**Welcome to the Essendon Campus of Essendon Keilor College.**

The Essendon Campus caters for students in Years 10-12. This allows greater access to VCE, VET and other programs for students across all three levels. Our curriculum merges with new technology through a focus on Science, Technology, Engineering, Arts and Mathematics (STEAM).

Transition to the Essendon Campus is an exciting and seamless process for our students from the East Keilor and Niddrie Campuses.

We also welcome the significant number of externally enrolled students who are attracted by our diverse curriculum, expert delivery of programs and young adult learning environment.

We are committed to optimising student outcomes in a climate where students feel safe, supported and confident of realising future goals.

Academic work is challenging, motivating and specifically designed to enhance performance.

Student involvement and leadership is strongly encouraged, as is participation in a diverse range of vocational, sporting, community and cultural events and interstate or international tours.

For all students we hope their time at the Essendon Campus is distinguished by their development as a young adult, success in attaining their desired pathway and readiness to contribute as a global citizen in the 21st Century.

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Mr. Mark McInerney

Campus Assistant - Principal

Ms. Lisa Nugent

Campus Principal

Mr. David Adamson

College Principal

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| **Contents** |

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| About Essendon Keilor College |

Essendon Keilor College is a multi-campus College that was formed in 1993. It has Year 7 to 9 campuses in Niddrie and East Keilor and a campus in Essendon for Year 10 to 12 students.

At the Essendon Campus we provide students with the following:

* a young adult learning environment emphasising rights and responsibilities
* individualised programs with access to an extensive range of VCE, VCAL and VET options
* an elite football program within the Sport and Recreation study
* outstanding programs in the Performing and Visual Arts with opportunities for students to display their talents in the wider community
* excellence in Languages
* an onsite English Language Program
* committed, dedicated and experienced teachers who deliver a strong academic program
* student-focused support services including tutorial groups, career counselling and student welfare
* a dynamic extracurricular program that enables students to explore their individual talents and aptitudes
* upgraded facilities to enhance the integration of STEAM in the curriculum

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| Campus Timetable |

The timetable at the Essendon Campus provides students with program flexibility, a wide breadth of subject choices and the opportunity to participate in a work experience or VET work placement. Students and parents can access a student’s timetable through Compass.

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| Orientation Program |

There is an Orientation Program late in Term 4 each year. Students have an information session, a policy session and classes in their chosen subjects. There is also time to organize books, pay fees, speak to coordinators and purchase uniform.

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| College Fees |

The College Fees are reviewed each year by the College Council. Specific details will be sent to parents/guardians in Term 4 and include payment options. Students will receive further notification of the College Fees in the Orientation Information Booklet.

Specialist subject/program levies are also applied and these are in addition to the standard College Fees. Payment for specialist subjects or programs must be received prior to commencement of these studies.

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| Uniform |

It is College Council policy that all students wear uniform. The clothing that students are required to wear at school has been designed to:

* enable students to be identified as belonging to the College
* enhance the image of the College
* be comfortable and attractive
* allow participation of all students in all activities
* be economical and of good quality
* enhance the sense of pride in belonging to the College.

All students are expected to wear the College uniform in a manner that reflects pride in the College. Amongst other things this means that:

* uniform will be clean
* in a state of good repair
* appropriately fitted
* worn without non-uniform garments being visible.

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| **Student Management Team** |

The Student Management Team consists of a number of coordinators who are responsible for the academic, social and emotional welfare of students. This team is led by the Assistant Principal and has expertise in all aspects of policies and programs relating to the senior years of education.

Coordinators have direct responsibility for a group of students and monitor their academic progress, welfare and attendance. This involves ongoing communication with students, parents/guardians, teachers and other members of the school and wider community when appropriate.

Students are encouraged to actively seek support and advice from the Student Management Team and MIPs.

The Student Management Team works closely with the Careers/Pathways Coordinators, the Student Welfare Coordinator and classroom teachers to achieve optimum outcomes for students. Meetings are regularly scheduled to discuss issues or concerns. It is common practice for teachers to meet with families and/or make contact via phone or email.

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| Integration Support |

Full provision is made for integration students. Our aim is to integrate students with disabilities into mainstream school and to assist in meeting all their needs.

Students with funding are provided with integration aide support in classes and also during study time. Integration students have a Student Support Group that assists with their individual learning plan. Programs can be modified to suit the individual e.g. a 3-year VCE.

Wheelchair ramps are available in most areas to provide access to learning resources.

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| Activities |

The Essendon Campus has a focus on providing opportunities for students to participate in the wider life of the College. An extensive program of extracurricular activities is offered.

Activities are designed to maximise student participation in a range of cultural, social, educational and sporting activities and extend their learning experiences beyond the classroom.

Lunchtime activities include:

* Sport Competitions
* Guest Speakers
* Concerts and Performances
* Charity Events

Events for the Essendon campus include:

* Presentation Ball
* Year 12 Formal
* College Production
* Music Soiree
* Valedictory Evening
* International Tours – Vietnam, Italy & Japan
* Ski Tour
* Language Camp
* Work Experience

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| Technology use at Essendon Keilor College |

Essendon Keilor College has created a digitally rich environment to support the delivery of our curriculum. In order for students to make the most of this environment it is expected that they meet the following conditions:

* We are a Bring Your Own Device (BYOD) school, meaning that students are expected to bring their own windows based laptop device to school each day. This will allow them access to all digital resources as well as a variety of learning management systems employed in the classroom. All students with their own device will be connected to the school’s network and are entitled to a free copy of the Microsoft Office package and all eduSTAR software from the Department of Education.
* We use Compass as a digital platform to communicate with students and parents as well as sharing a range of resources. It is expected that students will check Compass daily in order to be informed of the full range of activities and resources available within the school.
* Edrolo is an online product for busy students who may not have the time to devote to a tutor, or simply prefer a tool for studying that fits more into their active lifestyle. If a student is enrolled in a VCE subject offered by Edrolo, then they have 24/7 access to high quality tuition and assessment tools. Students are expected to regularly access and use the resources provided by Edrolo as a tool to enhance the delivery of content in the classroom.

For more information about the digital environment at Essendon Keilor College please contact our Technician Stuart Laird at laird.stuart.s@edumail.vic.gov.au

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| Celebrating Excellence |

Congratulations to the 2018 College Dux, Jiang Zhu, on her outstanding academic achievement. She attained an ATAR of 96.60 and will be studying Biomedicine at Melbourne University.



***DUX***

Jiang Zhu

*ATAR:96.60*

**Recent College Dux ENTER/ATAR scores: 98.30, 98.05, 99.75, 98.65, 97.80, 99.80, 99.90, 98.30**

Essendon Keilor College students successfully complete their studies and gain entry into universities, TAFE, other training providers and employment. They consistently achieve academic excellence and future pathways include:

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| Early Childhood Education  Economics  Education  Engineering  Environmental Science  Exercise Science  Fashion Design  Film and Television Production  Finance  Forensic Science  Games Design  Graphic Design  Human Movement  International Trade  Accountancy  Acting  Aerospace Engineering  Arts  Audio Production  Aviation  Banking and Finance  Biomedicine  Biomedical Science  Building and Construction  Building Design  Criminal Justice  Commerce  Computer Systems  Dentistry | Journalism  Law  Media  Medicine  Multimedia/Digital Arts  Music Performance  Nursing/Midwifery  Nutrition and Food Services  Optometry  Osteopathy  Paramedics  Pharmacy  Psychology |

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| **Celebrating Leadership** |

The Student Leadership Team is made up of a broad, representative group of students and is led by School Captains and Vice Captains.

The Student Leadership Team attends to issues raised by students to ensure a safe, healthy and pleasant environment for all students at the Essendon Campus.

These College leaders are responsible for a wide range of extracurricular and lunchtime activities. The team has a role in fundraising and the provision of facilities to benefit students. They are involved in decision making through collaboration with the Campus Principal and other senior management groups.

Student leaders also take part in leadership activities where they are given the opportunity to develop their communication and leadership skills.

**2019 Student Leadership Team**

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**Kurtis Barnard Courtney Monro**

School Captain School Captain



**Julie Ngo Scott Lov**

InternationalSchool Captain International School Captain

****

**Teo Cvetkovski Ida Miller**

Sports Captain Sports Captain

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| **Student Services** |

The Student Service Centre is located in McCracken Street opposite the school hall. The Student Welfare Counsellor (SWC), Careers and Pathways Coordinators have offices in the centre.

Students are welcome to call into the house anytime during school hours, or to make an appointment. The SWC may organise referrals to other professionals according to individual needs. The SWC may be able to offer assistance to students with the purchase of essential school items, general counselling, housing issues and study, motivation and organisational skills.

**Careers**

Careers and Pathways advice as well as extensive resources regarding TAFE, University, apprenticeships and other career options are available from the Students Services Centre. Students are welcome to visit the Centre and browse through the pamphlets and handbooks available. Work experience can also be organised for students through our Careers and Pathways advisors.

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| Career Pathways |

How can we help students find their pathway?

Students should plan their units for 2020 so that they have a number of options after they have completed their VCE, VCAL or VET program. It may help to complete the following career mapping activity to begin the planning process.

At Year 10 it is important for students to begin thinking about and planning their career pathway.

It is important that students consider a variety of career directions in each of the areas so that they are able to plan when selecting subjects and have a range of choices at the end of their senior studies.

