



Essendon Keilor College
Senior School Subject Handbook
2024

Respect. Engage. Aspire. Learn

Welcome to the Essendon Campus of Essendon Keilor College

Campus Principal's Welcome

I am delighted to welcome you to the Essendon Campus. We have a rich history of academic excellence, sporting achievements and performing arts excellence dated back to 1912. The Essendon Campus caters for students in Years 10-12 which allows greater access to VCE, VCEVM, 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) and we have re-introduced the Elite Football Program for 2024.

Transition to the Essendon Campus is an exciting and seamless process for our students from the East Keilor and Niddrie Campuses and we welcome a 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 whilst maintaining an academically challenging work and learning environment that is, motivating and specifically designed to enhance performance.

Student involvement voice and leadership are 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.



Sally Stevens

Acting Campus Principal

The Team at Essendon



David Adamson
College Principal



Sally Stevens
Campus Principal



Melissa Hamilton
Assistant Principal



Luke Carroll
Campus Coordinator



Daniel Kingham
Student Pathways
Coordinator



Julia Bianchin
Student Wellbeing
Coordinator

Timeline of Important Dates, Events & Requirements

Year 10 2024 (Current Year 9s)

Monday 24 th July	Senior School Information Evening
Friday 28 th July	Application for Accelerated Studies & Football Program Due
Friday 4 th August	Successful Applicants Informed
Friday 11 th August	Course Selection Day
Monday 14 th August	Year 10 Subject Selection Forms Due
Monday 4 th December – Friday 8 th December	Step Up Program
Thursday 7 th December	Final Day for 2024 Subject Changes

Year 11 2024 (Current Year 10s)

Monday 24 th July	Senior School Information Evening
Monday 31 st July	Course Selection Day
Friday 4 th August	Year 11 Subject Selection Forms Due
Monday 27 th November – Friday 1 st December	Step Up Program
Thursday 30 th November	Final Day for 2024 Subject Changes

Year 12 2024 (Current Year 11s)

Monday 24 th July	Senior School Information Evening
Wednesday 26 th July	Course Selection Day
Friday 28 th August	Year 12 Subject Selection Forms Due
Monday 20 th November – Friday 24 th November	Step Up Program
Thursday 23 rd November	Final Day for 2024 Subject Changes

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, VCEVM and VET options
- a 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 Centre
- 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



Student Management Team

The Student Management Team consists of several coordinators who are responsible for the academic, social, and emotional welfare of students. This team is led by the Assistant Principal and Campus Coordinator 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, student well-being and careers teams. 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.

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 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.



Suzanne Rose
Year 12 Coordinator



Claudia Irato
Year 11 coordinator



Sarah Moore
Year 11 Coordinator



Laura Slater
Year 10 Coordinator

Technology use at Essendon Keilor College

Essendon Keilor College has created a digitally rich environment to support the delivery of our curriculum. 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 and employed in the classroom, with Google classroom our chosen platform. 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 Stuart.Laird@education.vic.gov.au



Student Services

The Student Service Centre is located in the school hall. The Student Welfare Counsellor (SWC), Careers and Pathways Coordinator and Headstart Coordinator have offices in the campus quadrangle and in the hall.

Students are welcome to call into the library or offices 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.



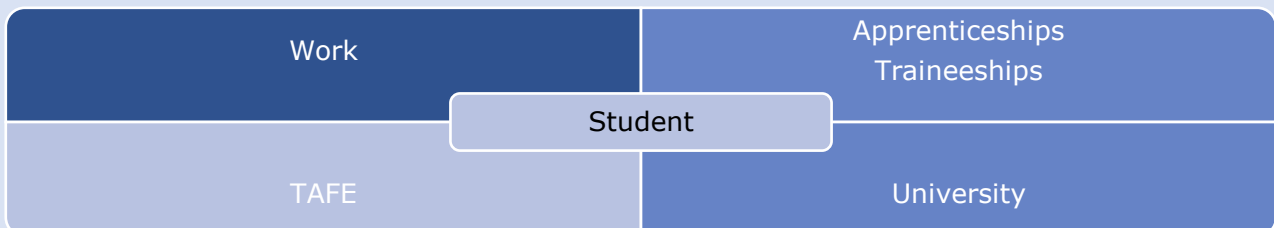
Career Pathways

How can we help students find their pathway?

Students should plan their units for 2024 so that they have a number of options after they have completed their VCE, VCE VM 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 Job Guides

FREE TAFE Website <https://www.vic.gov.au/free-tafe>

My Career Portfolio <https://mcp.educationapps.vic.gov.au/home>

Morrisby Career Profile <https://www.morrisby.com/>

The Course Search link on the VTAC website, www.vtac.edu.au

Career & Study Pathways

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.

PROGRAMS

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.

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.

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. They may also use data to make predictions on trends in, for example, the economy, population or society.

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.

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.

RECOMMENDED SUBJECTS

- Art Making & Exhibiting
- Product Design and Technology
- Performing Arts
- Food Studies
- Literature
- Languages
- Media
- Music and VET Music
- Visual Communication and Design

- Accounting
- Economics
- Business Management
- Applied Computing
- Legal Studies
- Mathematics

- Accounting
- Economics
- Business Management
- Geography
- Applied Computing
- Mathematics
- Physics
- Psychology

- Health and Human Development
- Languages
- Maths /Science
- Performing Arts
- Physical Education
- Sociology
- Philosophy
- Arts Making & Exhibiting

- Accounting
- Business Management
- Performing Arts
- Legal Studies
- Geography and/or History
- Languages
- Mathematics
- Media
- Physical Education
- Psychology
- Sociology

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
- Art Making & Exhibiting
- Philosophy
- Sociology

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

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 salesperson.

- Biology
- Chemistry
- Product Design and Technology
- Geography
- Health and Human Development
- Physical Education
- Physics
- VET Sport & Recreation

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
- Art Making & Exhibiting
- Visual Communication and Design

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

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.

