



2025

SWAN HILL COLLEGE
SUBJECT HANDBOOK

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VOCATIONAL MAJOR



CAREERS AT SHC

Swan Hill College runs a careers program to assist all students with their career pathways. Our goal is to assist students, parents and staff to stay up to date with the ever changing demands in the world of work. We endeavour to build the skills of the students to build a sense of ownership and self motivation to become effective managers of their own future career and pathway. The Careers Office is open daily for students and parents to come and discuss potential options.

Services we provide include:

- Provide students with information relevant to them to support them in making decisions for the future which best suit their individual needs
- Co-ordinate the Year 10 Work Experience program
- Assist students prepare a Resume, Job Application and Interview Techniques
- Encourage and support students into employment or those seeking School Based Apprenticeships or Traineeships
- Offer a variety of resources that may assist students with career options
- Meet with and support all students with their future aspirations and discuss their pathway plan to either further education or employment
- Provide scholarship information and assistance with VTAC and SEAS applications
- Arrange relevant Guest Speakers to address student groups and industry tours

Career based - Student support programs

- Yr 7: My Career Journey investigation, Career Action Plans
- Yr 8: My Career Journey investigation, Career Action Plans
- Yr 9: Morrisby Career Counselling, Career Action Plans, Passion Pathway elective
- Yr 10: Passion Pathway elective, Career Action Plans, opportunity to select VET or VCE subjects
- Yr 11: Career Action Plans, Subject counselling
- Yr 12: Career Action Plans, Individual interviews 1 to 1

CAREERS AT SHC

In Years 9 and 10, students have the opportunity to select a dedicated Careers based elective. This supports their development through structured work experience and preparation in building their skills for future employment. Work experience is primarily held in Year 10, with each Year 10 student supported to attend a 5-day placement in a work place.

These years are crucial for young people to achieve their potential through education, as research indicates that for young people to be deeply engaged in their learning, they need to see relevance and purpose in their education.

Pathways education provides young people with the tools they need to make informed career decisions and transitions from secondary school and throughout their lives. Students are prepared for a variety of pathways, including further training through tertiary education, employment, apprenticeships and traineeships.

We have a dedicated Swan Hill College Careers website with more information.

Please visit <https://swanhillcollegecareers.com/>





SWAN HILL COLLEGE

English

Subject Selections

YEAR 7	YEAR 8	YEAR 9	YEAR 10	VCE / VET
Core Compulsory (Year Long)	Core Compulsory (Year Long)	Core Compulsory (Year Long)	Core Compulsory (Year Long)	English <i>Units 1-4</i>
7 English	8 English	9 English	10 English	Literature <i>Units 1 - 4</i>
		Electives:	Electives:	VM Literacy <i>Units 1 - 4</i>
		Power of the Pen	So you think you can write	



SWAN HILL COLLEGE

Humanities

Subject Selections

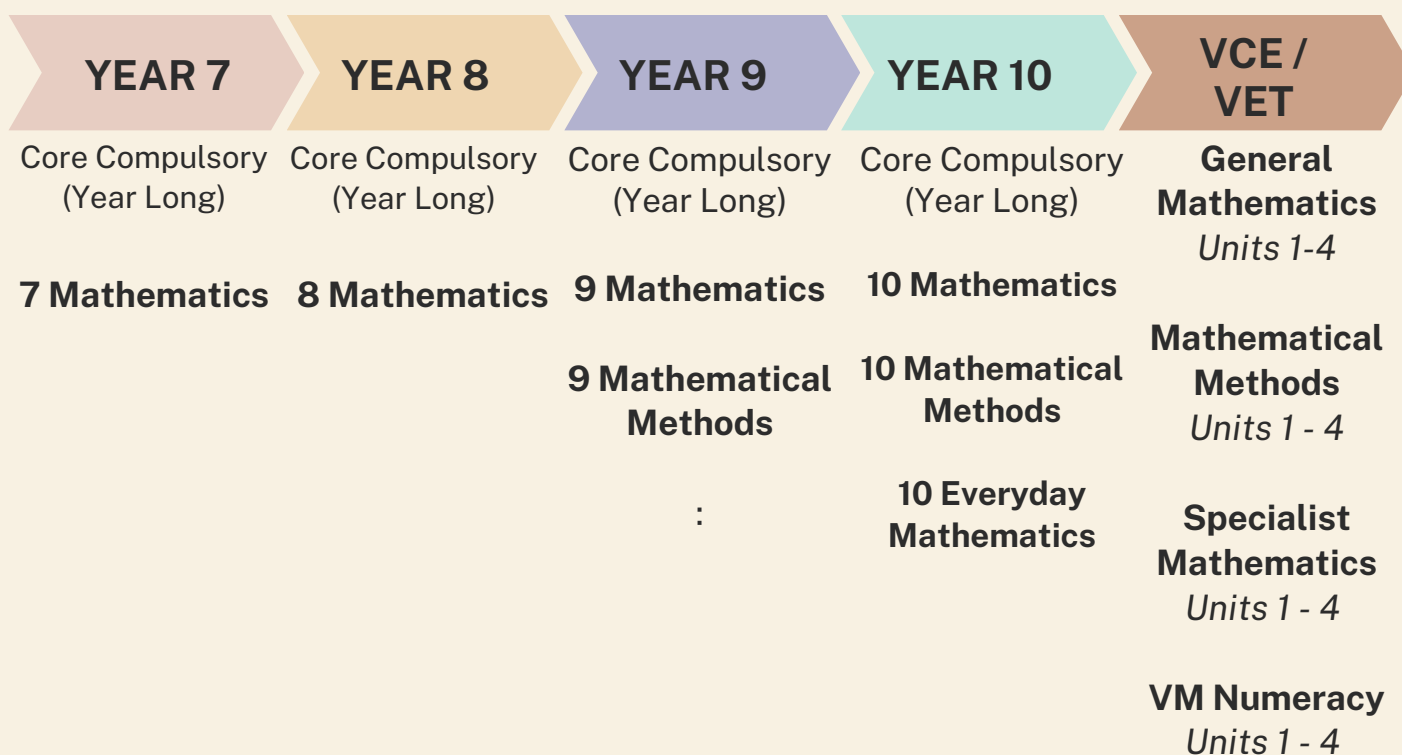
YEAR 7	YEAR 8	YEAR 9	YEAR 10	VCE / VET
Core Compulsory (Year Long)	Core Compulsory (Year Long)	Core Compulsory (Year Long)	Core Compulsory (Semester Long)	History <i>Units 1-4</i>
7 Humanities	8 Humanities	9 English	The Modern World and Australia	Accounting <i>Units 1 - 4</i>
7 Around the World	8 Around the World	Electives: The making of the modern world	Electives (Semester Long)	Legal Studies <i>Units 1 - 4</i>
		Business, Finance & The Law	Accounting	Business <i>Units 1 - 4</i>
		Geography	Legal Studies	
			Politics	