**Additional information can be obtained from**: http://www.ekccareers.com/

Student Services Centre Tertiary Institution Handbooks

TAFE course directories Job Guides

The Course Search link on the VTAC website, [www.vtac.edu.au](http://www.vtac.edu.au) WIRL Career online resource

Accessing the students MIPs (Managed Individual Pathways) profile.

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| **Programs** |

Students need to identify the program that best meets their career pathway and then select from the relevant list of recommended subjects. Students are responsible for checking the prerequisites for specific courses.

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| **PROGRAMS** |  | **RECOMMENDED SUBJECTS** |
| ARTISTIC & CREATIVE  Suits someone who likes to design and create functional and artistic objects or who appreciates concepts, beauty and has a feeling for art, literature, music, drama, writing, architecture or media. Suits someone who may be creative or someone who is interested in jobs closely related to the arts, such as those in administration, marketing or promotion. |  | * Art and/or Visual (Studio) Arts * Product Design and Technology * Performing Arts * Food Studies * Literature * Languages * Media and VET Multimedia * Music and VET Music * Visual Communication and Design |
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| CLERICAL & ADMINISTRATIVE  Suits someone interested in writing reports and letters or organising, checking and recording information accurately. At higher levels, they might plan, organise and supervise office activities, company programs and other workers. Clerical workers do not necessarily sit at a desk all day and from time to time work away from the office. They may also deal regularly with clients and staff. |  | * Accounting * Business Management * Information Technology * Legal Studies * Mathematics |
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| FIGURES & COMPUTATIONAL  Suits someone who likes to work with numbers, formulae and statistics or make calculations, estimations and costing. Many people in this area have analytical minds. They may use databases, sample surveys and computers to collect, investigate and summarise information. Thy may also use data to make predictions on trends in, for example, the economy, population or society. |  | * Accounting * Business Management * Geography * Information Technology * Mathematics * Physics * Psychology |
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| HELPING & COMMUNITY SERVICES  Suits the kind of person who is interested in helping or teaching people. They could be involved in community welfare, education, health care, protective or information services. |  | * Health and Human Development * Languages * Maths /Science * Performing Arts * Physical Education * Sociology * Visual (Studio) Arts |
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| PERSONAL CONTACT  Suits the kind of person who likes meeting and interacting with people, sometimes debating with and persuading others. They understand problems and points of view. They should have good reasoning and listening skills and be able to make a good impression. They are not always outgoing, but can be quietly effective in their field due to their understanding of how to interact with and work well with others. |  | * Accounting * Business Management * Performing Arts * Legal Studies * Geography and/or History * Languages * Mathematics * Media * Physical Education * Psychology * Sociology |

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| LITERARY  Suits someone who likes to work with words and ideas. This may involve creating original work or editing and reviewing other people’s work. They may also enjoy expressing thoughts and opinions in writing and discussion. This area often involves a lot of research. |  | * History * Languages * Literature * Media * Performing Arts * Visual (Studio) Arts |
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| MEDICAL/HEALTH SCIENCES  Suits someone who likes to work with people in preventing, relieving or curing physical and mental injuries and other medical conditions. They may work directly with patients. Some people feel they don’t have an interest in this area because they are afraid of blood or operations but there are other jobs that don’t involve contact with these things. |  | * Biology * Chemistry * Health and Human Development * Physical Education * Physics * Psychology * Mathematics |
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| OUTDOOR  Suits someone who likes to work out in the open and move about, often working from and reporting to a central location such as a depot, office or station. Some of the industries offering outdoor work are building and construction, agriculture, mining and transport. Many so-called indoor jobs may also involve some outdoor work; for example, community health nurse, architect, biological scientist or real estate sales person. |  | * Biology * Chemistry * Product Design and Technology * Geography * Health and Human Development * Physical Education * Physics * VET Sport & Recreation |
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| PRACTICAL & MANUAL  Suits someone who enjoys the kind of work that involves using their hands or operating tools to prepare, make or repair things. They may prefer more practical tasks where precision and accuracy are often important. |  | * Product Design and Technology * Food Studies * Visual (Studio) Arts * Visual Communication and Design |
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| SCIENTIFIC  Suits someone who likes to observe, investigate and enquire into scientific or technical processes. This often involves research and experimentation. Patience and persistence, particularly for long-term or complicated experiments and observation, is often needed. |  | * Biology * Chemistry * Physics * Psychology * Mathematics |
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| TECHNICAL  Suits someone who likes to work with tools, equipment or machines, in their design, construction, maintenance or use. They could be working with technical manuals, blueprints, manufacturing or monitoring. They should have a curious nature, wanting to know how and why things work. |  | * Information Technology * Physics * Visual (Studio) Arts * Visual Communication and Design |

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| Curriculum Overview: Years 7 - 9 |

**Students and parents may find it useful to refer to what is studied in the Years 7 – 9 curriculum when considering subject selection in Year 10.**

**Please note that all subjects in Years 10 -12 are allocated 10 periods per fortnight.**

At Essendon Keilor College the curriculum and pedagogy are designed to build on the prior knowledge of students. To support engagement, STEAM (Science, Technology, Engineering, Arts and Mathematics) activities are incorporated where appropriate to prepare students for future pathways.

The framework of the Victorian Curriculum guides the scope and sequence of the skills and understanding taught at each year level. The timetable operates in a 10 day cycle with 30 teaching periods scheduled each week. In addition, all students participate in a start-of-day Focus Group program which has an emphasis on enhancing Literacy and Numeracy skills. In Year 9 Health and Wellbeing issues are incorporated.

LOTE: Languages

Year 7 and 8 students undertake a core curriculum with an opportunity to select either Japanese or Italian. This language is then studied by all students until the end of Year 9.

Year 7

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| Domain Areas of Study: full year | | | | | | Domain Areas of Study (half year) | |
| English | Mathematics | Science | Humanities | LOTE:  Japanese  or  Italian | Health & Physical Education  Sport | Arts:   * Studio Art * Performance | Technology:   * PDT * STEM * Horticulture (N) |

Year 8

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| Domain Areas of Study: full year | | | | | | Domain Areas of Study (half year) | |
| English | Mathematics | Science | Humanities | LOTE:  Japanese  or  Italian | Health & Physical Education  Sport | Arts:   * VCD\* * Music | Technology:   * Food * Stem |

\*VCD: Visual Communication & Design

Year 9

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| Areas of study: full year | | | | | | Semester (half year) units of study | |
| English | Mathematics | Science | Humanities | LOTE:  Japanese  or  Italian | Health & Physical Education  Sport | \*Arts:  See below | +Technology:  See below |

Students elect two Arts and two Technology subjects from the range of semester length units on offer.

**\*Arts Domain:** Studio Arts, Art: Printing, Visual Communication and Design, Music, Drama, Dance

**+Technology Domain**: Woodwork, STEM, Food Studies, Textiles, PDT and Y- Challenge



**Year 10 Course Information**

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| **Year 10 Structure** |

All students will complete twelve units of study throughout Year 10 – six units per semester.

In their program, students will study:

* English **or** English as an Additional Language (if eligible) in both semesters
* Mathematics in both semesters
* Science in both semesters
* Humanities in both semesters

The remaining units will be selected from the other options listed in Table 1 below. Students with a standard program (no Language or VCE/VET units) must include **at least one unit from HAPE, Technology and The Arts**.

**TABLE 1: YEAR TEN UNITS**

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| **LEARNING AREA** | **UNIT** |
| **ENGLISH** | * English * English as an Additional Language (EAL) |
| **MATHEMATICS** | * Mathematics |
| **SCIENCE** | * Science |
| **HUMANITIES** | * Humanities |
| **LANGUAGES**  Languages must be studied across the whole year. Therefore, students are required to complete two units in their chosen language – one unit in each semester. | * Italian * Japanese |
| **HAPE** | * Football Program * Physical Education |
| **THE ARTS – 1 semester** | * Visual (Studio) Arts * Media Arts * Music * Drama * Visual Communication and Design |
| **TECHNOLOGIES –**  **Design and Digital** | * Food Studies * Product Design and Technology - Textiles * Product Design and Technology - Wood * Systems Engineering– Electronics * Computing and Coding * STEM |

**Additional Information**

**Choosing to complete a VCE or VET subject in Year 10**

Students who satisfy specific criteria will be able to select appropriate VCE/VET units in their program.