- Applied Computing
- Physics
- Art Making & Exhibiting
- Visual Communication and Design

Year 10 Structure



All students will complete twelve units of study throughout Year 10 – six units per semester. In their program, students will study: Compulsory two semesters of:

- English
- Mathematics

Students who select to undertake a Language will be required to take both semester 1 and semester 2. This will form part of the students 'free choice' in their subject selections.

Students will study a further 8 subjects (semester long) over the year. Must study at least 1 Science, Humanities, Arts/Tech and HAPE subject.

Semester 1	English	Core Maths	1 x Science	1 x Humanities	1 x Technology	Elective 7 (Free choice) OR Language
Semester 2		Pathway Maths	1 x H&PE	1x Art	Elective 6 (Free choice)	Elective 8 (Free choice) OR Language

Learning area	Unit
ENGLISH - 2 units	<ul style="list-style-type: none"> • English • English as an Additional Language (EAL)
MATHEMATICS - 2 units	<p>SEMESTER 1:</p> <ul style="list-style-type: none"> • Core Maths (semester one compulsory) <p>SEMESTER 2: (one of the below)</p> <ul style="list-style-type: none"> • Consolidated Mathematics • General Maths • Advanced General Maths

SCIENCE Minimum of 1 unit <i>If only selecting one unit – it must be one of either Physical Sciences OR Life Science. Students can select the other or Psychology as an additional elective if they wish.</i>	Students must choose: <ul style="list-style-type: none"> • Physical Sciences OR • Life Sciences • Pre-VCE Psychology
HUMANITIES Minimum of 1 unit	<ul style="list-style-type: none"> • Conflict and Change (Modern History) • The Rise of Hitler & World War II • Practical Geography • Commerce • Legal Studies • Pre-VCE Sociology • Pre-VCE Philosophy
LANGUAGES <i>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.</i>	<ul style="list-style-type: none"> • Italian • Japanese • Vietnamese
Health & Physical Education - Minimum of 1 unit	<ul style="list-style-type: none"> • Pre-VCE Health & Human Development • Pre-VCE Physical Education • Get Active • Football Program (2 units)
THE ARTS – Minimum of 1 unit	<ul style="list-style-type: none"> • Art • Pre-VCE Media Studies • Music • Performance • Visual Communication and Design
TECHNOLOGIES – Design and Digital - Minimum 1 unit	<ul style="list-style-type: none"> • Product Design Technology – Wood • Product Design Technology – Textiles • Food Technology • STEM

Accelerated Studies

Students who apply for and satisfy specific criteria will be able to select appropriate VCE/VET units in their program. Suggested subject's students can select from include:

HUMANITIES	SCIENCE	ART/TECHNOLOGY	HEALTH & PE
Legal Studies	Psychology	Food Studies	Physical Education
Business Management	Biology	Studio Arts	Health & Human Development
Accounting	History	Visual Communication & Design	VET Sport & Recreation (Fitness or Football)
Economics		Media	

English

English	
<i>Subject Advisor: Ms Wilson</i>	
English 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

English as an Additional Language	
<i>Subject Advisor: Ms Steel</i>	
English as an Additional Language is designed to provide a pathway for students moving from Language Centre 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.

Mathematics

Core Mathematics: Year 10 Semester 1

Subject Advisor: Ms Hamilton

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. Pathway to General Mathematics and Numeracy course.

Semester 1	The Year 10 Mathematics course is based on the Victorian Curriculum. It aims to further consolidate 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.
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After Semester 1, students will have the opportunity to undertake one of 3 streams of Mathematics. Students will sit an additional examination at the mid-year exam period to apply for the Advanced General Mathematics subject.

Advanced General Maths: Year 10 Semester 2 (*Semester 1 average 80% in CAT tasks*)

Subject Advisor: Ms Hamilton

The Year 10 Mathematics course is based on the Victorian Curriculum. It aims to further advance 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. The Year 10 Pre-VCE Mathematics subjects are designed to prepare students for VCE Mathematical Methods/Specialist course

Semester 2	The Year 10 Mathematics course is based on the Victorian Curriculum. It aims to further advance 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 and learn the skills that will prepare them for VCE Mathematical Methods/Specialist course.
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General Mathematics: Year 10 Semester 2 (*Semester 1 average 60% in CAT tasks*)

Subject Advisor: Ms Hamilton

The Year 10 Mathematics course is based on the Victorian Curriculum. It aims to further advance 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. The Year 10 Pre-VCE Mathematics subjects are designed to prepare students for VCE Mathematical Methods/Specialist course