SWAN HILL COLLEGE

Maths

Subject Selections





SWAN HILL COLLEGE

Science Subject Selections

YEAR 7	YEAR 8	YEAR 9	YEAR 10	VCE / VET
Core Compulsory (Year Long)	Core Compulsory (Year Long)	Core Compulsory (Semester Long)	Core Compulsory (Semester Long)	Biology <i>Units 1-4</i>
7 Science	8 Science	9 Science	10 ScienceA	Chemistry <i>Units 1 - 4</i>
		Electives:	Electives (Semester Long)	Environmental Science <i>Units 1 - 4</i>
		9 The Art of Science	10 The Big Ideas	Psychology <i>Units 1 - 4</i>
				Physics <i>Units 1 - 4</i>



SWAN HILL COLLEGE

Health & Physical Education

Subject Selections

YEAR 7	YEAR 8	YEAR 9	YEAR 10	VCE / VET
Core Compulsory (Year Long)	Core Compulsory (Year Long)	Semester Based Electives	Semester Based Electives	Physical Education <i>Units 1-4</i>
7 HPE	8 HPE	9 Sport Science	10 Advanced Sport Science	Health & Human Development (HHD) <i>Units 1 - 4</i>
		9 HPE	10 HPE	
		9 Rec Ed	10 Health & Development (HHD)	
			SIS30122 Cert III in Sport Aquatics & Recreation <i>Year 1</i>	SIS30122 Cert III in Sport, Aquatics & Recreation <i>Years 1 & 2</i>



SWAN HILL COLLEGE

Technology

Subject Selections

YEAR 7	YEAR 8	YEAR 9	YEAR 10	VCE / VET
Core Compulsory (Semester Long)	Core Compulsory (Semester Long)	Electives Automotive	Electives Furniture Design and Construction	VCE: Design & Technology
7 Integrated Technology	8 Integrated Technology	Pathway Passion	Metals	Food
7 Drama	7 Music	Furniture Design and Construction	Pathway Passion	Theatre Studies
7 Food	7 Food	Glam Tech	Food Glorious Food	Art - Creative Prac and Design
7 Visual Arts	7 Visual Arts	Metals	Masterchef	Media
7 STEAM	8 STEAM	Cakes and Pasties	Drama	VET: AUR20720 Cert II in Automotive
		Catering	Art - Creative Prac and Design	22614VIC Cert II in Building & Construction
		Drama	Media	CHC22015 Cert II in Community Service
		Art - Creative Prac and Design		SIT20421 Cert II in Cookery
		Media		22470VIC Cert II in Engineering

YEAR 7

Year 7 is a time of transition and change. This is a critical period for young people as it is an important phase of learning. Swan Hill College is sensitive to these needs and has implemented, in conjunction with our feeder primary schools, innovative programs from Years 5 to 8. All students are assessed throughout the semester via Common Assessment Tasks (CATs). Maths also has a fortnightly individualised test process.

Year 7's study English/Humanities, Maths, Science, Health and Physical Education, Languages, STEAM (Science, Technology, Engineering, Arts, Maths), Art, Performing Arts, Food and Technology. Some of these subjects are studied for the year and some are semester based.

The College aims to provide students with:

- A stimulating and challenging environment that enables students to experience success and achieve significant learning outcomes,
- A supported transition from primary to secondary,
- Literacy and numeracy teaching that is fundamental to all and across all key learning areas,
- Curriculum that is engaging and delivered through a variety of approaches including integrated themes, table teams, negotiated tasks and independent learning,
- A focus on developing problem solving and thinking processes,
- Skill development for adolescence,
- Leadership programs;
- Access to a wide range of computer and other technological learning aids.

YEAR 7 GENERAL STUDIES – ENGLISH & HUMANITIES

English:

Students are encouraged to speak and listen in a variety of situations, to express their opinions and communicate information clearly. They also read and study a variety of texts, including novels, short stories, poetry, films and the media, and respond to them both orally and in writing. Skills necessary for accurate and fluent writing are focused on, with planning and drafting emphasised, while computer technologies are used to enhance learning.

Humanities:

This subject includes the study of History, Civics and Citizenship, Geography and Economics presented as integrated units of work. Students are encouraged to develop and use research strategies to complete assessments.

Areas Studied:

- Civics and Citizenship
- Mapping Cartography
- Ancient Societies
- Economics and Business

What types of things will I do?

Explore the world from the present day all the way back to ancient civilisations. We will become literary and historical detectives and investigate the world around us!

What can this lead to?

Journalist, Economist, Investigative Journalist, Author, Researcher, Geographer, Lawyer, Politician, Teacher, and many more!

Possible Pathway

- English
- English Literature
- Politics
- Geography
- Legal Studies
- History

YEAR 7 MATHEMATICS

What's it all about:

In Years 7 and 8, the focus in mathematics is on building a solid foundation of mathematics skills and understanding. On a two-week cycle, students complete individualised Maths Pathway modules, with targeted Mini Lessons delivered by teachers to promote mastery learning of concepts. Whole class Rich Tasks and Problem-Solving Tasks are aimed at developing students' mathematical reasoning and fluency.

Students receive feedback on their learning by completing a Maths Pathway test every two weeks, based on the work they have completed in class. They also undertake several extended tasks per semester, which assess focus topics across number, algebra, geometry, chance, statistics and data.

In addition, students in Years 7 and 8 participate in the Scaffolding Literacy in the Middle Years (SNMY) or "Sunshine Maths" program for one period per week, which aims to build each individual student's skills in shifting their additive thinking to multiplicative thinking.

	Period 1	Period 2	Period 3	Period 4	Period 5
Week 1	Rich Task (1-2 periods)		Modules Mini Lessons	Modules Mini Lessons	SNMY Program
Week 2	Problem-Solving Task	Modules Mini Lessons	Modules Mini Lessons	Test Goal Setting	SNMY Program

What will I learn:

Students work with whole numbers, integers and fractions to add, subtract, multiply and divide numbers and fractions and decimals with and without the use of technology. Convert between fractions, decimals and percentages. They solve simple ratio problems and calculate best buys with and without the use of technology.