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| **English** |

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| **English** | |
| **English 1 & 2 is a core study at Year 10. This subject is structured around the Victorian Curriculum Strands of Language, Literature and Literacy.** | |
| 2 Semesters | Students read and view challenging texts to analyse and evaluate how text structures, language choices and visuals can be manipulated to achieve particular effects. Through both short and extended pieces of writing, they develop interpretations of texts and use evidence to support their discussion of key issues, ideas and views. They contribute actively to class and group discussions building on others' ideas, justifying opinions and developing and expanding arguments. |

**OR**

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| **English as an Additional Language** | |
| **English as an Additional Language is designed to provide a pathway for students moving from Language Program to mainstream EAL, and to provide a course suitable for all mainstream EAL students and prepare students for Year 11 EAL.** | |
| 2 Semesters | Students further develop their listening, speaking, reading and writing skills through application to both short and extended tasks. In writing tasks they build their skill in punctuation, grammar, vocabulary, fluency and expression. Students read and view texts to analyse and evaluate how text structures, language choices and visuals can be manipulated to achieve particular effects. They contribute actively to class discussions and reflect on ways they can improve both content and delivery. |

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| **Mathematics** |

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| **Mathematics: Year 10** | |
| The Year 10 Mathematics course is based on the Victorian Curriculum. It aims to further enhance students’ abilities in technology and problem solving strategies by developing skills in Number, Algebra, Measurement, Geometry, Statistics and Probability. Students will use technology (CAS) as an effective support for mathematical learning. | |
| 2 Semesters | Students will further develop their skill in using technology for numeric, graphic and symbolic computation. They engage in rigorous skill practice as well as application and problem solving tasks in both familiar and unfamiliar contexts. Tasks will be completed individually or in groups. Students are expected to regularly study at home to consolidate and enhance their mathematical understanding. |

PATHWAYS IN MATHEMATICS

**Year 9**

**Year 10**

**Year 11**

Mathematical

Methods

Foundation Mathematics

Specialist Mathematics

General Mathematics

Mathematical

Methods

Specialist

Mathematics

Senior

VCAL

Mathematics

Further

Mathematics

**Year 12**

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| **Science** |

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| **Science** | |
| **Students will develop an understanding of the Biological, Chemical, Space and Physical Science disciplines. Students will build and apply scientific knowledge as an introduction to studying VCE Science. They will develop experimental design techniques, use of technology skills and investigative techniques.** | |
| 2 Semesters | Students analyse how models and theories have developed over time and discuss the factors that prompted their review. They predict how future applications of science and technology might affect people’s lives. Students analyse the role of DNA and genes in cell division and genetic inheritance. They examine atoms, elements, the periodic table and balance chemical equations. They develop experimental design techniques and investigative techniques. |

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| **Humanities** |

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| **Humanities:** | |
| **This unit provides an introduction into the subjects available in Humanities at the VCE level – Accounting, Business Management, Geography, History, Sociology and Legal Studies.** | |
| 2 Semesters | Students investigate, analyse and evaluate significant events which caused World War II and the effect of World War II on Australia’s international relationships today. Students examine a variety of factors which influenced a person’s wellbeing. Using indicators such as unemployment and inflation rates, students compare our economy to those of our Asian neighbours. They explore how Australia’s international legal obligations shape our law and government policies in relation to Aboriginal people. |

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| **Languages** |

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| **Languages: Italian** | |
| **Students in Year 10 Italian will consolidate the language skills of listening, speaking, reading and writing in the Italian language. Using multi-media texts, students will be exposed to a variety of social situations using Italian. Year 10 Italian will prepare students for VCE Italian.** | |
| 2 Semesters | Students use written and spoken Italian to interact with peers and the teacher to exchange information and opinions about personal interests and experiences. With support they share information about broader topics of interest. They use set phrases to recount experiences, express feelings and opinions. They translate and analyse a range of spoken and written texts. Students predict the meaning of unfamiliar words from context. |

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| **Languages: Japanese** | |
| **Students in Year 10 Japanese will consolidate the language skills of listening, speaking, reading and writing in the Japanese language. Using multi-media texts, students will be exposed to a variety of social situations using Japanese. Year 10 Japanese will prepare students for VCE Japanese.** | |
| 2 Semesters | Students become proficient in using the Japanese writing system to communicate about a range of everyday topics. They study the cultural and historical background of Japanese and speak about their own lives. There is a strong emphasis on learning new and more complex language structures. Topics include both everyday life and social issues. The course includes immersion activities and interaction with visiting native speakers. |

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| **Health and Physical Education (HAPE)** |

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| **HAPE** | |
| **In HAPE students will continue to develop the skills and principles learned in Years 7-9 Physical Education and Health classes. They will investigate a range of health issues and gain an understanding of the body systems.  This unit prepares students for VCE Physical Education, VCE Health and Human Development and VET Sport and Recreation.** | |
| 2 Semesters | In HAPE, practical classes will involve participation in a variety of different sports and fitness based activities. Students will gain a theoretical understanding of the body systems, basic anatomy, training methods, fitness testing, healthy and respectful relationships, gender identity and expression, basic first aid and sporting injuries, consumer health and health issues in Australia. |

**OR**

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| **Physical Education : Year 10 Elite Football Program – Select Entry Program** | |
| **Students will undertake practical classes which aim to develop their football skills, level of fitness and game sense. Theory classes will involve specific training principles & techniques designed to develop fitness and an awareness of the ethical aspects of the game. The unit prepares students for VET Sport and Recreation (Football).** | |
| 2 Semesters | Students will develop their football skills to prepare for the VET Football program. They will undertake specifically designed training programs. Students will study Australian Rules Football skills and tactical play. Diet, nutrition, injury rehabilitation, prevention and codes of conduct will also be studied. |

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| **Technologies** |

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| **Technology : Electronics** | |
| **Students will investigate types of switches and sensors related to alarm systems. They will look at alarm systems and their effect on society.**  ***This unit includes production sessions and theory related classes.*** | |
| 1 Semester | Students develop their skill, knowledge and understanding in design processes, technology and tools. Through application they demonstrate an understanding of processes and production skills to produce design solutions. Students engage in problem-based learning through the development of design briefs that address identified needs of individuals or groups. They skilfully and safely produce quality design solutions suitable for the intended purpose. |

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| **Technology : Food Technology** | |
| **Students will prepare and present food suitable for family, social and vocational situations. They will focus on parts of the menu and the study of nutrition. Students will look at technological developments, the science of food, time management and food preparation and processing skills.**  ***This unit includes production sessions and theory related classes.*** | |
| 1 Semester | Students develop a comprehensive understanding of nutrition and functional properties of key foods and relate this to meal planning. Students transfer theoretical knowledge to practical activities across a range of projects. They develop a range of meals that incorporate healthy eating theory, and follow safety procedures to minimise risk and manage projects with safety and efficiency in mind. |

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| **Technology : Textiles** | |
| **Students will develop an understanding of design, material selection and the use of appropriate equipment to produce a textile item.**  ***This unit is a good pathway into VCE Product Design and Technology-Textiles.*** | |
| 1 Semester | Students develop their skill, knowledge and understanding in design processes, technology and machinery. Students create a design brief and explore options for a textile item. They generate and connect design ideas and processes of increasing complexity and justify decisions. Students apply sequenced production and management plans when producing designed solutions. They communicate, evaluate and document their progress in written forms. |

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| **Technology : Wood** | |
| **Students will develop an understanding of design and product development related to wood.**  ***This unit includes production sessions and theory related classes.*** | |
| 1 Semester | Students develop their skill, knowledge and understanding in design processes, technology and tools. Through application they demonstrate an understanding of processes and production skills to produce design solutions. Students engage in problem-based learning through the development of design briefs that address identified needs of individuals or groups. They skilfully and safely produce quality design solutions suitable for the intended purpose. |

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| **Technology : Computing and Coding** | |
| **Students will use computational thinking and information systems to analyse, design and develop digital solutions.** | |
| 1 Semester | Students develop their skill and knowledge in IT design and the principles of networking. They define and decompose complex problems in terms of functional and non-functional requirements. Students apply their knowledge by designing and evaluating user experiences and algorithms, and develop and test modular programs. Students evaluate their solutions and information systems in terms of risk, sustainability and potential for innovation. |

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| **Technology : STEM** | |
| **Students will use thinking and information systems to analyse, design and develop solutions.** | |
| 1 Semester | Students develop their skill and knowledge in STEM education which includes specific knowledge across four learning areas plus the inter-relationship between them. There are opportunities for STEM learning to be delivered in an integrated way, supporting deeper engagement in Science, Mathematics and Technology |

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| **The Arts** |

**THE ARTS**

Each Arts discipline is based on two overarching principles:

* Students learn as artist and as audience.
* Students learn through making and responding.

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| **The Arts: Visual Arts** | |
| **Visual Arts focuses on creating works that communicate, challenge and express ideas within diverse art forms. Students will learn how to reflect and analyse artworks from historical and cultural contexts and learn about the art industry.** | |
| 1 Semester | Students analyse and evaluate how artists communicate ideas and convey meaning in artworks. They identify the influences of other artists and analyse connections between techniques, processes and visual conventions in artworks to develop their own art practice. They select, and manipulate materials, techniques, processes, visual conventions and technologies to express ideas and viewpoints. They evaluate artworks from different cultures, times and places, and discuss how ideas and beliefs are interpreted by audiences. |

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| **The Arts: Media Arts** | |
| **Media focuses on the refinement of production skills in audio visual media in order to create film sequences. Students will also analyse and evaluate film and TV texts.** | |
| 1 Semester | Students experiment with ideas and film techniques in order to plan, produce and present a range of short films for a range of audiences. They develop their skill in digital photography. Students analyse film and TV texts, referring to setting, characters and genre conventions to evaluate how techniques are used to create meaning. Students identify the diverse roles and processes in media production. They evaluate how social and ethical issues influence the making of media artworks. |

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| **The Arts: Music and Performance** | |
| **In music, students will focus on their development in musical practices for performance and composition. Students will present and perform musical pieces in a variety of solo and group contexts while exploring and responding to music from diverse cultures, times and locations through analysis and music theory.** | |
| 1 Semester | Students create, present and analyse various styles of music.  They analyse (various) genres of music and develop strategies to adapt their findings to their own compositions and performances. Students use technology to improvise and arrange music while developing aural awareness and technical skills. Through creating, practicing and rehearsing music, students refine their understanding of stylistic and historical conventions to expand on their musical vocabulary and creativity. |

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| **The Arts: Drama** | |
| **Students will develop expressive skills to create performances for an audience. They will also study stagecraft to gain an understanding of ‘behind the scenes’ elements of theatre. This unit prepares students for VCE Drama.** | |
| 1 Semester | Students will create, present and analyse a devised performance. Students will apply acting, directing and production tasks to the performance of text. Students will analyse the development of their own performances as well as attending and analysing a professional production. |

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| **The Arts: Visual Communication Design** | |
| **In Visual Communication Design students will focus on 3D drawing techniques, creative design and computer aided design. It will also involve creative and innovative ways to communicate ideas and information and incorporate design practices, processes and technologies.** | |
| Semester  1 or 2 | Students develop briefs and visualise, generate and develop ideas in response to audience needs. They demonstrate their use of visual communication design skills, techniques, conventions and processes in a range of design fields. They manipulate design elements and design principles, materials, methods, media and technologies to realise their concepts and ideas for specific purposes, audiences and needs. They evaluate, reflect on, refine and justify their decisions and aesthetic choices. |



**Year 11 and 12 Course Information**

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| **Higher Education Studies** |

Higher Education Studies allow high achieving Year 12 students to get a taste of university before finishing school – and be rewarded for it. Students complete a pair of first year university subjects allowing them to extend and enhance their learning in an area of interest. Upon successful completion of both units, the Extension Study will be included in a student’s ATAR as a 5th or 6th subject.

