Mechanics 	<ul style="list-style-type: none"> • Apply these skills to real life situations • Learn advanced algebra techniques 	<ul style="list-style-type: none"> • Use the calculator to help problem solve and analyses more advanced mathematics
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What can this lead to?

<ul style="list-style-type: none"> • Engineering • Mathematics studies • Architect 	<ul style="list-style-type: none"> • Actuary • Surveyor • Financial Broker
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Why choose this subject?

Choose this subject if you are interested in learning about:				
• Imaginary Numbers	• Vectors	• Advanced Algebra and Calculus	• Mechanics	• Problem Solving

What is it all about?

Studio Art allows students the opportunity to focus on a range of media and art forms to produce a folio of artworks. Students study a range of different artists and artworks to assist in their understanding of the design process. Students learn about how artists develop their own style, and how they express ideas. Specific emphasis is placed on learning about materials and techniques, the use of art aesthetics, how different cultural and historical backgrounds are reflected in artwork, and the themes and ideas artists communicate. This practical knowledge will be reflected in the students' own work. This studio practice is recorded in a visual diary and final artworks reflect refinement of technique and ideas. In Units 3 & 4, students choose their art form(s) and develop a cohesive folio.



What will I learn?

Unit 1: Studio inspiration and techniques	Unit 2: Studio exploration and concepts
<ul style="list-style-type: none"> • Focus on sources of inspiration, both personal and artistic influences • Study the impact materials and techniques have on your own art and that of others • How to effectively communicate themes 	<ul style="list-style-type: none"> • Develop an individual studio practice • Appropriation, copyright and moral rights • How to compare historical and contemporary artworks • Plan and evaluate outcomes
Unit 3: Studio process and professional practice	Unit 4: Studio practice and art industry contexts
<ul style="list-style-type: none"> • Develop personal style, techniques • How to develop concepts and write informed exploration proposals • To identify and define potential directions • The study of two artists from two different historical and cultural contexts 	<ul style="list-style-type: none"> • Use potential directions to guide final artworks • Refine materials and techniques to complete final artworks • Study the role of galleries and conservation • Reflect and annotate own studio practice • Identify artworks and analyze style

What types of things will I do?

<ul style="list-style-type: none"> • Write exploration proposals • Study artists from different cultures and time, as sources of inspiration 	<ul style="list-style-type: none"> • Develop and refine skills • Experiment • Develop an understanding of conservation and roles of different galleries 	<ul style="list-style-type: none"> • Develop own studio practice • Annotation skills • Complete final artworks
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What can this lead to?

<ul style="list-style-type: none"> • Conservator • Curator • Exhibition designer • Art/design fields (art director, graphic designer) 	<ul style="list-style-type: none"> • Photographer • Fashion Designer/coordinator • Multimedia developer • Illustrator/ animator
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Why choose this subject?

Choose this subject if you are interested in learning about:				
<ul style="list-style-type: none"> • Developing personal expression 	<ul style="list-style-type: none"> • Artistic practices, your own and that of others 	<ul style="list-style-type: none"> • Galleries and conservation 	<ul style="list-style-type: none"> • Artistic influences and inspiration 	<ul style="list-style-type: none"> • Exploration of new mediums

What is it all about?

Theatre has been made and performed from the earliest times and is an integral part of all cultures. Theatre exists as entertainment, education, an agent for change, a representation of values and a window on society. In VCE Theatre Studies, students interpret playscripts and produce theatre for audiences. Through practical and theoretical engagement with playscripts from the pre-modern era to the present day, students gain an insight into the history and rich possibilities of playscript-based theatrical production and develop understanding and appreciation of the role and place of the practitioner in theatre. Theatre practitioners collaborate to develop, create and craft productions through research, contextualisation, visualisation and the application of stagecraft. Creating theatre develops skills applicable to a range of other industries.



What will I learn?

Unit 1: Pre-modern Theatre	Unit 2: Modern Theatre
<ul style="list-style-type: none"> • Pre-modern theatre • Interpreting playscripts • Analysing a play in performance 	<ul style="list-style-type: none"> • Modern theatre • Interpretation through stagecraft • Analysing a play in performance
Unit 3: Playscript Interpretation	Unit 4: Performance Interpretation
<ul style="list-style-type: none"> • Production process • Theatrical interpretation • Production analysis 	<ul style="list-style-type: none"> • Monologue interpretation • Scene interpretation • Performance analysis

What types of things will I do?