Students interpret and analyse graphs. They construct simple algebraic expressions and substitute numerical values into these. They solve simple linear equations and plot points on the Cartesian plane.

Students use formulas for calculating areas and volumes of shapes. They use simple combinations of transformations, apply parallel line and transversal angle properties, angles sums in triangles and quadrilaterals, classify triangles and quadrilaterals, and construct them using compass and straight edge and dynamic geometry technology.

Students construct sample spaces for simple experiments involving chance, and assign probabilities to outcomes. They use data displays such as dot plots and stem and leaf plots to compare data sets, and calculate measures of centre and simple measures of spread to analyse and interpret the data.

What can this lead to:

Accountant, Bank Officer, Sales assistant, Secretary, Financial Advisor, Agronomist, Auditor, Chemist, Financial broker/dealer, Administration, Statistician, Sports Administrator, Software Programmer, Mathematician, Pilot, Cashier, Data processing and many more possibilities.

YEAR 7 VISUAL ARTS

What's it all about?

In Levels 7 and 8, students make and respond to visual artworks. They design and create visual expressions of selected themes and concepts through a variety of visual arts forms and styles. Students develop an informed opinion about artworks based on their research of current and past artists. They examine their own culture and develop a deeper understanding of their practices as an artist.

Students build on their awareness of how and why artists, craftspeople and designers realise their ideas through different visual expressions. They extend their thinking and use of perceptual and conceptual skills and continue to use and apply appropriate visual language and visual conventions with increasing complexity.

Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies.

What types of things will I do?

- Graphics
- Painting
- Sketching
- Sculpture/photography
- Digital Art
- Printmaking

What will I learn?

This subject is designed to allow students to experience and develop skills, ideas and knowledge in a variety of Art, Design and Media learning activities.

YEAR 7 PERFORMING ARTS – DRAMA

What's it all about?

In Year 7 Drama the students will work independently and collaboratively. They will further develop their playmaking skills to research, plan, design, create, improvise, evaluate and refine various drama works. They will explore themes and issues from a variety of sources such as text, their experiences, other cultures, theatre styles and the world around them. Students will build on their expressive skills and their knowledge of stagecraft areas. Evaluating their expressive skills and the skills of others will also be explored.

What will I learn?

Students will learn how to co-operate and work in teams. Students will learn drama games which helps them to build their confidence, increase their focus and concentration. Students learn the skill of mime, creating radio plays, melodrama, improvisation and indigenous theatre. They will learn how to reflect on their own development and the development of others.

What types of things will I do?

Students: -will work with others and individually in warm up games and activities. -will watch examples of the skills on videos, youtube, etc. -will create and perform a mime performance which is called "The Great Bubblegum Crisis." -Learn about Melodrama and create a superhero performance -Use costumes, props and sound -Learn to improvise by making drama up on the "spot" -Explore indigenous theatre.

What can this lead to?

Any career that requires critical and creative thinking.

- community art practice
- education – drama teacher
- event, festival and production management
- arts administration and curation
- dance and drama therapies
- stage management
- youth dance and theatre

Possible Pathway

Year 9 and 10 Drama

VCE Theatre Studies

Unit 1, Unit 2, Unit 3 and Unit 4

Why choose this subject?

Drama is like no other subject. You get to move around the space, be creative, loud and use your own life experiences to create amazing performance pieces. You are able to build your confidence by performing in front of your class mates and work on your team building skills that is crucial for whatever work place you end up in.

YEAR 7 HEALTH & PHYSICAL EDUCATION

What's it all about?

This subject allows students to participate in a variety of sporting activities with the aim of promoting enjoyment of physical activity, developing a knowledge and understanding of these sports and activities, fair play and improving health and fitness.

What will I learn?

- Concepts of health and wellbeing including: healthy lifestyle choices, sun and water safety, the human body, alcohol and nutrition
- Individual practical and participation skills
- Bats and Racquets Sports

What types of things will I do?

Pathway: Year 8 Health and PE

Year 7 Subject	Term	Topics covered	CAT'S
7 H P E	Term 1	Summer Hazards <ul style="list-style-type: none"> ● Sun Smart ● Water Safety ● First Aid 	1. Practical Participation (S1) <i>(Individual Skills – Swimming & Athletics)</i>
	Term 2	Human Body <ul style="list-style-type: none"> ● Skeletal System ● Muscular System ● Respiratory System ● Digestive System ● Cardiovascular System ● Reproductive System 	
	Term 3	Alcohol, Vaping & Smoking <ul style="list-style-type: none"> ● Effects ● Critics' Choice ● School Health & Alcohol Harm Project Booklet 	1. Alcohol Board Game (S2)
	Term 4	Nutrition <ul style="list-style-type: none"> ● What is Nutrition ● AGTHE ● Food Groups ● Nutrients ● XO Learning Task ● Food Labels 	2. Practical Participation (S2) <i>(Bats & Racquets)</i>

YEAR 7 SCIENCE

In Science, students develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its applications in our lives. At Year 7, the focus is on introducing students to working in a science laboratory, carrying out experiments and reporting on findings. Students learn how to describe natural phenomena through a scientific lens and investigate the role of science in our daily lives.

Topics Include:

- Being a scientist
- Solids, liquids and gases
- Mixtures
- Earth's resources
- Sound and senses
- Habitats
- Classification
- Forces
- Machines
- Earth in space



YEAR 7 INTEGRATED TECHNOLOGY

What's it all about?

Technology Studies in Year 7 is an integrated course that enables students to explore various materials to produce models from wood and other materials. They also develop skills in creating and communicating ideas and solving complex and varied problems.

What types of things will I do?

- Investigate social and environmental impacts of using particular materials in products.
- Develop and implement design ideas to make practical tasks.
- Use various equipment and processes to construct these projects

What will I learn?

- 3D Drawing and sketching
- Different joining methods of materials
- Construction and assembly techniques of different materials.

Possible Pathway:

- Year 8 Integrated Technology.

YEAR 7 FOOD TECHNOLOGY

What's it all about?