VCE Extension Studies are generally taken by very academically able students who like to be challenged and, generally, have completed the corresponding 3/4 subject in Year 11 with an excellent result. The College will make the final decision as to the suitability of each student applying to take an Extension Study on a case by case basis.

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| **VCE Pathway Plans** |

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| **UNITS 1 AND 2** | | **UNITS 3 AND 4** | |
| **English or EAL (English as an Additional Language)** | |
| ENG1 | ENG2 | ENG3 | ENG4 |
| EAL1 | EAL2 | EAL3 | EAL4 |
| **Literature** | |
| LIT1 | LIT2 | LIT3 | LIT4 |
| **Biology** | |
| BIO1 | BIO2 | BIO3 | BIO4 |
| **Chemistry** | |
| CHE1 | CHE2 | CHE3 | CHE4 |
| **Food Studies** | |
| FTE1 | FTE2 | FTE3 | FTE4 |
| **Applied Computing** | | **Data Analytics** | |
| COM1 | COM2 | INF3 | INF4 |
|  | | **Software Development** | |
|  |  | ISD3 | ISD4 |
| **VET Interactive Digital Media (Multimedia)** | |
| VMM1 | VMM2 | VMM3 | VMM4 |
| **Mathematics** | |
| MFO1 | MFO2 |
| MAG1 | MAG2 | MAF3 | MAF4  **˃** |
| MAM1 | MAM2 | MAM3 | MAM4 |
| MAS1 | MAS2 | MAS3 | MAS4 |
| **Physics** | |
| PHY1 | PHY2 | PHY3 | PHY4 |
| **Product Design & Technology: Wood** | |
| DTW1 | DTW2 | DTW3 | DTW4 |
| **Product Design and Technology: Textiles** | |
| DTT1 | DTT2 | DTT3 | DTT4 |
| **Psychology** | |
| PSY1 | PSY2 | PSY3 | PSY4 |

**The VCE will provide a pathway to university, TAFE or employment. Within the VCE students may undertake VET studies.**

**Summary of VCE requirements**

The VCE will normally be made up of 22 units completed over two years.

Students will complete:

12 units (6 subjects) of Units 1 and 2 (Year 11)

10 units (5 subjects) of Units 3 and 4 (Year 12)

To be eligible for the award of the VCE a students must satisfactorily complete at least 16 units, including:

At least 3 units of an approved English (2 at Unit 3 & 4 Sequence of Subject)

At least 3 Unit 3 & 4 sequences of subjects other than English

**ENGLISH**: Students need to satisfactorily complete at least three units from either EAL, English or Literature

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| **VCE Pathway Plans** |

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| **Accounting** | |
| ACC1 | ACC2 | ACC3 | ACC4 |
| **Business Management** | |
| BMA1 | BMA2 | BMA3 | BMA4 |
| **Drama** | |
| DRA1 | DRA2 | DRA3 | DRA4 |
| **Geography** | |
| GEO1 | GEO2 | GEO3 | GEO4 |
| **Health & Human Development** | |
| HHD1 | HHD2 | HHD3 | HHD4 |
| **20th Century History** | | **History Revolutions** | |
| HIS1 | HIS2 | HIS3 | HIS4 |
| **Industry and Enterprise** | |
| IND1 | IND2 |
| **Languages - Chinese** | |
| CHI1 | CHI2 | CHI3 | CHI4 |
| **Languages - Italian** | |
| ITA1 | ITA2 | ITA3 | ITA4 |
| **Languages - Japanese** | |
| JAP1 | JAP2 | JAP3 | JAP4 |
| **Legal Studies** | |
| LST1 | LST2 | LST3 | LST4 |
| **Media** | |
| MED1 | MED2 | MED3 | MED4 |
| **Music Performance** | |
| MUP1 | MUP2 | MUP3 | MUP4 |
| **Music Investigation** | | MUI3 | MUI4 |
| **VET – Music Industry** | |
| VMI1 | VMI2 | VMI3 | VMI4 |
| **Physical Education** | |
| PED1 | PED2 | PED3 | PED4 |
| **VET Sport & Recreation – Fitness /Football** | | |
| VFI1 | VFI2 | VFI3 | VFI4 |
| VFO1 | VFO2 | VFO3 | VFO4 |
| **Sociology** | |
| SOC1 | SOC2 | SOC3 | SOC4 |
| **Studio Arts General** | |
| SAG1 | SAG2 | SAG3 | SAG4 |
| **Visual Communication & Design** | |
| VCD1 | VCD2 | VCD3 | VCD4 |

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**Units you can do singly or as a sequence**

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**These units MUST be done as a sequence**

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**Studies for which it is recommended you do Unit 1 and/or 2 before attempting Units 3 and 4, or have completed an equivalent study, or are willing to do preparatory work**

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**Studies which are linked and it is recommended you undertake both studies**

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| MAM3 | MAM4 |
| MAS3 | MAS4 |

**Maths Specialist (MAS 3/4) can only be studied in conjunction with Maths Methods (MAM 3/4).**

**Key to subject listings**

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| **Accounting ACC12 ACC34** | |
| **Accounting is about recording, reporting, analysing and interpreting financial data and accounting information. This information is then made available to stakeholders so that they can make better financial decisions. Accounting plays an integral role in the successful operation and management of businesses.** | |
| Unit One | Students will focus on the establishment of a small business and the accounting and financial management of that business. Topics include the recording and reporting of financial information, and planning for the future. |
| Unit Two | Students will focus on the accounting process of a trading business. Topics include the introduction of an accounting system using the accrual approach for recording and reporting, and an introduction to an accounting software package. |
| Units Three and Four | Students focus on financial accounting, the role of accounting as an information system and the use of financial and non-financial information in assisting management in the decision making process. |

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| **Biology BIO12 BIO34** | |
| **Biology is about understanding how living organisms work and interact with the environment. It will help us solve and deal with issues facing our society, including conservation, pests and diseases, inherited diseases, biotechnology and genetic engineering, human variation and evolution.** | |
| Unit One | In this unit students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse and investigate types of adaptations that enhance the organism’s survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. |
| Unit Two | In this unit students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. They consider the role of genetic knowledge in decision making about the inheritance of autosomal dominant, autosomal recessive and sex-linked genetic conditions. In this context the uses of genetic screening and its social and ethical issues are examined. |
| Unit Three | In this unit students investigate the workings of the cell from several perspectives. They explore the importance of the insolubility of the plasma membrane in water and its differential permeability to specific solutes in defining the cell, its internal spaces and the control of the movement of molecules and ions in and out of such spaces. Students study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes. They explore the chemistry of cells by examining the nature of biochemical pathways, their components and energy transformations. |
| Unit Four | In this unit students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population’s gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine the structural and cognitive trends in the human fossil record and the interrelationships between human biological and cultural evolution. The biological consequences, and social and ethical implications, of manipulating the DNA molecule and applying biotechnologies is explored for both the individual and the species. |

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| **Business Management BMA12 BMA34** | |
| **A wide variety of organisations are studied in Business Management. Business Management focuses on the way resources are managed to achieve business objectives.** | |
| Unit One | Students will explore the factors affecting business ideas and the internal and external environments within which businesses operate. Topics include: Small business planning, different business models, legal business structures, staffing, social responsibilities and global issues that affect business. |
| Unit Two | Students will focus on the legal and financial requirements of starting up a business. Topics include: establishing a business, decision making about financial record keeping, the recruiting of staff, legal obligations and the importance of marketing and public relations in the success of a business. Students also undertake work placement and present a written work placement report. |
| Units Three and Four | Students will examine the different types of businesses and their respective objectives. Topics include management styles, management skills, corporate culture, reviewing business performance and investigating how businesses implement change. Students use a range of contemporary business case studies from the past four years to compare theory with current practice. |