Semester 2	The Year 10 Mathematics course is based on the Victorian Curriculum. It aims to further advance 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 and learn the skills that will prepare them for VCE Mathematical Methods/Specialist course.
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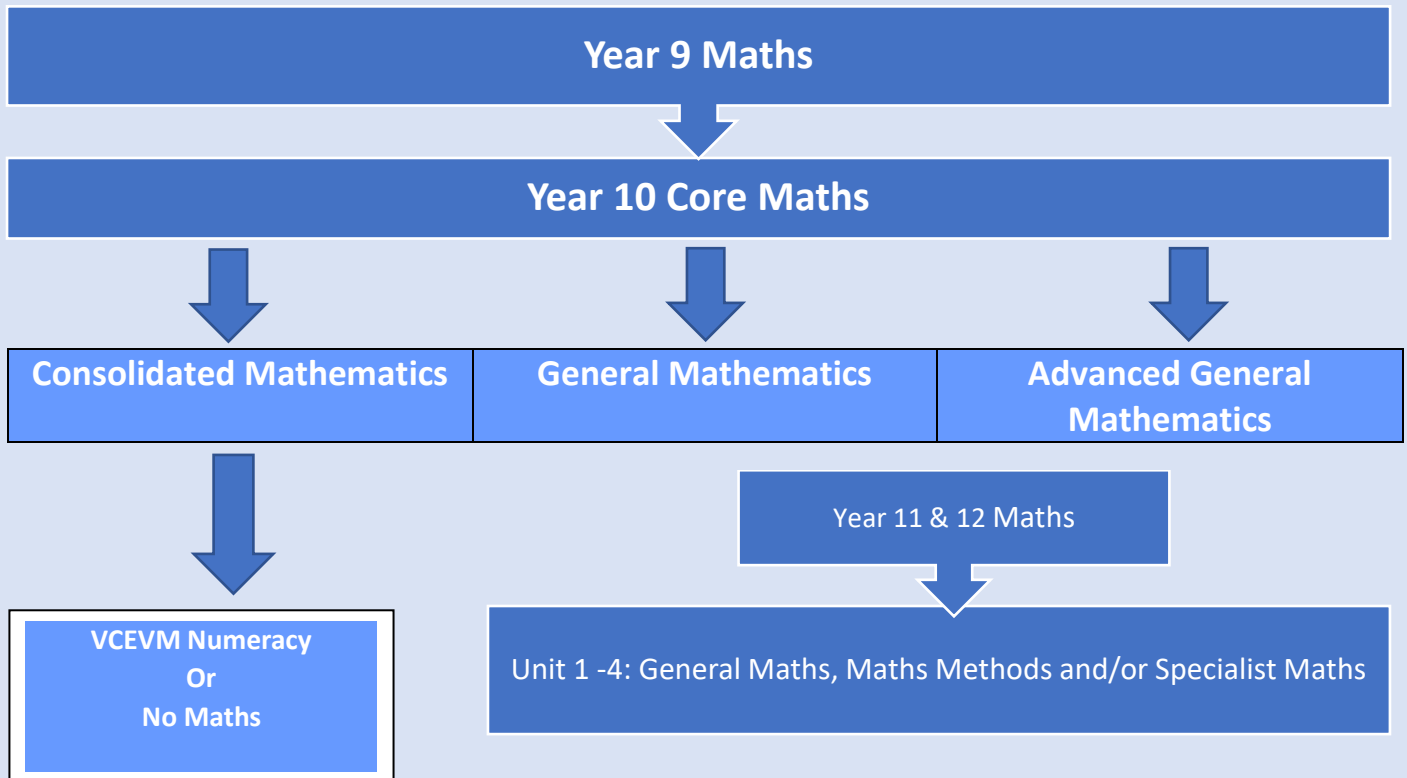
Consolidated Mathematics: Year 10 Semester 2

Subject Advisor: Ms Hamilton

The Year 10 Mathematics course is based on the Victorian Curriculum. It aims to further advance 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. Pathway to General Mathematics, VCEVM Numeracy course or discontinuation of maths.

Semester 2	The Year 10 Mathematics course is based on the Victorian Curriculum. It aims to further advance 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 and learn the skills that will prepare them for VCE Mathematical Methods/Specialist course.
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Pathways in Mathematics



Science

Physical Sciences

Subject Advisors: Mr Economou & Mr Bennett

Students will develop an understanding of Physics and Astronomy (The Universe) as they build and apply scientific knowledge. They will apply newly developed understanding to new contexts, develop experimental design techniques, use of technology skills and investigative techniques. This subject also aims to develop key knowledge and skills for study of VCE Sciences.

1Semester

This unit will explore features of the Universe including galaxies, stars and solar systems and investigate how the Big Bang theory can be used to explain the origin of the Universe. Students will learn about energy flow in Earth's atmosphere through the processes of heat transfer and be able to describe and explain the motion of objects involving the interaction of forces and the exchange of energy that can be described and predicted using the laws of physics.



Life Sciences

Subject Advisors: Ms Slater & Ms Irato

Students will develop an understanding of Biology and Chemistry. They will develop experimental design techniques, collect and analyse data and analyse issues that appear in society. This subject also aims to develop key knowledge and skills for study of VCE Sciences.

1 Semester

This unit explores the transmission of heritable characteristics from one generation to the next involving DNA and genes. Students will understand how the theory of evolution by natural selection and the diversity of living things is supported by a range of scientific evidence. Students also learn about how chemical reactions involve rearranging atoms to form new substances, in particular that during a chemical reaction mass is not created or destroyed. The unit explores how different types of chemical reactions are used to produce a range of products and can occur at different rates; and how combustion and the reactions of acids are important in both non-living and living systems and involve energy transfer.



Psychology

Subject Advisor: Ms Slater

Students will develop an understanding of the Psychology/Behavioural Science discipline. Students will build and apply scientific knowledge. They will develop experimental design techniques, use of technology skills and investigative techniques. Students must have completed one semester of Core Science before studying this unit.

1 Semester

In Psychology, students will become familiar with the central nervous system and examine the anatomy and physiology of the human brain. Students will be building their understanding of key vocabulary, concepts and skills as required for success in Unit 1-4 Psychology. Students will apply knowledge in both a practical and theoretical capacity. Students will undergo assessment tasks that are designed to mimic the assessment processes and skill required at Units 1-4. Additionally, students will work to develop Scientific communication skills through practical investigations and experimental design tasks involving data collection and analysis. Students will be required to develop their ability to connect theoretical understandings with current events and real-world problems.

Humanities

Humanities: Pre-VCE Sociology

Subject Advisor: Mr Sherlock

This unit provides an introduction into the skills and knowledge needed for Sociology Units 1 & 2

1 Semester

This elective aims to develop knowledge and understanding of the link between personal experience and wider society. Key questions include: Why are some people disadvantaged? How do we compare the experiences of people living in cities compared to rural areas? Students will discover the Sociological Imagination and apply two sociological perspectives to case studies.



Humanities: Pre-VCE Philosophy

Subject Advisor: Mr Sherlock

This elective provides an introduction to the key skills and knowledge for VCE Philosophy Units 1 & 2.