Students' knowledge of food is enhanced through making food from a variety of cultures. Influences on food habits and evaluation using the Australian Guide to Healthy Eating is addressed. Students will build on their food preparation and processing skills and undertake design briefs to create and cook food items that meet with specific needs and audiences

What will I learn?

- Food safety and hygiene
- Understanding recipes
- Food preparation and processing skills
- Food influences from a variety of cultures
- The design process (design briefs)

What types of things will I do?

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

What can this lead to?

Chef, Food Management, Catering enterprises, Restaurant enterprises, Research scientist (life sciences), Laboratory technician, Food Technologist and Developer, Health and Safety Industry, Nutritionist, Health and Development Professions, Food Designer and Product Development,

Possible Pathway

- Year 9 Cakes and Pastries
- Year 9 Catering
- Year 10 MasterChef
- Year 10 Food Glorious Food
- Year 11&12 VCE Food
- SIT20421 Cert II in Cookery

YEAR 7 LANGUAGES – AROUND THE WORLD

What's it all about?

Students' knowledge and understanding of the world around them is explored in this subject. Indonesian is studied first and introduces students to the basic culture and language of our nearest neighbour. As well as learning how to talk about themselves and ask questions of others, students will gain an understanding of some of the similarities between Indonesians and Australians through interactive and fun activities. Students then study Europe with a focus on Germany and France.

What will I learn?

- Greetings and introductions
- Geography of Indonesia
- Numbers, colours
- How other countries cultures and histories impact ourselves.

Possible Pathway

- Year 8 Around the World
- Year 9&10 Indonesian

YEAR 7 STEAM

What's it all about?

This subject aims to engage students in STEAM (Science, Technology, Engineering, Arts and Mathematics) as it exists in everyday life – combined. STEAM involves integrating and applying knowledge of math and science in order to create technologies and solutions for real-world problems, using an engineering design approach. Through participation in STEAM lessons students develop their ability to identify and solve problems, think creatively and innovatively and collaborate productively with others.

What will I learn?

Design & Technology Skills

- Technologies and society – factors that influence design solutions
- Creating design solutions – investigating, generating, evaluating and planning and managing skills

Critical and Creative Thinking Skills

- Question and possibilities – synthesise information from multiple sources and use lateral thinking techniques
- Reasoning – examine criteria and how criteria are used in clarifying ideas
- Met-Cognition – consider a range of strategies to represent ideas and explain and justify thinking processes. Consider problem-solving and criteria used to assess ideas and solutions

What types of things will I do?

Critical and creative thinking challenges such as STEM IMPROV, traditional fish and eel traps, cup towers. Developing your knowledge of STEAM in our everyday lives. Exploring STEAM careers. Team tasks. Tasks using the design process for example Australian inventions project and roller coasters.

What can this lead to?

Criminologist, Farmer, Engineer, Football Coach, Researcher, Online Content Producer, Healthcare Technical Officer, IT consultant, Teacher, Accountant.

Possible Pathway

- Year 8: STEAM
- Year 9: Advance Science – The Art of Science, Mathematics, Design and Creative Practice, Media, Fabulous Technology, Furniture Design and Construction
- Year 10: Science B – Big Ideas in Science, Mathematics, Design and Creative Practice, Media, Fabulous Furniture, VET – 22470VIC Cert II in Engineering, VET – 22614VIC Cert II in Building and Construction

YEAR 8

Year 8 is a time of transition and change. This is a critical period for young people as it is an important phase of learning. Swan Hill College is sensitive to these needs and has implemented, in conjunction with our feeder primary schools, innovative programs from Years 5 to 8. All students are assessed throughout the semester via Common Assessment Tasks (CATs) . Maths also has a fortnightly individualised test process.

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The College aims to provide students with:

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- Curriculum that is engaging and delivered through a variety of approaches including integrated themes, table teams, negotiated tasks and independent learning,
- A focus on developing problem solving and thinking processes,
- Skill development for adolescence,
- Leadership programs;
- Access to a wide range of computer and other technological learning aids.

YEAR 8 ENGLISH

What's it all about?

English in Year 8 offers students a range of opportunities to develop their reading, writing and critical thinking skills. Students are encouraged to speak and listen in a variety of situations, to express their opinions and communicate information clearly. They also read and study a variety of texts, including novels, short stories, poetry, films and the media, and respond to them both orally and in writing. Skills necessary for accurate and fluent writing are focused on, with planning and drafting emphasised, while computer technologies are used to enhance learning.

What will I learn?

Reading and Viewing

- Students will read a range of text types and view films that they can then respond to in a range of ways.

Speaking and Listening

- Students will develop their speaking and listening skills through classroom conversations, debates and oral presentations.

Writing

- Students will have a wide range of opportunities to explore writing – creatively, analytically and informatively.

What types of things will I do?

Have class debates, create your own stories, word puzzles, crafting ideas.

What can this lead to?

Journalist or Other Writer, Teacher, Tour Guide, Police Officer, Store Manager, Anthropologist, and just about any other job you can think of!

Possible Pathway

Year 9 English	Year 9 Power of the Pen
Year 10 English	Year 10 So You Think You Can Write
Year 11 English	Year 11 Literature
Year 12 English	Year 12 Literature

Why choose this subject?

English provides you with the words, knowledge and thinking that helps you succeed in anything else you want to do in life.

YEAR 8 HUMANITIES

What's it all about?

This subject includes the study of History, Civics and Citizenship, Geography and Economics presented as integrated units of work. Students are encouraged to develop and use research strategies to complete assessments.

• Areas Studied:

- Asia Pacific studies
- Vikings, Medieval and Polynesian Society
- Production practices, employment and the Chinese economy
- Law, leadership and levels of government

What will I learn?

- Collect, record, interpret and analyse different types of data.
- Understanding different factors affecting place and liveability.
- Learn about different landscapes and their distinctive landform features.
- Know about earliest human communities and to explain patterns of change and continuity over time.

What types of things will I do?

- Exploring about other countries and getting to know about them.
- Researching about different types of geographical and economical aspects relating to life.
- Presentations
- Cartography
- Exploring solutions for different issues relating to sustainability in the current world

What can this lead to?

- Explorer
- Researcher
- Archeologist
- Economist
- Historian
- Journalist

Possible Pathway

- Year 9 History
- Year 9 Business, Finance and Legal Studies
- Year 9 The Making of the Modern World, Geography
- Year 10 Legal Studies, Accounting, The Modern World and Australia and Politics

Why choose this subject?