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| **Chemistry CHE12 CHE34** | |
| **Chemical processes have led to new drugs, synthetic materials, biotechnology, nanotechnology, new forms of food preservation, fuels, transportation and communication systems. Chemical processes are important in improving human health and providing a sustainable environment for the future.** | |
| Unit One | In this unit students investigate a range of materials including metals, crystals, polymers, nanomaterials and giant lattices. They explore and explain the relationships between properties, structure and bonding forces within and between particles. Students are introduced to quantitative concepts. |
| Unit Two | Water is the most widely used solvent on Earth. In this unit students explore reactions that occur in water and water analysis. Students examine solubility, concentration, pH and reactions in water including precipitation, acid-base and redox. They are introduced to stoichiometry and to analytical techniques and instrumental procedures analysis. |
| Unit Three | Students explore energy and chemical production of materials with reference to efficiencies, renewability and their impact on the environment. Students compare and evaluate different chemical energy resources and combustion of fuels. The principles of galvanic cells, fuel cells and electrolytic cells and calculate quantities in electrolytic reactions. Students analyse factors that influence their reaction rates and extent. They apply the Le Chatelier’s principle to efficiency |
| Unit Four | Students investigate the structural features, bonding, reactions and organic compounds including those found in food. Students process data from instrumental analyses to deduce organic structures, and perform volumetric analyses to determine the concentrations of organic chemicals. They predict the products of reaction pathways. Students investigate key food molecules including carbohydrates, proteins, lipids and vitamins and use calorimetry to determine the energy in combustion of food. |

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| **Drama DRA12 DRA34** | |
| **Drama is about developing expressive skills and performance techniques. Drama provides opportunities to create and present dramatic works using different stimulus and performance styles.** | |
| Unit One | Dramatic Storytelling: Students will use expressive skills to develop and perform different stories and analyse the processes used for developing this work. They will visit the theatre and analyse professional performances, as well as their own. |
| Unit Two | Australian Drama: Students will create an ensemble performance, analyse the processes used in developing this work. They will visit the theatre and analyse professional performances, as well as their own. |
| Units Three and Four | Students will create, present and analyse an ensemble performance. They will create a solo performance, analyse the preparation and performance of their own solo work and visit the theatre to analyse a performance. |

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| **Choosing VCE English Subjects** |
| Students may choose English units from English, Literature or English as an Additional Language (EAL).  Students must satisfactorily complete both units 3 and 4 to receive an ATAR.  **NOTE:**  A student is eligible for EAL status if both of the following are satisfied:  The student has been a resident in Australia for not more than seven years prior to 1 January of the year when Units 3 and 4 are taken AND English has been the main language of instruction for not more than seven years prior to starting Units 3 and 4. |

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| **English ENG12 ENG34** | |
| **English aims to develop skills in reading, writing, speaking and listening. Students study a range of texts, including media texts. They also complete oral presentations and a folio of written responses.** | |
| Unit One and Two | Students are required to read, respond or compare texts in both analytical and creative ways. Students also investigate how arguments and persuasive language can influence an audience, as well as create their own texts intended to impact audiences. |
| Units Three and Four | Students will explore themes, ideas and issues presented in selected texts and the Australian media. Students will learn to communicate ideas and information through writing for different purposes and audiences. They will also present ideas to an audience in an oral presentation. |

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| **English as an Additional Language – EAL EAL12 EAL34** | |
| **EAL is similar to the study of English, with only minor variations in the set tasks.** | |
| Unit One | Students will write a text response, deliver an oral presentation, complete listening comprehension tasks, and study how language is used to persuade. |
| Unit Two | Students will write a comparative text response and analyse language used in the media. |
| Units Three and Four | Students will write a text response, deliver an oral presentation, complete listening comprehension tasks, and study how language is used to persuade. Students will write a comparative text response, and analyse language used in the media. |

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| **English – Literature LIT12 LIT34** | |
| **In Literature, the emphasis is on knowledge and enjoyment of a range of literary texts such as poetry, plays, novels, films and stories. Students are expected to complete creative and analytical responses to these texts.** | |
| Unit One | There are two areas of study in this unit: Reading Practices and Ideas and Concerns in Texts. Students respond critically, creatively and reflectively to the ideas explored in texts and gain insights into how narratives function as representations of human experience. |
| Unit Two | There are two areas of study in this unit: Texts, readers and their contexts, and exploring connections between texts.Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. |
| Units Three and Four | The two main areas of study in Unit 3 are adaptations and transformations and responding creatively to texts. This unit focuses on the ways writers construct their work and how meaning is created. The two main areas of study in Unit 4 are views and values and literary analysis. |

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| **Food Studies FTE12 FTE34** | |
| **This subject focuses on the importance of food in our daily lives from both a practical and theoretical viewpoint. Students are able to develop knowledge and skills about the physical, chemical, sensory and functional properties of food.** | |
| Unit One | **Food origins** - This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time with a focus on both global and local foods. The practical component explores the use of ingredients available today that were used in earlier cultures, including ingredients indigenous to Australia. |
| Unit Two | **Food makers** - Students investigate food systems in contemporary Australia with a focus on commercial food production industries and food production in small-scale domestic settings. Students will produce foods and compare their foods to commercial products. |
| Unit Three | **Food in daily life -** Explores our physical need for food and how it nourishes and sometimes harms our bodies. Students will also explore influences on food choice. The practical component will focus on the functional properties of food and the changes that occur during food preparation and cooking. |
| Unit Four | **Food issues, challenges and futures** - Students examine debates about global and Australian food systems. Students will also explore ways to empower consumers to make discerning food choices. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues. |

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| **Geography GEO12 GEO34** | |
| **Geography is about people and how they live in their environment. It interests students who care about the environment – manmade and natural. Students will develop ideas for better managing our world in the future.** | |
| Unit One | Students will describe and investigate hazards and disasters and their impact on people and places. Topics may include earthquakes, volcanoes, tsunamis, bushfires and floods. An excursion is a compulsory part of this course. |
| Unit Two | Students will describe and investigate tourism both locally and internationally and its impact on people and places. They will consider the positive and negative outcomes of mass tourism. An excursion is a compulsory part of this course. |
| Units Three and Four | Students will describe and investigate the loss of natural habitats such as forests, and the spread of deserts. They will also investigate the growth of cities and changes within the local area. Students will describe and investigate the issues and challenges facing the world’s population. Topics may include China and Australia’s ageing populations, the impact of refugees from Africa in Europe and the future for rapidly growing countries. An excursion is a compulsory part of this course. |

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| **Health and Human Development HHD12 HHD34** | |
| **This subject allows students to investigate health and development in Australian and global communities. Students will be able to understand health and human development at an individual level, in group and community settings. The study also promotes the understanding of nutrition and the role that nutrients play in influencing both health status and individual human development.** | |
| Unit One | In this unit students develop an understanding of the concepts of youth health and individual human development, and explore the interrelationships that exist within and between them. Students explore the importance of nutrition and the consequences of nutritional imbalance on the health and individual human development of youth. |
| Unit Two | In this unit students develop an understanding of the health and individual human development during the prenatal stage of the lifespan and of Australia’s children and adults.  Students investigate how the biological, behavioural, physical environment and social determinants influence health and development. |
| Unit Three | In this unit students compare the health status of Australia’s population with other developed countries, explain variations in health status of population groups in Australia and discuss the role of the National Health Priority Areas (NHPAs) in improving Australia’s health status. Students discuss and analyse approaches to health and health promotion, and describe Australia’s health system and the different roles of government and non-government organisations in promoting health and healthy eating. |
| Unit Four | In this unit students explore the concept of global health by identifying similarities and differences in the health status between people living in developing countries and Australia.  Students explore the role of the United Nations’ Sustainable Development Goals, Australian Government’s Aid program and international organisations including the UN and WHO, in achieving sustainable improvements in health and human development. |

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| **History HIS12 HIS34** | |
| **History looks at major world events and how they have changed people’s lives. Students learn about how the past influences the present and shapes who we are and how we think.** | |
| Unit One | This unit looks at the causes and consequences of World War Two. The students also study society in the interwar years, with a focus on Germany. The rise of Adolf Hitler and the Nazi Party will be explored. The final topic for this unit will be the causes and progression of World War Two. |
| Unit Two | Topics include the emergence of the super powers, the Vietnam War and life in the USA in the 60s and recent international political, social and economic development. |
| Units Three and Four | Students will examine the origins, development and final outcome of the American Revolution and the Chinese Revolution. Topics include how revolutions start, the ideas behind them, the contribution and role of leaders and movements to the revolution and how society changed once the revolution was over. |

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| **Industry and Enterprise IND12** | |
| **This study investigates career goals and pathways. It assists students to develop work related skills involving planning, problem solving, communication and organisation. As the emphasis is the readiness for the workforce, work placement is a compulsory component of this course.** | |
| Unit One | Students will investigate career paths, explain the nature and demands of the workplace, investigate and report on work-related skills and undertake work placement. |
| Unit Two | Students will analyse the nature of work in a field of interest and also analyse enterprise, leadership and innovation in Australian Industry. Significant challenges facing Australian Industry and the impact on stakeholders will be explained in this unit. |

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| **Applied Computing COM12** | |
| VCE Applied Computing focuses on the strategies and techniques for creating digital solutions to meet specific needs and to manage the threats to data, information and software security. | |
| Unit One | In this unit students are introduced to the stages of the problem-solving methodology. Students focus on how data can be used within software tools such as databases and spreadsheets to create data visualisations, and the use of programming languages to develop working software solutions. |
| Unit Two | In this unit students focus on developing innovative solutions to needs or opportunities that they have identified, and propose strategies for reducing security risks to data and information in a networked environment. |