1 Semester

Why are we here? Is there more than one reality? Can we trust our senses? What does it mean to live a good life? How do we know anything? Are we the same person as we were last year, last week, last night? Philosophy uses reason and logic to think through these big questions. Stimulated by what famous philosophers have said, students will create presentations, exhibit philosophical debates and write philosophical essays. Unlike formal debating, philosophical argument aims at arriving at uncovering truth rather than 'winning'. Thus, philosophy classes involve building important listening and social skills. The skills in this course apply to a broad range of pathways, and students will be directly prepared for VCE Philosophy, VCE English and VCE English Literature.

Humanities: Conflict & Change

Subject Advisor: Ms Ward

This unit provides an introduction into the subjects available in Humanities at the VCE level – History

1 Semester

In year 10 Conflict and Change, students investigate the nature of the Cold War and Australia's involvement in Cold War and post-Cold War conflicts, including the influence of world nations on Australian society. Students will also investigate the US civil rights movement and the significant influence this had on Aboriginal and Torres Strait Islander peoples in securing and achieving civil rights and freedoms in Australia. Students will learn the different perspectives of people towards human rights and investigate the global issue of refugees and asylum seekers.

Humanities: The Rise of Hitler and World War II

Subject Advisor: Ms Hong

This unit provides an introduction into the subjects available in Humanities at the VCE level – History

1 Semester	The Rise of Hitler will start with a decade by decade look at life after World War I (breaking down each decade to look at daily life in Australia, Germany and the rest of the World). This will cover an extended focus on Germany in the 1930s - with the Rise of Hitler, the Nazi party and antisemitism in Europe. The Holocaust will be studied in detail. Australia and World War II will focus on the Australian experience of World War II. It will cover causes of World War II, borrowing from information already learnt in the first part of the unit, major battles, the experience of soldiers, the impacts of daily life for people in Europe, with a focus on the home front. It will look both at the war in Europe and in the Pacific and how the war reshaped the world and allies today. This will serve as a good starting point for the second Year 10 History unit as well as lead into VCE History.
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Humanities: Practical Geography

Subject Advisor: Ms Marantos

This unit provides an introduction into the subjects available in Humanities at the VCE level – Geography.

1 Semester	Unit 1 Changing and managing the environment: Students will start the unit looking at what environmental change looks like, what influences environmental change and how people can respond to environmental changes. Students will look at how changes to the land, water, and atmosphere impact the environment. This will be looked at from an international perspective, but also close to home, with field work completed in a coastal location such as Anglesea, Barwon Heads, Phillip Island. <i>Field work will be completed with a class focus.</i> Unit 2 Coastal change and management: Extending on the work in Unit 1, students will progress to look specifically at urban coastal environment (such as St Kilda Beach/Port Melbourne Beach and/or and compare the challenges, changes, approaches to management and how people can respond to coastal changes. <i>Field work will be completed on individual areas of interest in small groups.</i>
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Commerce

Subject Advisor: Mr Sherlock

This unit provides an introduction into the subjects available in Humanities at the VCE level – Economics, Accounting and Business Management.

1 Semester	This elective aims to introduce students to develop transferable skills that will enhance their confidence and ability to apply economic and business reasoning and interpretation to solve problems and interpret issues and events. Students will then be better placed to participate effectively, as socially responsible, and ethical members of the business community, and as informed citizens, consumers, and investors. This will assist them to understand the behaviour of participants in the economy, business, society, and the environment, now and in their adult lives, to participate in economic and business activities actively and effectively. They learn how current decisions and actions will shape future consequences and are encouraged to think critically about probable and preferred futures. This will enable them to contribute to the development of prosperous, sustainable, and equitable Australian and global economies, to secure their own financial wellbeing, and to face the future with optimism and confidence.
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Legal Studies

Subject Advisor: Mr Rogers

This unit provides an introduction into the subjects available in Humanities at the VCE level – Legal Studies.

1 Semester	This elective aims to develop knowledge and understanding of Australia's representative democracy and the key institutions, processes, and roles people play in Australia's political and legal systems. Emphasis is placed on Australia's federal system of government, derived from the Westminster system, and the liberal democratic values that underpin it such as freedom, equality and the rule of law. The curriculum explores how the people, as citizens, choose their governments, how the system safeguards democracy by vesting people with civic rights and responsibilities, how laws and the legal system protect people's rights and how individuals and groups can influence civic life. By investigating contemporary issues and events students learn to value their belonging in a diverse and dynamic society, develop points of view and positively contribute locally, nationally, regionally and globally. As reflective, active and informed decision-makers, students will be well placed to contribute to an evolving and healthy democracy that fosters the wellbeing of Australia as a democratic nation.
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Languages

Languages: Italian

Subject Advisor: Ms Vilante

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.

Languages: Japanese

Subject Advisor: Mr Wenzholz

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.

Languages: Vietnamese

Subject Advisor: Mr Nguyen

Year 10 Vietnamese subject develops the student's ability to understand and use the language in depth. At the same time the subject gives students direct access to a culture which is rich in history, literature and the arts.

2 Semesters

Students become proficient in using the Vietnamese writing system to communicate about a range of everyday topics. They study the cultural and historical background of Vietnamese 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.



Health & Physical Education

Pre-VCE Physical Education

Subject Advisor: Ms Gouvas

In HAPE, students will continue to develop the skills and principles learned in Years 7-9 Physical Education and Health classes. They will explore the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement. This unit prepares students for VCE Physical Education and VET Sport and Recreation.

1 Semester

As part of the Health and Physical Education core studies, students will be introduced to the biomechanical and skill acquisition principles, as well as the key body systems used to produce human movement. They will also explore health and skill related fitness components and training principles through the development of their own training programs and practical activities.

*This subject carries a levy to help pay for activities.



HAPE – Get Active

Subject Advisor: Ms Gouvas

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 movement guidelines. This unit prepares students for VCE Physical Education and VET Sport and Recreation.

1 Semester

Get Active aims to provide an opportunity for students to examine the recreation offered in their local community through participation in a variety of activities such as non-traditional sports, outdoor recreational activities and fitness classes. Students will undertake a combination of theory and practical classes. Practical sessions will have a specific focus on movement concepts, game sense, strategies as well as using the SEPEP (Sport Education in Physical Education Program) as part of a student-centred program. *This subject carries a levy to help pay for activities.