Humanities covers a wide variety of subject fields and you can choose any of the relating topics to study further and this subject allows you to research and find about amazing things that exist in the world.

YEAR 8 MATHEMATICS

What's it all about?

In Years 7 and 8, the focus in mathematics is on building a solid foundation of mathematics skills and understanding. On a two-week cycle, students complete individualised Maths Pathway modules, with targeted Mini Lessons delivered by teachers to promote mastery learning of concepts. Whole class Rich Tasks and Problem-Solving Tasks are aimed at developing students' mathematical reasoning and fluency.

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In addition, students in Years 7 and 8 participate in the Scaffolding Literacy in the Middle Years (SNMY) or "Sunshine Maths" program for one period per week, which aims to build each individual student's skills in shifting their additive thinking to multiplicative thinking.

Areas Studied:

- Number and Algebra
- Measurement and Geometry
- Statistics and Probability

What types of things will I do?

	Period 1	Period 2	Period 3	Period 4	Period 5
Week 1	Rich Task (1-2 periods)		Modules Mini Lessons	Modules Mini Lessons	SNMY Program
Week 2	Problem-Solving Task	Modules Mini Lessons	Modules Mini Lessons	Test Goal Setting	SNMY Program

YEAR 8 VISUAL ARTS

What's it all about?

In Levels 7 and 8, students make and respond to visual artworks. They design and create visual expressions of selected themes and concepts through a variety of visual arts forms and styles. Students develop an informed opinion about artworks based on their research of current and past artists. They examine their own culture and develop a deeper understanding of their practices as an artist.

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Students extend their understanding of safe visual arts practices and choose to use sustainable materials, techniques and technologies.

What types of things will I do?

- Graphics
- Painting
- Sketching
- Sculpture/photography
- Digital Art
- Printmaking

What will I learn?

This subject is designed to allow students to experience and develop skills, ideas and knowledge in a variety of Art, Design and Media learning activities.

YEAR 8 PERFORMING ARTS-

MUSIC

What's it all about?

In year 8, students are introduced to the area of Music. A basic understanding of music theory is covered and students are provided with opportunities for both performance and music composition. Music learning combines listening, performing and composing activities. These activities, developed sequentially, enhance students' capacity to perceive, appreciate and understand music.

What will I learn?

Students will study the elements of music through the learning experiences of performance, composition, musicology and aural within the context of a range of styles, periods and genres.

What types of things will I do?

Students sing, play, create, document (notate/record) and perform music in a range of styles and using a range of performing media. These include:

- Performing activities such as bucket drumming, ukulele, keyboard and guitar
- Practical assessments
- Individual performance
- Ensemble performance
- Listening tasks
- Composition

What can this lead to?

Careers in music are many and varied and include:

Musician, Music librarian, Publisher, Music therapist, Movie composer, Video Game Composer, Music teacher (pre-school to tertiary), Music journalist, Instrument maker, Instrument technician-tuner, Instrument repairer, Song writer, Performer, Sound engineer, Theatre technician.

Possible Pathway

- Year 9 Elective Music
- Year 10 Elective Music
- VCE Units 1-4: Music

Extra-curricular:

Opportunities for participation in School Productions/Musicals in a number of performing and/or backstage roles

YEAR 8 HEALTH & PHYSICAL EDUCATION

What's it all about?

This subject allows students to participate in a variety of sporting activities with the aim of promoting enjoyment of physical activity, developing a knowledge and understanding of these sports and activities, fair play and improving health and fitness.

What will I learn?

- Concepts of health and wellbeing including: healthy lifestyle choices, resilience, mental health & wellbeing, the human body, sexuality education, alcohol and nutrition
- Individual practical and participation skills
- Bats and Racquets Sports
- Individual and Team sport

Possible Pathway:

- 9 Health & Physical Education
- 9 Rec Ed
- 9 Sport Science

What types of things will I do?

Year 8 Subject	Term	Topics covered	CAT'S
8 H P E	Term 1	Lifestyle <ul style="list-style-type: none"> • Goal Setting & Vision Board • What is Health & Wellbeing • Resilience • Mental Health & Wellbeing 	1. Practical Participation (S1) <i>(Individual Skills – Swimming & Athletics)</i> 2. The Human Body (S1) <i>(Test)</i>
	Term 2	Human Body <ul style="list-style-type: none"> • Overview of Musculoskeletal & Cardiorespiratory Systems • Sexuality Education: puberty & changes, conception, contraception, consent, media, LGBTQI+ 	3. Practical Participation (S1) <i>(Team Sports)</i>
	Term 3	Drugs & Decision Making <ul style="list-style-type: none"> • Alcohol • Drugs • Decision Making/Scenarios 	1. Alcohol & Drugs (S2) <i>(Test)</i> 2. Nutrition – That Sugar Film (S2) <i>(Project)</i>
	Term 4	Nutrition <ul style="list-style-type: none"> • Micro & Macro Nutrients • Food Labelling • That Sugar Film 	3. Practical Participation (S2) <i>(Bats & Racquets)</i>

YEAR 8 SCIENCE

What's it all about?

In Science, students develop an understanding of important scientific concepts and processes, the practices used to develop scientific knowledge, the contribution of science to our culture and society, and its application in our lives. The focus is on building upon areas introduced at Year 7, further developing laboratory, research and analytical skills. Students learn how to explain natural phenomena using scientific understanding and extend their understanding of scientific theories and ideas.

What will I learn?

- Sound and Light
- Energy
- Atoms, Elements and Chemical Change
- Cells
- Body Systems
- Geology

What types of things will I do?

Design experiments, conduct experiments, write scientific reports, present and analyze data, use microscopes, perform dissections and construct models.

What can this lead to?

Farmer, zoo keeper, winery worker, dispensary technician, chemical plant operator, park ranger, environmental field officer, sound technician and petroleum plant operator.

Possible Pathway

- Year 9 Core Science
- Year 9 The Art of Science.

YEAR 8 INTEGRATED TECHNOLOGY

What's it all about?

Technology Studies in Year 8 is an integrated course that enables students to explore various materials to produce models from wood and other materials. They also develop skills in creating and communicating ideas and solving complex and varied problems.

What types of things will I do?

- Investigate social and environmental impacts of using particular materials in products.
- Develop and implement design ideas to make practical tasks.
- Use various equipment and processes to construct these projects

What will I learn?

- 3D Drawing and sketching
- Different joining methods of materials
- Construction and assembly techniques of different materials.