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| **Data analytics DAT34** | |
| In this unit students apply the problem-solving methodology to identify and extract data through the use of software tools such as database, spreadsheet and data visualisation software to create data visualisations or infographics. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. | |
| Units Three and Four | In units 3 and 4 students focus on determining the findings of a research question by developing infographics or dynamic data visualisations based on large complex data sets and on the security strategies used by an organisation to protect data and information from threats. |

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| **IT Software Development ISD34** | |
| In this unit students apply the problem-solving methodology to develop working software modules using a programming language. Students develop an understanding of the analysis, design and development stages of the problem-solving methodology. | |
| Units Three and Four | In these unit students focus on how the information needs of individuals and organisations are met through the creation of software solutions. They consider the risks to software and data during the software development process, as well as throughout the use of the software solution by an organisation |

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| **Languages – Chinese First Language CHI12 CHI34** | |
| **This course is intended for native speakers and students whose major language of instruction at school has been Chinese. The course is similar to the Chinese (Second Language) course but the prescribed themes and the outcomes reflect higher expectations of a course prepared for experienced users of the language.** | |
| Unit One | Students will engage in an oral role-play, listening and reading comprehension and writing task activities. Topics include friendship, personal information, festivals, culture and history. |
| Unit Two | Students will extend their listening, speaking, reading and writing skills. Topics include art, environment and pollution, population and government decision making. |
| Units Three and Four | Students will consolidate their listening, speaking, reading and writing skills. Topics include contemporary culture, attitudes and beliefs in China and Australia. |

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| **Languages – Italian ITA12 ITA34** | |
| **Italian is about communicating in the target language in a variety of social situations. It will interest students who wish to understand Italian culture as well as for those who wish to learn how to listen, speak, read and write in Italian.** | |
| Unit One | Students will engage in an oral role-play, listening and reading comprehension as well as writing task activities. Topics include getting acquainted, friendship, personality types, food and related grammatical items. |
| Unit Two | Students will extend their listening, speaking, reading and writing skills. Topics include Italian music, entertainment, travel, Italian design and related grammatical items. |
| Units Three and Four | In unit 3 students investigate the way Italian speakers interpret and express ideas, and negotiate and persuade in Italian through the study of three or more subtopics from the prescribed themes and topics. In unit 4 students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. |

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| **Languages – Japanese JAP12 JAP34** | |
| **This subject is about communicating in Japanese in a variety of social situations. It will interest students who wish to understand Japanese culture as well as those who wish to learn how to listen, speak, read and write in Japanese.** | |
| Unit One | Students will complete listening, speaking, reading and writing activities in Japanese. The course consolidates students' understanding of grammatical structures and allows them to communicate in a range of different social situations. |
| Unit Two | Students extend their language skills. They learn to use more complex language structures and to engage in conversations in Japanese. They also learn about a range of cultural and social aspects of life in modern Japan. |
| Units Three and Four | In unit 3 students investigate the way Japanese speakers interpret and express ideas, and negotiate and persuade in Japanese through the study of three or more subtopics from the prescribed themes and topics. In unit 4 students investigate aspects of culture through the study of two or more subtopics from the prescribed themes and topics. |

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| **Legal Studies LST12 LST34** | |
| **Legal Studies is about the way the law relates to our everyday lives. It focuses on the way laws are made, structured and operated in Australia. It also develops knowledge about basic legal rights and responsibilities.** | |
| Unit One | Students will develop an understanding of legal foundations, such as the different types and sources of law and the existence of a court hierarchy in Victoria. Students investigate key concepts of criminal law and civil law. |
| Unit Two | Students focus on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness. |
| Units Three and Four | Students examine the methods and institutions in the justice system plus their appropriateness in determining criminal cases and resolving civil disputes. Students consider the Magistrates’ Court, County Court and Supreme Court within the Victorian court hierarchy. They explore how the Australian Constitution establishes the law-making powers of the Commonwealth and State parliaments, and protects the Australian people through structures that act as a check on parliament in law-making. |

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| **Selecting Mathematics Units** |

**Units 3 and 4**

* Further Mathematics
* Mathematical Methods
* Specialist Mathematics

**Units 1 and 2**

* Foundation Mathematics
* Mathematical Methods
* General Mathematics
* Specialist Mathematics

**Students may study all three Unit 3 & 4 Mathematics subjects but only two may be used in the ‘primary four’ when calculating the ATAR score.**

Please consider the following options when making your decisions.

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| **Option** | **Description** | **No of Units** | **Units** | **Focus** |
| 1. | For students wanting to complete a very strong Mathematics program. Suitable for all tertiary courses requiring Mathematics prerequisites. The Victorian Curriculum and Assessment Authority recommends this program as the best possible preparation to complete Specialist Mathematics 3 & 4. | 8 | Mathematical Methods 1&2  Specialist Mathematics 1&2  Mathematical Methods 3&4  Specialist Mathematics 3&4 | Engineering  Computer Systems  Mathematics |
| 2. | Suitable for the majority, but not all, tertiary courses requiring Mathematics prerequisites. This program offers the best preparation for students intending to study Mathematical Methods 3 & 4. | 6 | Mathematical Methods 1&2  Specialist Mathematics 1&2  Mathematical Methods 3&4 | Most Science and Medical Sciences  Most Commerce, Finance, Accounting and Business  Most Engineering, Computer and Mathematics |
| 3. | This program is similar to Option 2 but enables capable students not studying Specialist Mathematics to complete another Mathematics subject at level 3 & 4. | 6 | Mathematical Methods 1&2  Mathematical Methods 3&4 Further Mathematics 3&4 | Most Science  Most Commerce, Finance, Accounting and Business. Most Engineering, Computer and Mathematics |
| 4. | This program is the minimum suitable for tertiary courses with Mathematical Methods 3 & 4 as a prerequisite. This option can be seen as an alternative to Option 2 allowing more choices when selecting other subjects, but less preparatory Mathematics at level 1 & 2. | 4 | Mathematical Methods 1&2  Mathematical Methods 3&4 | Most Science  Most Commerce, Finance, Accounting and Business. Some Engineering, Computer and Mathematics |
| 5. | This four-unit program offers more scope to select other subjects while still providing a level 3 & 4 Mathematics to satisfy many tertiary entrance requirements. It does, however, only provide one level 1 & 2 Mathematic subject as preparation for level 3 & 4. | 4 | General Mathematics 1&2  Further Mathematics 3&4 | Some Business, Commerce  Some Science  Some Computer |
| 6. | This program is for students choosing to study only two units of Mathematics in their VCE. | 2 | General Mathematics 1&2  or  Foundation Mathematics 1&2 | Most apprenticeships |

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| **Intermediate Numeracy NUV12** | |
| **Intermediate numeracy provides continuing Mathematics for students needing these skills to support other VCE subjects including VET and VCAL Studies. The course places a strong emphasis on using Mathematics in practical situations and students are required to use computers to assist with their work. Foundation Mathematics is *not suitable* for students intending to undertake any additional Unit 3 & 4 Mathematics subject.** | |
| Unit One | Topics include Time and Money, Numerical information (Percentages, Decimals), Location (Navigation, Map reading and scale). |
| Unit Two | Topics include Design (House and garden plans), Measurement (Area and Volume) and Statistics. |

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| **General Mathematics MAG12** | |
| **These units are intended for a wide range of students who require a Year 11 Mathematics or intend to study Further Mathematics at Unit 3 & 4. The required calculator is the Casio FX-CP400.** | |
| Unit One | Topics include arithmetic, algebra, equations, data types, matrices and financial arithmetic. |
| Unit Two | Topics include geometry, trigonometry, networks, number patterns, statistics and measurement. |

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| **Specialist Mathematics MAS12** | |
| **These units are suitable as additional background for Mathematical Methods students and also for students who intend to study Specialist Mathematics Units 3 & 4. The required calculator is the Casio FX-CP400.** | |
| Unit One | Topics include arithmetic, number systems, algebra, equations, surds, geometry, trigonometry, ratio and similarity. |
| Unit Two | Topics include circle mensuration, probability, statistics, trigonometry, vectors, complex numbers and kinematics. |

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| **Mathematical Methods MAM12** | |
| **These units are designed to introduce students to mathematical structure in a closely sequenced development of topics. The required calculator is the Casio FX-CP400. This calculator is also required for all Year 12 Mathematics courses including Mathematical Methods Units 3 & 4.** | |
| Unit One | Topics include algebra, graphs of polynomials, exponential, logarithmic functions, the transformation of functions and matrices. |
| Unit Two | Topics include probability and combinations, statistics, rates of change, circular (trigonometric) functions, differentiation and integration of polynomial functions |

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| **Further Mathematics MAF34** | |
| **This course is intended to be widely accessible and provides students with general preparation for employment or further studies. The assumed knowledge for Further Mathematics is drawn from General Mathematics Units 1 and 2. The course consists of core material and 2 modules selected from 4 modules available. The required calculator is the Casio FX-CP400.** | |
| Unit Three | Topics include data analysis, recursion and financial modelling. |
| Unit Four | Modules will be chosen from matrices, geometry and measurement, graphs and relations or networks and decision Mathematics. |

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| **Mathematical Methods MAM34** | |
| **Units 3 and 4 will follow directly from Units 1 and 2 and may be taken alone or together with other Mathematics subjects. The required calculator is the Casio FX-CP400.** | |
| Units Three and Four | Topics include functions, relations, polynomial/circular/exponential/logarithmic functions, calculus, algebra, statistics and probability. |