<ul style="list-style-type: none"> • Acting • Lighting Design • Costume Design 	<ul style="list-style-type: none"> • Make- Up • Sound Design • Set Design 	<ul style="list-style-type: none"> • Stage Management/ Administration and promotion • Experiencing theatrical productions by others
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What can this lead to?

<ul style="list-style-type: none"> • Playwright • Actor • Director • Researcher 	<ul style="list-style-type: none"> • Designers • Technician • Managers • Administrators
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Why choose this subject?

Choose this subject if you are interested in learning about:				
<ul style="list-style-type: none"> • Engaging and entertaining an audience 	<ul style="list-style-type: none"> • How to turn playscripts into productions 	<ul style="list-style-type: none"> • All the different stage crafts 	<ul style="list-style-type: none"> • All the different theatrical styles 	<ul style="list-style-type: none"> • Challenging yourself by putting your work on show

What is it all about?

This study is intended to assist students in the understanding, use and interpretation of a range of visual communications. It involves a study of the vocabulary and grammar of visual communication which includes an understanding of, and application of, drawing and drawing conventions, design elements and principles and function of design in communication. The study also provides the opportunity to develop an informed, critical and discriminating approach to visual communications encountered in everyday life. Students who choose this subject need to be highly motivated and passionate about art and design. It is recommended that students have a current version of the computer program Adobe Complete Suite at home, a USB with at least 8 gigabyte storage capacity and/or an external hard drive.



What will I learn?

Unit 1: Introduction to VCD	Unit 2: Applications of VCD
<ul style="list-style-type: none"> • Drawing to communicate effectively • Manipulation of design elements and principles • Design history • Drawing with intention 	<ul style="list-style-type: none"> • Technical drawing in context • Type and Imagery • Applying the Design Process • Designers in a real world.
Unit 3: Design Thinking and Practice	Unit 4: Design Development and Presentation
<ul style="list-style-type: none"> • Research and generation of ideas • Differentiating and understanding Design fields • Analysing Design • Design Purposes 	<ul style="list-style-type: none"> • Developing design concepts • Producing client ready designs • Pitching to a client • Skill development

What types of things will I do?

<ul style="list-style-type: none"> • Client/Designer relationships • Inventing designs 	<ul style="list-style-type: none"> • Developing practical skills • Sustainable awareness 	<ul style="list-style-type: none"> • Legal awareness • Problem Solving
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What can this lead to?

<ul style="list-style-type: none"> • Games development • Architecture (Interior, exterior or Landscape) • Graphic Designer • Photographer 	<ul style="list-style-type: none"> • Industrial designer • Town/Urban Planning • Building and Construction/Project Managing
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Why choose this subject?

Choose this subject if you are interested in learning about:				
• Inventing	• Working on complex projects	• Working in a sustainable world	• Working with people	• The process of design

VET Business (Certificate II): Year 11

VET Business (Certificate III): Year 12

What is it all about?

VCE VET Business involves hands-on activities that allow students to interact with one another whilst attaining the knowledge and skills to achieve competencies necessary for work in business, administration and industry settings. This includes a combination of online programs, printed material and work placement.

Recommendation: Certificate II is taken in Year 11 and is usually followed by Certificate III in Year 12 but this is not compulsory.

Important:

- Certificate III is a partial completion. To attain the full certificate, students will need to complete further units after Year 12.
- An administration fee of \$50 is payable for each of these subjects using the Champion book list.



What will I learn?

Core Units

- Contribute to health and safety of self and others

Pre-set Elective Units

- Deliver a service to customers
- Communicate electronically
- Produce simple word processed documents
- Work effectively in a business environment
- Process and maintain workplace information
- Use business technology
- Organise workplace information
- Recommend products and services
- Organise personal work priorities and development

What can this lead to?

- | | |
|-----------------------------|------------------|
| • Advertising | • Legal Services |
| • Human Resource Management | • Micro Business |
| • Small Business Management | • Franchising |
| • Customer Services | • Marketing |

Why choose this subject?