Possible Pathway:

- Year 9 Automotive
- Year 9 Furniture
- Year 9 Metals
- Year 9 Glam Tech

YEAR 8 FOOD TECHNOLOGY

What's it all about?

Students' knowledge of food is enhanced through making food from a variety of cultures. Influences on food habits and evaluation using the Australian Guide to Healthy Eating is addressed. Students will build on their food preparation and processing skills and undertake design briefs to create and cook food items that meet with specific needs and audiences.

What will I learn?

- Food safety and hygiene
- Understanding recipes
- Food preparation and processing skills
- Food influences from a variety of cultures
- The design process (design briefs)

What types of things will I do?

Practical work is integral to Food Studies and includes cooking, demonstrations, creating and responding to design briefs, dietary analysis, food sampling and taste-testing, sensory analysis, product analysis and scientific experiments.

What can this lead to?

Chef, Food Management, Catering enterprises, Restaurant enterprises, Research scientist (life sciences), Laboratory technician, Food Technologist and Developer, Health and Safety Industry, Nutritionist, Health and Development Professions, Food Designer and Product Development,

Possible Pathway

- Year 9 Cakes and Pastries Year 9
- Catering
- Year 10 MasterChef
- Year 10 Food Glorious Food Year
- 11&12 VCE Food
- SIT20421 Cert II in Cookery

YEAR 8 AROUND THE WORLD

What's it all about?

Students' knowledge and understanding of the world around them is explored in this subject. Indonesian is studied first and introduces students to the basic culture and language of our nearest neighbour. As well as learning how to talk about themselves and ask questions of others, students will gain an understanding of some of the similarities between Indonesians and Australians through interactive and fun activities. Students then study Europe with a focus on Germany and France.

What will I learn?

- Greetings and introductions
- Geography of Indonesia
- Numbers, colours
- How other countries cultures and histories impact ourselves.

Possible Pathway

- Year 9 The making of the modern world,
- Year 9 Business, Finance & The Law
- Year 9 Geography
- Year 10 The Modern World and Australia
- Year 10 Accounting
- Year 10 Legal Studies
- Year 10 Politics
- VCE History Units 1-4
- VCE Accounting Units 1 - 4
- VCE Legal Studies Units 1 - 4
- VCE Business Units 1 - 4

YEAR 8 STEAM

What's it all about?

This subject aims to engage students in STEAM (Science, Technology, Engineering, Arts and Mathematics) as it exists in everyday life – combined. STEAM involves integrating and applying knowledge of math and science in order to create technologies and solutions for real-world problems, using an engineering design approach. Through participation in STEAM lessons students develop their ability to identify and solve problems, think creatively and innovatively and collaborate productively with others.

In the Year 8 STEAM course students continue the exploration of the design process by undertaking interest-based projects that are based on real-life problems that are solved by the use of skills taken from the fields of Science, Technology, Engineering, Arts and Mathematics. Students use their critical and creative thinking skills to research, brainstorm, design and build solutions and critically evaluate the interest-based problems and solutions. Students additionally develop their confidence in using digital technology while communicating their designs, building, testing, and evaluating their solutions.

What will I learn?

Design & Technology Skills

- Technologies and society – factors that influence design solutions
- Creating design solutions – investigating, generating, evaluating and planning and managing skills

Critical and Creative Thinking Skills

- Question and possibilities – synthesise information from multiple sources and use lateral thinking techniques
- Reasoning – examine criteria and how criteria are used in clarifying ideas
- Met-Cognition – consider a range of strategies to represent ideas and explain and justify thinking processes. Consider problem-solving and criteria used to assess ideas and solutions

What types of things will I do?

Critical and creative thinking tasks such as STEM IMPROV, creating a moveable hand. Team tasks. Developing researching skills. Tasks using the design process for example solving a local problem challenge and a passion project. Using digital technology to assist in developing solutions.

What can this lead to?

Criminologist, Farmer, Engineer, Football Coach, Researcher, Online Content Producer, Healthcare Technical Officer, IT consultant, Teacher, Accountant.

Possible Pathway

- Year 9: Advanced Science – The Art of Science, Mathematics, Design and Creative Practice
Media, Fabulous Technology, Furniture Design and Construction
- Year 10: Science B – Big Ideas in Science, Mathematics, Design and Creative Practice,
Media, Fabulous Furniture, VET – 22470VIC Cert II in Engineering, VET – 22614VIC Cert II in
Building and Construction

YEAR 9

In Year 9 we value students being able to realise their potential by promoting an ongoing commitment to learning. We have in place a structure that provides a responsive curriculum that challenges and motivates. Our goal is to provide a flexible approach to curriculum delivery with opportunities for negotiated content and student centered work programs. There is emphasis on practical and experiential learning while incorporating continued academic skill development. Each subject is assessed throughout the semester via assessment tasks.

Subject Selection Criteria

Students will:

- Study English, Mathematics and Science for the year.
- While students will study English, English electives are available to those seeking support or opportunities to enhance skills further.
- Study one semester of Physical Education.
- Study one semester of The Making of the Modern World (History).
- Choose four subjects from the selection of semester length electives.
- Consider the suggested learning pathways when selecting subjects.

Year 9 Curriculum Model					
Compulsory Subjects					Elective Subjects
Year 9 Semester 1	English	General Mathematics or Maths Methods	Science	One Physical Education subject in one semester	Select 4 semester length subjects
Year 9 Semester 2	English	General Mathematics or Maths Methods	Science	and The Making of the Modern World in one semester	

PATHWAYS PLANNING TOOL YEAR 9

Pathways planning is an ongoing process that aims to give students a range of opportunities as they progress through school. Student choices for Year 9 should aim to give them experiences of interest to help them to enjoy school, but also have enough variety that it does not limit opportunities in later year levels. Students at this stage may not yet have career goals in mind, and goals they have may change with experiences they have over coming years.

Compulsory Subjects

- English (full year)
- Mathematics (full year)
- Science (full year)
- The Making of the Modern World (semester)

Select one PE subject (semester)

--

Electives

1.
2.
3.
4.

Reserves

1.
2.

Pathways Planning Tool for Year 9

Please use the Planning Tool document at the start of the Year 9 section to assist in making decisions about future pathways.