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| **Specialist Mathematics MAS34** | |
| **This course is intended for those with a strong interest in Mathematics and who wish to undertake further studies in Mathematics or related disciplines.** **Students must have completed or are in the process of completing Mathematical Methods 3 & 4**. **The required calculator is the Casio FX-CP400.** | |
| Units Three and Four | Topics include coordinate geometry, circular (trigonometric) functions, algebra, calculus, vectors in 2 and 3 dimensions, probability, statistics, mechanics and complex numbers. |

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| **Media MED12 MED34** | |
| **This subject is about how the mass media operates in our society. It involves both practical and analytical assignments. The theory component involves the study of films, TV programmes and advertising. Each unit focuses on the refinement of production skills. All production work in Units 3 and 4 is completed individually by each student. It is highly recommended that students have completed Media 1 & 2 before undertaking Media 3 & 4.** | |
| Unit One | Students produce a variety of media products and analyse a range of representations in the media. Topics include comparison of old and new media technologies, analysis of the portrayal of youth in film, music, print and completion of production activities in video, photography and print. |
| Unit Two | Students work in small groups to produce media products and study how the Australian media industry operates. Topics include jobs involved in advertising, film and journalism, censorship, ownership rules and the production of a media project. |
| Units Three and Four | Students analyse how production techniques are used in two films, plan and produce three products and analyse the way the media affects behaviour. Topics include film analysis, individual production projects, analysis of the social values reflected in media texts and media influence. |

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| **Music Performance MUP12 MUP34** | |
| Units One and Two | These units focus on building performance and musicianship skills. Students present performances in both group and solo settings in a variety of musical styles in class and as a part of external performances. They explore strategies to develop their own approach to performance through the development of technical, expressive and stylistic challenges as well as compositional techniques and music theory. |
| Units Three and Four | During Units three and four, students continue to develop their own musicianship skills through various performance opportunities and musical analysis. Students work in either a group OR solo context to prepare and present convincing performances representing a range of styles. |

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| **Physical Education PED12 PED34** | |
| **Physical Education examines how the human body works and moves during physical activity. The course involves both a theoretical and practical component.** | |
| Unit One | In this unit students explore how the musculoskeletal and cardiorespiratory systems work together and how they respond to physical activity, sport and exercise. Students will investigate the implications of the use of legal and illegal practices to improve the performance of these systems. |
| Unit Two | In this unit, students focus on the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan.  Students create and implement an individual activity plan that meets the physical activity and sedentary behaviour guidelines. |
| Units Three and Four | Unit 3 involves the monitoring and promotion of physical activity at the individual and population level, physiological responses to physical activity including the interplay of the energy systems, the use of food for energy and the factors associated with fatigue. During Unit 4, students will plan, implement and evaluate a training program and gain an understanding of nutrition, and legal and illegal aids, sport psychology and recovery practices. |

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| **Physics PHY12 PHY34** | |
| **It has been part of the human condition to marvel at the world we live in, how music is produced, what makes cars safe, and to wonder how these physical things occur. Physics attempts to explain these and many more phenomenon using mathematical models and practical investigations.** | |
| Unit One | In this unit students study the principles of thermodynamics and how it relates to the Earth’s Climate and used in everyday life. Students will also study the nature of Electricity and Electrical circuits and also the nature of Nuclear radiation and its use in medicine and energy generation. Students will also undertake practical investigations, presenting detailed reports regularly. |
| Unit Two | Students study the motion of moving objects, forces, conservation of energy and momentum. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science. Students will design and undertake investigations using knowledge and skills acquired throughout Unit 1 and present their results as a poster. |
| Units Three and Four | Students study Gravitational, Magnetic and Electric Fields and their applications. Newtons laws of Motion and Einstein’s Theory of Relativity. The wave and particle nature of light and its applications. Students will design and undertake a practical investigation based on topics studied. |

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| **Product Design and Technology – Wood and Textiles DTT12 DTT34**  **DTW12 DTW34** | |
| **This study enables students to develop an understanding of design and product development related to either wood or textiles. It provides the opportunity for students to develop knowledge and practise skills.** | |
| Unit One | Students focus on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Students produce a re-designed product. |
| Unit Two | Students work in teams to design and develop an item in a product range or contribute to the design, planning and production of a group product. |
| Units Three and Four | Students engage in the theory and practical elements of design and development of a product. They compare, analyse and evaluate methods to make judgments about commercial product design and development. In Unit 4 students continue to develop, manufacture, evaluate and promote the product they designed in Unit 3. |

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| **Psychology PSY12 PSY34** | |
| **Psychology is the scientific study of mental process and behaviours in humans. Students explore the complexity of human behaviours and thought processes.** | |
| Unit One | Students investigate how behaviour and mental processes are shaped. Students explore brain plasticity and the influence of brain damage. They consider the complex nature of psychological development through classical and contemporary studies. |
| Unit Two | Students investigate how external factors influence behaviour and mental processes. Evaluate development of attitudes and factors that influence the behaviour of individuals and groups. |
| Units Three and Four | Students focus on the relationship between the brain and the mind through examining the basis of consciousness, behaviour, cognition and memory. Students focus on the interrelationship between learning, the brain and its responses to experiences and behaviours. Using a bio psychosocial framework students explain the causes and management of stress and mental health. |

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| **Sociology SOC12 SOC34** | |
| **Sociology focuses on the study of human behaviour and social interaction as a means of understanding how societies are organised, develop and change. In Sociology, students examine key theories regarding family, deviance, ethnicity, community and social movements.** | |
| Unit One | In this area of study students consider the experience of being young, and explore youth cultures in a variety of contexts – past, present and future. |
| Unit Two | In this unit students explore the concepts of deviance and crime. They analyse why people commit crimes or engage in deviant behaviour. |
| Units Three and Four | These units explore expressions of culture and ethnicity within Australian society. The course explores idea of community and how the various forms of community are experienced. Students also investigate the role of social movements and how they seek to achieve social change. |

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| **Studio Arts** |

Studio Arts is designed to meet the needs of students who want to specialise in ***one*** studio form, pursue a career in the arts or take tertiary level studies in the arts.

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| **Studio Arts SAG12 SAG34** | |
| **Students will explore a variety of 2D and 3D studio forms, related media and techniques including drawing, painting, photography, print making, sculpture or other related design areas. In Units 3 and 4, students select a studio form and present a folio and final pieces.** | |
| Unit One | Students will produce a folio of artworks, exploring a range of materials and techniques. They will maintain a record of ideas and technical observations and investigate artists from different times and cultures. |
| Unit Two | Students will produce an individual folio of artworks exploring and experimenting with a variety of techniques and processes. They discuss aesthetic qualities of artworks and analyse how artworks communicate ideas. |
| Units Three and Four | Students will produce and investigate a folio of art ideas by exploring a selected art form and produce final artworks. They will research traditional and contemporary artists from different styles and investigate the workings of different art spaces and preservation of artworks within them. |

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| **Visual Communication and Design VCD12 VCD34** | |
| **Visual communication and design is a folio based subject that involves technical drawing, freehand drawing, rendering and computer based design. In Units 3 & 4 students work with the 3 different fields of design; Environmental, Communication and Industrial and complete folio work in accordance with the design process.** | |
| Unit One | Visual Communication and Design deals with experiencing the process of graphically communicating ideas and information in creative and conventional ways, including two-dimensional and three-dimensional representations of visual messages. |
| Unit Two | Students will use freehand and instrumental drawings to develop images and use freehand drawings in the development of rendered three-dimensional images. They will also apply a design process to develop a visual communication solution and analyse contemporary and historical examples of visual design. |
| Units Three and Four | Students prepare a design brief that describes a client’s communication need and prepare developmental work that explores the design brief. They will apply a design process to produce a final visual presentation. They will produce two final presentations. Students will also analyse the effectiveness of visual communication and discuss the roles and relationships involved in the design and production of visual communications in the context of professional practice. |

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| **Victorian Certificate of Applied Learning (VCAL)** |

The delivery of the VCAL is based on adult learning and youth development principles. These principles have been found to be relevant in providing successful programs for students seeking a pathway to further VET and/or employment.

* Curriculum content is negotiated to build on students’ abilities
* Curriculum content focuses on hands-on learning
* Curriculum content encourages personal development and growth
* Recognition of student achievement is both formal and informal

VCAL is a vocational option for Year 11 and 12 students. The VCAL program allows students to participate in studies that suit their interests and learning needs. Students undertake work placement and participate in a VET program. Students can gain an Intermediate VCAL certificate at the end of the first year of their program and a Senior VCAL Certificate at the end of the second year.