Pre-VCE - Health and Human Development (Health in Australia)

Subject Advisor: Ms Gouvas

In Pre-VCE Health and Human Development (Health in Australia) 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 begin to understand the complex nature of health and wellbeing, and human development. This unit prepares students for VCE Health and Human Development.

1 Semester

Health in Australia focuses on the health and wellbeing of Australians and the programs available to improve health and wellbeing. This study presents concepts of health and wellbeing, and human development, from a range of perspectives. Students develop health literacy as they connect their learning to their lives, communities, and the world. They develop a capacity to respond to health information, advertising, and other media messages, enabling them to put strategies into action to promote health and wellbeing in both personal and community contexts.

Physical Education: Year 10 Football Program – Select Entry Program

Subject Advisor: Mr Clifton

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

In the Year 10 Football Program, students develop their football skills and tactical knowledge and understanding to prepare for the VET Football program. They participate in targeted programs designed to enhance strength and conditioning development, understanding of correct rehabilitation and maintenance strategies for improved performance. Students learn specific game plans, ideal nutrition and dietary programs combined with correct recovery techniques to aid performance. Students also gain an understanding of the anatomy and injury rehabilitation methods involved in AFL Football at the Elite level. *This subject carries a levy to help pay for activities.



Technology

Technology: STEM – Robotics & Technology

Subject Advisor: Mr Le

Students will use thinking and information systems to analyse, design and develop digital solutions.

1 Semester

STEM – Robotics and Technology will provide students with a strong foundation for future study in VCE Applied Computing and Science subjects. Students will develop their understanding of key concepts and skills required for Unit 1 & 2 Applied Computing subjects with a specific focus on developing students' knowledge in IT design, programming language, data security and robotics using a variety of different robotic and programming platforms. Students' scientific communication skills will be further developed through practical and experimental design tasks.



Technology: Food Technology

Subject Advisor: Ms Fitzpatrick

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 an understanding of The Australian Guide to Healthy Eating. Students gain skills in meal planning, budgeting, reading food labels, and creating menus. There is a focus on Australian food trends and changing food behaviours. Students transfer theoretical knowledge to practical activities across a range of projects. They produce meals that incorporate healthy eating theory, and cooking processes, whilst following safety procedures to minimise risk and manage projects.

Technology: Product Design and Technology – Wood

Subject Advisor: Mr Tapson

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: Product Design and Technology – Textiles

Subject Advisor: Ms Vitale

Students will develop an understanding of design and product development related to Textiles. *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. Students will create a range of textile items focussing on fashion and textiles art.
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The Arts

The Arts: Visual Arts

Subject Advisor: Ms Vitale

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: Music

Subject Advisor: Ms Steel

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: Performance

Subject Advisor: Ms Anicic

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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Pre-VCE Media Studies

Subject Advisor: Mr Wenzholz

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: Visual Communication Design

Subject Advisor: Mr Tapson & Ms Vitale

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.

1 Semester	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.
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Year 11 & 12 Course Information



Units 1-4 Subjects Alphabetically

Accounting		ACC12 ACC34
<i>Subject Advisor: Ms Hamilton</i>		
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 the use of inventory cards.	
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.	

Applied Computing		COM12
<i>Subject Advisor: Mr Economou</i>		
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.	

Art Making & Exhibiting		SAG12 SAG34
<i>Subject Advisor: Ms Vitale</i>		
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.	

Biology		BIO12 BIO34
<i>Subject Advisor: Ms Slater</i>		
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.	

Business Management		BMA12	BMA34
<i>Subject Advisors: Ms Coutts & Mr Rogers</i>			
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.		
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.		

Chemistry		CHE12	CHE34
<i>Subject Advisor: Ms Irato</i>			
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.		

Data Analytics		DAT34
<i>Subject Advisor: Mr Economou</i>		
In this study 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, development, and evaluation 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.	

Economics		ECO12	ECO34
<i>Subject Advisors: Ms Coutts & Mr Rogers</i>			
Economics is the study of how resources are allocated to meet the needs and wants of society. It attempts to explain how and why people behave the way they do and the consequences of their decision-making.			
Unit One	Students explore some fundamental economic concepts. They examine basic economic models where consumers and businesses engage in mutually beneficial transactions and investigate the motivations and consequences of both consumer and business behaviour. They examine how individuals might respond to incentives and how technology may have altered the way businesses and consumers interact. Students are encouraged to investigate contemporary examples and case studies to enhance their understanding of the introductory economic concepts.		
Unit Two	Students focus on the possible trade-off between the pursuit of growth in incomes and production and the goal of environmental sustainability and long-term economic prosperity. They investigate the importance of economic growth in terms of raising living standards and evaluate how achievement of this goal might result in degradation of the environment and the loss of key resources. Students examine whether the goals of economic growth and environmental sustainability can be compatible and discuss the effect of different policies on the achievement of these important goals.		
Units Three and Four	students develop an understanding of the macroeconomy. They investigate the factors that influence the level of aggregate demand and aggregate supply in the economy and use models and theories to explain how changes in these variables might influence the achievement of the Australian Government's domestic macroeconomic goals and affect living standards. Students develop an understanding of how the Australian Government can alter the composition and level of government outlays and receipts to directly and indirectly influence the level of aggregate demand and the achievement of domestic macroeconomic goals.		

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.

English

ENG12 ENG34

Subject Advisor: Ms Wilson

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.
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Unit 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

Subject Advisor: Ms Steel

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.
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Unit Two	Students will write a comparative text response and analyse language used in the media.
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Unit Three and Four	Students will write an analytical 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

Subject Advisor: Ms Moore

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.
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Unit Two	There are two areas of study in this unit: The texts, the reader 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.
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Unit 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

Subject Advisor: Ms Fitzpatrick

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.
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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.
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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.
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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
<i>Subject Advisor: Ms Marantos</i>			
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.		