Choose this subject if you are interested in learning about:

- | | | | | |
|------------------|----------------|-----------------|---------------------------|-----------------|
| • Administration | • Organisation | • Communication | • Interaction with people | • Computer work |
|------------------|----------------|-----------------|---------------------------|-----------------|

VET Music Industry (Certificate III) (Performance or Sound Production)

What is it all about?

VET Music Industry has two specialisations. Students can choose to do one or both. The **Performance** specialty provides students with the practical skills and knowledge to perform and compose music. The course reflects the role of individuals within the music industry, teaching skills in musicianship, music composition, music literacy and music performance. The **Sound Production** specialty provides students with the practical skills and knowledge to record, mix and edit sound sources. It covers skills such as sound track laying, digital editing and mixing, and includes knowledge about audio visual equipment operations and stage management.



Important:

- This is a two-year course taken in both Year 11 & 12 to attain the full certificate.
- An administration fee of \$50 is payable for each of these subjects using the Champion book list
- **Performance pre-requisite:** Students must be able to play a musical instrument (including electronic music, i.e. DJing) and/or sing and be currently undertaking private instrumental music tuition.

What will I learn?

Year 11 Sound and Performance – common topics	Year 12 Music Performance
<ul style="list-style-type: none"> • Contribute to health and safety of self and others • Implement copyright arrangements • Work effectively in the music industry • Apply knowledge of style and genre to music industry practice 	<ul style="list-style-type: none"> • Develop technical skills in performance • Develop and maintain stagecraft skills • Perform music as part of a group OR soloist
Year 11 Music Performance	Year 12 Sound Production
<ul style="list-style-type: none"> • Compose simple songs or musical pieces • Develop ensemble skills for playing and singing music 	<ul style="list-style-type: none"> • Operate sound reinforcement systems • Record and mix a basic music demo • Install and disassemble audio equipment • Mix music in a studio environment • Manage audio input sources
Year 11 Sound Production	
<ul style="list-style-type: none"> • Undertake live audio operations • Compile and replay audio material 	

What can this lead to?

Music Industry (Music Performance)	Music Industry (Sound Production)
<ul style="list-style-type: none"> • Band Member • Song Writer • Composer • Instrumentalist 	<ul style="list-style-type: none"> • Tour Crew Member • Sound Technician • Studio Engineer • Foley Artist

Why choose this subject?

Choose this subject if you are interested in learning about:			
<ul style="list-style-type: none"> • Singing • Playing instruments 	<ul style="list-style-type: none"> • Song/music writing • DJing 	<ul style="list-style-type: none"> • Live Sound 	<ul style="list-style-type: none"> • Studio recording • Podcasting

VET Sport and Recreation (Certificate III)

What is it all about?

VCE VET Sport and Recreation provides students the opportunity to acquire and develop skills, knowledge and confidence to work in the areas of community and outdoor recreation. Leadership, organisational and specialist activity skills will be developed through theory and practical sessions.

Important:

- This is a two-year course taken in both Year 11 & 12.
- An administration fee of \$50 is payable for this subject using the Campion book list.



What will I learn?

Core Units (Year 11)	Core Units (Year 12)
<ul style="list-style-type: none"> • Organise personal work priorities and development • Provide First Aid • Participate in workplace health and safety • Use social media tools for collaboration and engagement • Conduct non-instructional sport, fitness or recreation sessions • Provide quality service • Respond to emergency situations 	<ul style="list-style-type: none"> • Participate in WHS hazard identification, risk assessment and risk control • Develop and update knowledge of coaching practices • Conduct basic warm-up and cool down programs • Plan and conduct programs • Facilitate groups • Educate user groups
Pre-set Elective Units (Year 11)	
<ul style="list-style-type: none"> • Develop and update officiating knowledge • Conduct sport, fitness or recreation events 	

What can this lead to?

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|--|--|
| <ul style="list-style-type: none"> • Sports Administration • Event Management and Promotions • Facility Maintenance – leisure/aquatic centres • Facility Maintenance – amusement parks | <ul style="list-style-type: none"> • Fitness instructing • Physical Education Teacher • Lifeguard |
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Why choose this subject?

Choose this subject if you are interested in learning about:

- | | | | | |
|---------------------|---------|----------|------------|-----------|
| • Physical activity | • Sport | • People | • Teaching | • Fitness |
|---------------------|---------|----------|------------|-----------|