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| **Intermediate VCAL** |

Students select from the following subjects:

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| Literacy | Numeracy | Industry specific skills  Including work placement | VCAL  Including community involvement |
| VCE English  **OR**  VCAL Intermediate Literacy Skills | VCE General Mathematics  **OR**  VCE Intermediate Numeracy Skills | VET in Schools program  **OR**  TAFE VET program | VCAL Personal Development Skills  **AND**  VCE Industry and Enterprise |

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| **Intermediate Literacy Skills ENV12** |
| Intermediate Literacy Skills enables students to develop the skills and knowledge to read and write a range of texts on everyday subject matters. Students will also focus on oral communication. |

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| **Intermediate Personal Development Skills PDS12** |
| Personal Development Skills has a focus on the development of skills and knowledge that leads to social responsibility, building community relations, civic responsibility and improving self-confidence. Students will plan and organise a complex project, demonstrating leadership, inter-personal, self-management skills, as well as an understanding of cultural values. |

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| **Intermediate Numeracy Skills NUV12** |
| Foundation Mathematics is designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of students. It is also designed to promote awareness of the importance of Mathematics in everyday life. |

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| **Industry and Enterprise IND12** |
| Industry and Enterprise investigates work and its place in work settings, industries and society. Students investigate trends and patterns in the Australian workplace and industries, as well as significant issues affecting these industries. |

In some circumstances, students may be able to undertake a VCE subject. At the end of the first year some students may be able to move from VCAL into VCE. This will be dependent on the subjects completed in their VCAL program.

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| **Senior VCAL** |

Senior VCAL will suit students who wish to complete further industry specific education and are not yet ready to enter the workforce. Students can enter the Senior VCAL program without having undertaken the intermediate VCAL.

Students select from the following subjects:

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| **Literacy** | **Numeracy** | **Industry specific skills** | **Personal development skills** | **Work-related skills** |
| Senior VCAL  Literacy | VCE Further Mathematics 3&4  **OR**  Senior VCAL Numeracy | VET in Schools program  **OR**  TAFE VET program | Senior VCAL Personal Development  Skills | One day a week work placement |

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| **Senior Numeracy Skills MFO34** |
| Numeracy is the ability to use Mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in Mathematics or related fields. |

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| **Senior Literacy Skills ENV34** |
| This unit allows students to develop a real-life approach to literacy. It is designed to develop knowledge, skills and attitudes relevant to reading, writing and oral communication in the contexts of family, social life, employment, further learning, training and community. |

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| **Senior Personal Development Skills VPD34** |
| This unit focuses on the development of skills and knowledge that leads to social responsibility, building community, civic responsibility and improving self-confidence. Students will gain leadership and decision-making skills to plan and organise a complex project. They will use a range of strategies to improve communication. |

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| **Senior Work Related Skills VWS34** |
| A school/workplace based project focusing on enterprise, teamwork, communication, resume writing, job applications, researching industry and OH&S. Students will use information and communication technology. This unit includes a structured work placement. Students must organize a work placement in an industry related to their TAFE area of study. |

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| **Vocational Education and Training in Schools (VETiS)** |

VET stands for Vocational Education and Training and VET in Schools (VETiS) programs allow secondary school students to combine VCE units with VET modules.

Participation in a VET program gives students the opportunity to complete their VCE or VCAL certificate and also gain a nationally recognised qualification in an industry area. Students may then choose to enter the workforce or continue study at TAFE or University.

**Recommended subject selection – Sport & Recreation**

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| **English** | **VCE studies** | **Other VCE**  **studies** | **VET Fitness** | **OR** | **VET Football** |
| English 1 | PE | VET Fitness and VET Football – Students select 3 other VCE Studies. | Fitness 1 |  | Football 1 |
| English 2 | PE | Fitness 2 | Football 2 |
| English 3 | PE | VET Fitness and VET Football – Students select 2 other VCE Studies. | Fitness 3 | Football 3 |
| English 4 | PE | Fitness 4 | Football 4 |

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| **Essendon Keilor College Elite Football Program – Select Entry Program** |

Essendon Keilor College is one of the first elite football schools established in Victoria. The program involves strong partnerships with the Calder Cannons and Western Jets TAC clubs as well as Victoria University. The outstanding success of the program is clearly reflected in the number of grand finals won in the prestigious, invitation only School Sport Victoria Premier League Football competition. The College is also proud of the 32 footballers who have experienced further success by being drafted to AFL clubs.



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| **VET Sport and Recreation Football VFO12 VFO34**  **(Auspiced through IVET)** | |
| **VET Football is about students combining their VCE with a Cert III in Sport & Recreation and a football development program. Note: This program is available to students playing football at an elite level such as the Calder Cannons, Western Jets or representative sides. Units 1-4 are delivered across TWO YEARS.** | |
| Unit One and Two | Students will study topics including OH&S, Level II First Aid, football conditioning, football tactics, and skill development. Students will develop sports administration skills. They will also develop an understanding of exercise physiology. |
| Units Three and Four | Students will develop an understanding of the areas within the Sport and Recreation Industry. Throughout the units students will participate in football development and conditioning training. Students will also use Coaching Certificate to conduct clinics at local primary schools. |

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| **VET Sport and Recreation Fitness VFI12 VFI34**  **(Auspiced through IVET)** | |
| **VET Fitness interests students who enjoy playing sport, undertaking fitness training, assisting others to become fit, working in teams and have passion for the Sport and Recreation Industry. Units 1-4 are delivered across TWO YEARS.** | |
| Unit One and Two | Students will obtain their Level 2 First Aid. Students will learn about anatomy, training methods and how to write exercise programs. They will gain an understanding of topics such as work health and safety, use of social media, coaching and critical thinking skills. They will undertake work experience in the sport and recreation workforce. |
| Units Three and Four | Students will consolidate their knowledge of gym training and fitness programs. They will have the option to undertake their Pool Lifeguard Certificate. Theory topics include managing conflict, undertaking risk analyses and educating the public. Students will plan and conduct sport and recreation sessions and warm-up / cool down programs. |

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| **Further VET courses** |

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| **VET Interactive Digital Media (Multi-Media) VMM12 VMM34**  **(Auspiced through Kangan Institute)** |
| **This course aims to provide students with knowledge and skills in the production of multimedia and the use of technology that will enhance employment prospects. It provides an understanding of multimedia design, software and hardware in work related tasks required in the industry.** |
| Certificate III in Media is gained by completing a number of units over two years. This subject will involve working with text, sound, video, film, photography, graphics and animation. |

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| **VET Music Industry (Technical Production) VMI12 VMI34**  **(Auspiced through COSAMP)** | |
| **The Certificate III Music Industry is oriented toward audio engineering. Over the two-year program students develop skills relevant to this and other aspects of the music industry.** | |
| Unit One and Two | In VET Music Industry students attain sound engineering skills in both studio and live settings. They develop skills and knowledge in providing sound reinforcement and audio support using different types of PA systems and mixing consoles, across many formats of performance. Students plan and execute their own events and recording sessions with the assistance of their peers and students in the Music Performance courses. Students develop an understanding of recording software, processors, microphones and other audio equipment while undertaking practical tasks to further understand acoustics and how to adapt skills between live and multitrack recording sessions. Throughout the course, students develop skills and knowledge using industry standard live and studio equipment in professional settings to prepare them for work in the music industry. |
| Units Three and Four | In VET Music Industry Unit 3-4, Students extend on the skills and knowledge attained in the first year of their certificate and create further depth in their abilities to provide live sound reinforcement and record ensembles of various styles and genres. Students develop portfolios showcasing their understanding of audio theory and practical understanding in the final year of their Certificate III of Music Industry (Sound Production). |

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| **Other VET offerings** |

Students enrolled in a VET course may also combine study and employment through School Based Apprenticeships and Traineeships, which allow students to do an apprenticeship or traineeship while they undertake their VCE or VCAL.

There is the opportunity for students to undertake a VET course outside of the school that is delivered through partnership between Essendon Keilor College and Registered Training Organisations. It is important to note that some VET courses take place off-site and students may need to make their own travel arrangements. While the school subsidises the cost of VET programs, extra costs will be incurred by the student and payment must be made prior to the VET course commencing. Any student wishing to undertake a VET program outside of the school must be given approval by the principal.

Some VET courses that students have been involved in include:

Animal Studies

Allied Health

Business Administration

Childcare

Community Services

Dance

For further information on VET and VETiS courses, students are advised to see the College Careers and Pathways Co-ordinator.

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| **Frequently Asked Questions and Answers** |

**How will students be assessed in VCE?**

Learning Outcomes are prescribed for all units. Students must demonstrate the key knowledge and skills of each outcome through tasks set by the teacher. All Learning Outcomes for a unit must be satisfactorily demonstrated for an overall 'S' to be gained for that study. An 'N' indicates non-satisfactory completion of one or more outcomes. Learning Outcomes are completed mainly in class time.

**Can students study a VCE unit twice?**

Yes. Students can do a unit twice if they want to, but they can only get credit once for that unit towards the award of the certificate.

**Can students do a VET subject and a VCE study from the same interest area?**

Yes. There is no limit to the number of VCE VET studies students can complete as part of their accredited VCE program.

**How do students apply for a course at the end of Year 12?**

Year 12 students complete tertiary selection forms in Term 3. Students are selected by tertiary institutions using Study Scores and for some institutions, interviews, folios of work or written applications are required.

**What do the numbers in the VCE unit titles mean?**

Each unit has a number: 1, 2, 3 or 4. Most studies are made up of four units. Units 1 and 2 are usually undertaken in the first year of VCE and can be studied separately or as a sequence. Units 3 and 4 are generally taken after Units 1 and 2 and are of a higher level of difficulty.

**How will students be assessed in VET programs?**

All VET studies require that students demonstrate their competence in the modules being studied. Competence can be demonstrated in class through written and oral presentations, in practical activities and in the workplace.

**What happens if a student faces problems during VCE?**

Special Provision is designed to allow students who are experiencing significant hardship that prevents them having the opportunity to demonstrate what they know and what they can achieve. You should see your coordinator for more information.