Health and Human Development		HHD12	HHD34
<i>Subject Advisor: Ms Gouvas</i>			
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.			
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 inquire into one youth health focus area.		
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 inquire into the Australian healthcare system and extend their capacity to access and analyse health information.		
Unit Three	This unit looks at health, wellbeing and illness as a global concept and the importance as an individual and collective resource. Students look at the fundamental conditions required for health improvement, as stated by the WHO and analyse and evaluate the variations in the health status of Australians. They focus on health promotion and improvements in population health over time and evaluate successful programs.		
Unit Four	This unit looks at Australia’s health in a globalised world and the changes in Australia’s health status over time. Students look at the fundamental conditions required for health improvement and analyse and evaluate the variations in the health status of population groups within Australia. The role of the Australia’s health system is explored and the impact of health promotion in Australia is evaluated.		

History		HIS12	HIS34
<i>Subject Advisor: Ms Moore</i>			
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.		
Unit Two	Topics include the emergence of the superpowers, 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 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.		

Languages – Italian		ITA12	ITA34
<i>Subject Advisor: Ms Villante</i>			
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.		

Languages – Japanese Second Language		JAP12	JAP34
<i>Subject Advisor: Mr Wenzholz</i>			
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.		

Languages – Vietnamese First Language		VIE12	VIE34
<i>Subject Advisor: Mr Nguyen</i>			
This course is intended for native speakers and students whose major language of instruction at school has been Vietnamese. The course is similar to the Vietnamese (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	The study is designed to enable students to use Vietnamese to communicate with others, understand and appreciate their own and others' cultures; understand language as a system; apply Vietnamese to work, further study skills, training, and leisure.		
Unit Two	Students practice participating in a spoken or written exchange focusing on the resolution of an issue, they listen to, read, extract, and compare information from spoken and written texts as well as produce an imaginative piece.		
Units Three and Four	Students explore aspects of the language and culture of the Vietnamese-speaking community through a range of oral and written texts related to the selected sub-topic. This will enable students to develop knowledge and understanding of historical issues, aspects of contemporary society or the literary or artistic heritage of the community. The texts which form the basis of this study include films, short stories, songs, newspaper articles, electronic texts, documentaries, paintings and oral histories.		

Legal Studies		LST12	LST34
<i>Subject Advisor: Mr Rogers</i>			
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.		

Selecting Mathematics Units

Units 1 and 2	Units 3 and 4
<ul style="list-style-type: none"> • Mathematical Methods • General Mathematics • Specialist Mathematics 	<ul style="list-style-type: none"> • General Mathematics • Mathematical Methods • Specialist Mathematics

Students may study all three Unit 3 & 4 Mathematics subjects but only two sequences may be used in the 'primary four' when calculating the ATAR score. Please consider the following options when making your decisions.

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 General 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 General 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

General Mathematics		MAG12
<i>Subject Advisor: Ms Hamilton</i>		
These units are intended for a wide range of students who require a Year 11 Mathematics or intend to study General 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.	
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.	

Mathematical Methods		MAM12
<i>Subject Advisor: Mr Forti</i>		
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	
Units Three and Four	Topics include functions, relations, polynomial/circular/exponential/logarithmic functions, calculus, algebra, statistics, and probability.	

Specialist Mathematics		MAS12
<i>Subject Advisor: Mr Hatzilazaridis</i>		
These units are suitable as additional background for Mathematical Methods students and 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.	
Unit Three and Four	Topics include coordinate geometry, circular (trigonometric) functions, algebra, calculus, vectors in 2 and 3 dimensions, probability, statistics, mechanics, and complex numbers.	

Media		MED12	MED34
<i>Subject Advisor: Mr Wenholz</i>			
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 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.		

Music		MUP12	MUP34
<i>Subject Advisor: Ms Steel</i>			
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.		

Philosophy		PHI12	PHI34
<i>Subject Advisor: Mr Sherlock</i>			
This unit engages students with fundamental philosophical questions through active, guided investigation and critical discussion of two key areas of philosophy: epistemology and metaphysics.			
Unit One: Existence, knowledge and reasoning	Students engage with fundamental philosophical problems through active, guided investigation, and critical discussion of two key areas of philosophy: epistemology and metaphysics. The emphasis is on the study and practice of the distinctive nature of philosophical thinking, including techniques of logic. As students learn to think philosophically, appropriate examples of philosophical viewpoints and arguments, are used to support, stimulate, and enhance their thinking about central concepts and problems. Students investigate relevant debates in applied epistemology and metaphysics and consider whether the philosophical bases of these debates continue to have relevance in contemporary society and our everyday lives.		
Unit Two: Ethics and Philosophical investigation	Students investigate and critically discuss two key areas of philosophy, exploring basic principles of morality, assessing ethical arguments according to standards of logic and consistency, and uncovering the assumptions about values. The second area of study focuses on another significant topic in philosophy, to be chosen from Aesthetics, Philosophy of religion, Political philosophy, or other traditions of thought.		
Units Three and Four	Unit 3 considers basic questions regarding the mind and the self through two key questions: Are human beings more than their bodies? Is there a basis for the belief that an individual remains the same person over time? Unit 4 considers the crucial question of what it is for a human to live well. What does an understanding of human nature tell us about what it is to live well? What is the role of happiness in a well lived life? Is morality central to a good life? How does our social context impact on our conception of a good life?		

Physical Education		PED12	PED34
<i>Subject Advisors: Mr Kingham & Ms Odewahn</i>			
Physical Education examines how the human body works and moves during physical activity from anatomical, biomechanical, physiological and skill acquisition perspectives. The course involves both a theoretical and practical component.			
Unit One	In this unit students explore how the musculoskeletal and cardiorespiratory systems work together to produce movement 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 explore the role of physical activity, sport and society in developing and promoting healthy lifestyles and participation in physical activity across the lifespan. During Unit 2, students will also cover basic concepts taught in Unit 4.		
Units Three and Four	Unit 3 introduces students to biomechanical and skill acquisition principles that can be applied to physical activity and sport. Students learn about the various systems and mechanisms responsible for providing energy for human movement. They consider factors that contribute to fatigue and appropriate recovery strategies. In Unit 4, students learn to analyse activity, select appropriate fitness tests and design, apply and critique suitable training programs. Students also learn about sport psychology and the adaptations from training.		