YEAR 9 SUBJECTS

ENGLISH

Compulsory

- English

Electives

- Power of the Pen

MATHEMATICS

Compulsory

- General Mathematics

OR

- Maths Methods

ARTS

- Creative Practice and Design
- Media
- Drama

HEALTH AND PHYSICAL EDUCATION

- Sport Science
- Health & Physical Education
- Rec Ed

SCIENCE

Compulsory

- Science

Electives

- The Art of Science

HUMANITIES

Compulsory

- The Making of the Modern World

Electives

- Business, Finance and Legal Studies
- Geography
- Pathway Passion

TECHNOLOGY

- Automotive
- Furniture Design and Construction
- Glam Tech
- Metals and Manufacturing
- Cakes and Pastries
- Catering

YEAR 9 ENGLISH

What's it all about?

English in Year 9 is about developing you into confident writers, readers, listeners and speakers. English is a compulsory subject as it includes vital skills to prepare you for the world as you grow. Throughout the year, students will study a number of themes. Through the study of these themes students gain a critical awareness of how language can be manipulated to suit a variety of purposes, audiences and situations.

What will I learn?

The study of a variety of texts: novels, short stories, digital literacy (blogs/websites), and film are core elements of the course. They learn how language works and how to use it effectively in preparation for Senior studies, and for active and effective participation in the wider community. Key units of learning include; text structure and organisation, expressing and developing ideas, creating literature and interacting with others.

Areas Studied:

- Study of newspapers and issues
- Oral Presentations
- Study of texts, such as novels, short stories, narratives, digital literacy (blogs/websites) and film.
- Writing for specific purposes and audiences, such as persuasive and informative pieces, analytical and comparative essays, and blogs.
- Read and explore different text types.

What types of things will I do?

- Watch films!
- Find new books to read.
- Debate with your peers.
- Create blogs/posters.
- Perform speeches!
- Learn how to develop and express your ideas.

What can this lead to?

Possible pathways if you love English include;

- Journalism
- Writing professionally
- Social media manager
- Speech writer
- Communications specialist

Possible Pathway

English and Literature in VCE.

Why choose this subject?

It is important to be able to read and understand forms, be able to communicate with your workmates or clients, be able to write a letter – these are just some examples of what English prepares you for.

YEAR 9 POWER OF THE PEN

What's it all about?

People are often compelled to put pen to paper. Power of the Pen is designed to extend students' writing skills through creative and personal writing. Students will be given opportunities to explore ways to develop pieces in a variety of forms such as short stories, narratives, magazine and newspaper articles, and poetry. The amazing richness of the English language is the focus.

What will I learn?

- Review and edit own and others' texts to improve clarity and control over content, organisation, paragraphing, sentence structure and vocabulary
- Experiment with the ways that language features, image and sound can be adapted in literary texts
- Analyse text structures and language features of literary texts, and make relevant comparisons with other texts

What types of things will I do?

Students will learn how to write from the planning process through to the final copy. By focusing on a range of short sample texts students gain greater awareness of how language can be manipulated to suit a variety of purposes, audiences and situations. The infamous SHC writing competition, "Master Writer" provides a fun way to develop skills in a supportive (but always competitive) environment. There are opportunities to enter state- and nationwide writing competitions as well.

What can this lead to?

Journalist, professional writer (fiction and non-fiction), poet, communications officer, biographer, editor, copywriter

Possible Pathway

- Year 10: So You Think You Can Write?
- VCE: Literature and English

Why choose this subject?

Power of the Pen students are keen, creative communicators with strong voices. You should join this subject if you are enthusiastic about telling tall tales, wrestling with word choices and proving your point. By the end of the semester you will have a great folio of your own writing and a better understanding of language.

YEAR 9 GENERAL MATHEMATICS

What's it all about?

In Year 9, the focus in Mathematics is to build upon mathematical ideas, knowledge, and skills that students will draw on in their personal and work lives. General Mathematics is primarily targeted at students intending to undertake Foundation Maths or General Maths at VCE level.

On a two-week cycle, students complete individualised Maths Pathway modules, with targeted Mini Lessons delivered by teachers to promote mastery learning of concepts. Whole class Rich Tasks and Problem-Solving Tasks are aimed at developing students' mathematical reasoning and fluency.

Students receive feedback on their learning by completing a Maths Pathway test every two weeks, based on the work they have completed in class. They also undertake several extended tasks per semester, which assess focus topics across number, algebra, geometry, chance, statistics and data.

	Period 1	Period 2	Period 3	Period 4	Period 5
Week 1	Rich Task		Modules Mini Lessons	Modules Mini Lessons	Modules Mini Lessons
Week 2	Problem Solving Task	Modules Mini Lessons	Modules Mini Lessons	Modules Mini Lessons	Test Goal Setting

What will I learn?

Semester 1 Units	Semester 2 Units
Number and Algebra <ul style="list-style-type: none"> Fractions, decimals, percentages Indices Expanding and factorizing Linear Relations 	Networks <ul style="list-style-type: none"> Type of networks
Financial Mathematics <ul style="list-style-type: none"> Percentages of amounts Simple Interest 	Probability <ul style="list-style-type: none"> Probability of events With and without replacement
Statistics <ul style="list-style-type: none"> Mean, median, mode Various graph types Analyzing data 	Measurement <ul style="list-style-type: none"> Perimeter Area Surface Area Volume Geometry

What types of things will I do?

You will build upon your mathematical skills to be able to solve problems across a variety of concepts. Throughout lessons you will be required to problem solve, apply calculations, follow procedures and reflect on, or analyse your work.

Possible Pathway:

Year 10 Everyday Maths, Year 10 General Maths, Year 10 Mathematical Methods.

What can this lead to?

Builder, teacher, nurse, doctor, veterinarian, mechanic, electrician, plumber, farmer, accountant, hospitality worker, small business owner, travel agent, bookkeeper, logistic manager, loan officer.

Mathematics is essential for the workplace and so whilst all occupations are not listed here, you can bet that if you want to be an effective worker – you'll need a solid mathematics background.

YEAR 9 MATHEMATICAL METHODS

This subject aims to further extend students' mathematical knowledge and skills that they will draw on in more advanced mathematics study. It is primarily targeted at students intending to undertake Math Methods or Specialist Maths at VCE level. Students follow the same sequence of topics as Year 9 General Mathematics, however they examine these in greater depth, particularly focusing on algebra, functions and graphing to prepare them for later, more advanced topics.