Physics		PHY12 PHY34
<i>Subject Advisor: Mr Economou</i>		
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.	

Product Design and Technology – Wood		DTW12 DTW34
<i>Subject Advisors: Mr Tapson</i>		
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.	

Product Design and Technology –Textiles		DTT12 DTT34
<i>Subject Advisors: Ms Vitale</i>		
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.	

Psychology		PSY12 PSY34
<i>Subject Advisors: Ms Bianchin & Ms Hong</i>		
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.	

Sociology		SOC12 SOC34
<i>Subject Advisor: Mr Sherlock</i>		
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	This unit uses sociological methodology to explore the social category of youth and the social institution of family.	
Unit Two	In this unit students explore the concepts of deviance and crime. They analyse why people commit crimes or why they 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.	

Software Development		ISD34
<i>Subject Advisor: Mr Economou</i>		
In this study students apply the problem-solving methodology to develop working software modules.		
Units Three and Four	In Unit 3 students develop a detailed understanding of the analysis, design and development stages of the problem-solving methodology and use a programming language to create working software modules. In Unit 4 students focus on how the information needs of individuals and organisations are met through the creation of software solutions used in a networked environment.	

Visual Communication and Design		VCD12 VCD34
<i>Subject Advisors: Mr Tapson & Ms Vitale</i>		
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.	

Year 11 & 12 VCEVM

Vocational Major (formally VCAL)

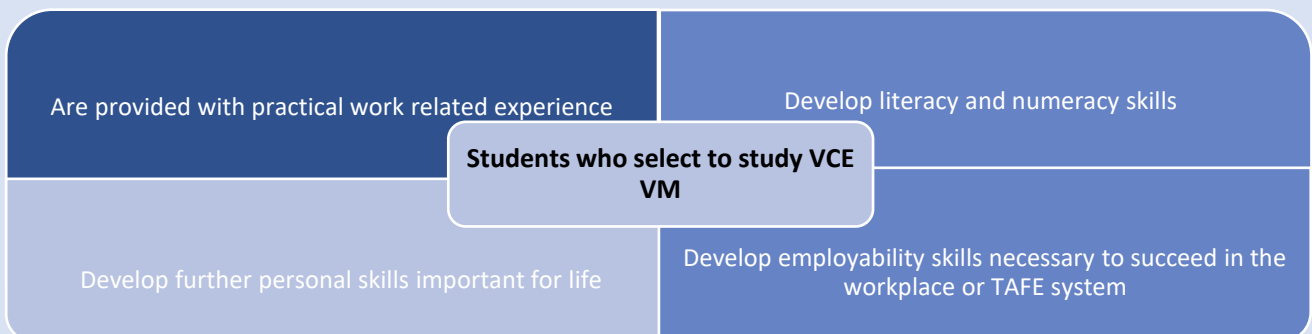


The VCE Vocational Major is a new vocational and applied learning program that sits within the VCE. It is four new subjects that have been added to the VCE that will make up the core of your program. It takes what is called an 'Applied Learning approach'. Applied learning involves students engaging in relevant and authentic learning experiences. It is a method of learning where theoretical information comes to life for students in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected.

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

The VCE Vocational Major will prepare students to move successfully into apprenticeships, traineeships, further education and training, university through alternative entry programs or directly into the workforce. The four main studies are assessed at a school level through authentic assessment activities. There are no external examinations for the VCE VM studies and therefore students do not receive a study score and are not eligible to receive an ATAR.

Students who have completed the satisfactory completion requirements of the VCE VM will receive a Victorian Certificate of Education with the words Vocational Major on it to recognise their achievements.



To get your VCE vocational Major, you must successfully finish at least 16 units, including:

- 3 VCE VM Literacy of VCE English units (including a Unit 3-4 sequence)
- 3 VCE VM Literacy units or VCE English
- 2 VCE VM Numeracy or VCE Mathematical units
- 2 VCE VM Work Related units
- 2 VCE VM Personal Development Skills units and
- 2 VET credits at Certificate 11 level or above (180 nominal hours)

You must also complete at least 3 other unit 3 – 4 sequences. This means 3 other full year studies at a year 12 level (either other VCE studies or VET)

VCE VM Literacy	VCE VM Numeracy	VCE VM Personal Development Skills	VCE VM Work Related Skills	VCE Studies
VCE VM Literacy Units 1 – 4 or VCE English	VCE VM Numeracy Units 1 – 4 Or VCE Mathematics	VCE VM Personal Development Skills Units 1 - 4	Structured Workplace Learning	VCE Industry and Enterprise Units 1 – 4 or other VCE studies or VET subjects

VCE VM Literacy Skills

Units 1 - 4

Subject Advisor: Ms Rose

Literacy empowers students to read, write, speak, and listen in different contexts. Literacy enables students to understand the different ways in which knowledge and opinion are represented and developed in daily life in the 21st Century. The development of literacy in this study design is based upon applied learning principles, making strong connections between students’ lives and their learning. By engaging with a wide range of content drawn from a range of local and global cultures, forms, and genres, including First Nations Peoples’ knowledge and voices, students learn how information can be shown through print, visual, oral, digital and multimodal representations.

Along with the literacy practices necessary for reading and interpreting meaning, it is important that students develop their capacity to respond to information. Listening, viewing, reading, speaking and writing are developed so that students can communicate effectively both in writing and orally. A further key part of literacy is that students develop their understanding of how written, visual and oral communication are designed to meet the demands of different audiences, purposes and contexts, including workplace, vocational and community contexts. This understanding helps students develop their own writing and oracy, so that they become confident in their use of language in a variety of settings.

VCE VM Personal Development Skills

Units 1 – 4

Subject Advisor: Mr Carroll

The VCE VM Personal Development Skills study focuses on helping students develop personal identity and individual pathways to optimal health and wellbeing. It begins with concepts of personal identity and the range of factors that contribute to an individual’s perception of self. Students will investigate health in their community and play an active, participatory role in designing and implementing activities to improve community health and wellbeing.

Students will examine community participation and how people work together effectively to achieve shared goals. They will investigate different types of communities at a local, national, and global level. Students will look at active citizenship and they will investigate the barriers and enablers to problem solving within the community. Students understand different perspectives on issues affecting their community, they will also plan, implement and evaluate an active response to community need.

The study examines interpersonal skills and social awareness in different settings and contexts. Students will examine leadership qualities and the characteristics of effective leaders and how these qualities can be applied to the achievement of goals within personal and community contexts. Students participate in an extended project relating to a community issue. Students will identify environmental, cultural, economic and social issues affecting the community and select one for an extended community project. Students will reflect on how community awareness of their selected issue can be improved.

VCE VM Numeracy Skills

Units 1 - 4

Subject Advisor: Ms Irato

VCE VM Numeracy empowers students to use mathematics to make sense of the world and apply mathematics in a context for a social purpose. Numeracy gives meaning to mathematics, where mathematics is the tool (knowledge and skills) to be applied efficiently and critically. Numeracy involves the use and application of a range of mathematical skills and knowledge which arise in a range of different contexts and situations.

VCE VM Numeracy enables students to develop logical thinking and reasoning strategies in their everyday activities. It develops students' problem-solving skills, and allows them to make sense of numbers, time, patterns and shapes for everyday activities like cooking, gardening, sport and travel. Through the applied learning principles Numeracy students will understand the mathematical requirements for personal organisation matters involving money, time and travel. They can then apply these skills to their everyday lives to recognise monetary value, understand scheduling and timetabling, direction, planning, monetary risk and reward.

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

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

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

Structured Workplace Learning

Subject Advisor: Mr Kingham

VCEVM Structured workplace learning provides students with the opportunity to integrate on-the-job experience with secondary study as part of the Victorian Certificate of Education (VCE), the VCE Vocational Major or the Victorian Pathways Certificate. Structured workplace learning provides students with the opportunity to integrate practical on-the-job experience and learning in workplaces.

The benefits of structured workplace learning for students include:

- improved understanding of the work environment and employers' expectations
- exposure to the world-of-work
- increased self-understanding, maturity, independence and self-confidence, especially in the workplace
- increased motivation to continue study and/or undertake further training
- enhanced opportunities for part-time and casual employment
- opportunity to develop and gain work-related competencies
- opportunity to acquire skills relevant to the workplace
- opportunity to try out career choices before leaving school
- opportunity to develop contacts with potential employers
- opportunity to demonstrate mastery of specific skills and competencies related to the accredited course which they are undertaking
- opportunity to undertake relevant courses which count towards the student's exit credential and articulate into further education and training.

Work Related Skills

Subject Advisor: Ms Irato

VCE VM Work Related Skills allows students to understand and apply concepts and terminology related to the workplace and further studies to understand the complex and rapidly changing world of work and workplace environments. It helps students understand and develop their skills, knowledge, capabilities and attributes as they relate to further education and employment, to develop effective communication skills to enable self-reflection and self-promotion and to practically apply their skills and knowledge.

Year 11 & 12 VET

Vocational Education and Training in Schools



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.

VET Sport and Recreation Football

VFO12 VFO34

Subject Advisors: Mr Carroll & Mr Clifton

VET Football is about students combining their VCE or VCAL with a Cert III in Sport & Recreation program (Australian Rules Football specific)
Units 1-4 are delivered across TWO YEARS

Units One and Two	Students will study topics including conditioning for sport, conducting sport and recreation events and providing equipment for activities. They will develop an understanding of the use of social media tools and will learn how to respond to emergency situations and how to conduct sport coaching sessions. Students gain a first aid certificate and undertake work placement in the sport and recreation industry. They will undertake regular gym training at Recreation Fitness Centre
Units Three and Four	Students will develop a greater understanding of a number of areas relevant to the Sport and Recreation Industry including workplace health and safety and educating user groups. Students will continue to participate in football development and conditioning activities. They will learn how to effectively plan and conduct sport and recreation programs and will further develop their ability to conduct sport coaching sessions.

VET Sport and Recreation Fitness

VFI12 VFI34

Subject Advisors: Mr Carroll & Mr Clifton

VET Fitness is about students combining their VCE or VCAL with a Cert III in Sport & Recreation program (Fitness specific). Units 1-4 are delivered across TWO YEARS

Units One and Two	Students will learn about anatomy, training methods and strength & conditioning equipment. They will develop an understanding of the use of social media tools and will learn how to respond to emergency situations and how to conduct sport coaching sessions. Students gain a first aid certificate and undertake work placement in the sport and recreation industry. They will undertake regular gym training at Recreation Fitness Centre.
Units Three and Four	Students will develop a greater understanding of a number of areas relevant to the Sport and Recreation Industry including workplace health and safety and educating user groups. Students will learn how to effectively plan and conduct exercise sessions in a fitness environment. Students will continue to participate in fitness conditioning activities at the gym.

VET Music Industry (Sound Production)

VMI12 VMI34

(Auspiced through COSAMP)

Subject Advisor: Mr Kingham & Mr Tom Williams

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.

Units 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).

Essendon Keilor College Football Program

Essendon Keilor College is one of the first elite football schools established in Victoria. 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. **Access to the program is via application or invitation only.**



Other VET Offerings

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. 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 VETDSS courses, students are advised to see the College Careers and Pathways Co-ordinator.

Tertiary 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.

Frequently Asked Questions

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 a VTAC application 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.

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 student 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

Map of Essendon Campus