On a two-week cycle, students complete individualised Maths Pathway modules, with targeted Mini Lessons delivered by teachers to promote mastery learning of concepts. Whole class Rich Tasks and Problem-Solving Tasks are aimed at developing students' mathematical reasoning and fluency.

Students receive feedback on their learning by completing a Maths Pathway test every two weeks, based on the work they have completed in class. They also undertake several extended tasks per semester, which assess focus topics across number, algebra, geometry, chance, statistics and data.

For Further Advice: Hope Henley or James Hinton

	Period 1	Period 2	Period 3	Period 4	Period 5
Week 1	Rich Task		Modules Mini Lessons	Modules Mini Lessons	Modules Mini Lessons
Week 2	Problem Solving Task	Modules Mini Lessons	Modules Mini Lessons	Modules Mini Lessons	Test Goal Setting

YEAR 9 ART: CREATIVE PRACTICE AND DESIGN

What's it all about?

This course is designed to develop students' skills in drawing, painting, printmaking, 3D modelling and digital Art. Students will develop skills in exploring and responding to a variety of art works and practices. Students will partake in planning and carrying out exhibitions of their work.

What will I learn?

- Painting: acrylic, water colour
- Drawing: pencil, pastel, ink and charcoal
- Printing: dry-point etching
- Digital Art/Photography
- Sculpture/Ceramics
- Appreciation of selected artwork and art movements
- Research study of two artists and their working methods
 - *Special requirements: A3 visual diary*

What types of things will I do?

Students build on their established art and design skills from previous years and will be introduced to using a range of visual techniques, technologies, practices and processes to transform their ideas into finished artworks. There are opportunities for gallery visits, visiting artists as guest speakers to the classroom, display of your own work in an exhibition and to become involved in community art projects.

What can this lead to?

Career Paths: Designer (Communications, Graphic, Art, Game, Advertising, FX, Web, Fashion, Interior, Multimedia, Industrial, Product etc), Marketing, Project Manager (Research and Development), Animation, Journalism, Art Industry (Public/Private Curator, Director, Conservator), Architect, Arts and Community Administration.

Possible Pathway

- 10 Art Creative Practice and Design
- VCE 11 Unit 1 & 2 Art: Creative Practice and Design
- VCE 12 Unit 3 & 4 Art: Creative Practice and Design
- VCE Units 1 & 2 Media.

Why choose this subject?

This is a hands-on, creative and interactive class. You get to work on and choose if traditional or digital art is your thing or a mix of both. Studying art and design will develop your communication and give you a sense of achievement in thinking outside the square.

YEAR 9 MEDIA

What's it all about?

This study focuses on the exploration of media production processes and the use of hardware and software to create and edit media products in different forms. Students will learn key concepts of photography, audio, page layout and film production. Students will gain a good working knowledge of Adobe editing software for each of the different mediums.

What will I learn?

- Codes and conventions
- Different genres in media forms
- Five phases of production
- Use of hardware and software for media forms
- History of media

What types of things will I do?

You will take different types of photographs and learn how to edit them to appeal more to your audiences.

You will discover how to record audio and edit it together to make soundscapes

You will work in groups to make movies

What can this lead to?

- Influencer
- Tic Toker
- Social media guru
- An array of specialised jobs in the media production industries.
- Game Design

Possible Pathway

- VCE Media
- VCE Art creative practice and design

Why choose this subject?

I am passionate about students learning the skills that will help them take control of their media experiences and become active creators with quality content rather than passive scrollers.

YEAR 9 DRAMA

What's it all about?

In Drama students develop more sophisticated approaches to making and responding to drama independently, in small groups, and with their teachers and communities. They continue to explore drama as an art form through improvisation, scripted drama, rehearsal and performance.

What will I learn?

- ·Improvise with the elements of drama and narrative structure to develop ideas
- ·Analyse a range of drama from contemporary and past times
- ·Evaluate how the elements of drama convey meaning
- ·Perform devised and scripted drama
- ·Practise and refine the expressive capacity of voice and movement
- ·Structure drama to engage an audience
- ·Use stage production areas

What types of things will I do?

- ·Participate in group and individual warm-up activities
- ·Participate in drama workshops to build skills, confidence and team
- ·Research various theatre styles
- ·Create small group performances to perform for their class, assemblies and other year levels
- ·Performances could range from: comedy, indigenous culture, themes from student's own experiences
- ·Explore how to use costumes, sound, props, set, lighting to enhance a scenes and meaning

What can this lead to?

Community art practice, education – drama teacher, event, festival and production management, arts administration and curation, dance and drama therapies, stage management youth dance and theatre

Possible Pathway:

- Year 10 Drama
- VCE Theatre Studies Unit 1&2
- VCE Theatre Studies Unit 3&4

Why choose this subject?

Drama is like no other subject. You get to move around the space mostly in the Hall, be creative, a little crazy and loud. You will get to use your own life experiences to create amazing performance pieces. Also, you will be able to build your confidence by performing in front of your class mates and other year levels. You work on your team building skills that is crucial for whatever work place you end up in. Finally, by this level you get more choices.

YEAR 9 SPORT SCIENCE

What's it all about?

This subject is intended to provide a lead into Year 10 Advanced Sport Science, and give a snapshot of VCE Physical Education, with an emphasis on Unit 1 & 2.

Year 9 Subject	Topics covered	CAPS
Year 9 Sport Science	<ul style="list-style-type: none"> Musculoskeletal Systems Physiological responses to exercise Energy for exercise Athlete Development Program (ADP) 	<ol style="list-style-type: none"> Musculoskeletal Systems (Test) Energy Systems (Case Study) Practical Participation (Team Sports)

What will I learn?

Students will learn about the human body through exercise, as well as how the body responds to differing levels of intensities. Students will also be exposed to an entry-level Athlete Development Program, where they will participate in 2 practical sessions per week, utilising local fitness facilities as well as undertaking specific fitness testing.

What types of things will I do?

- Visit local gyms (Voyage Fitness, Leisure Centre, Specialised Fitness)
- Use on site resources, as well as Scooters and Bikes

Possible Pathway

Year	Course offered (Semester Based)
<ul style="list-style-type: none"> Year 10 	<ul style="list-style-type: none"> 10 Health & Physical Education 10 Advanced Sport Science 10 Health & Human Development
<ul style="list-style-type: none"> VCE 	<ul style="list-style-type: none"> Physical Education (Units 1-4) Health & Human Development (Units 1-4)
<ul style="list-style-type: none"> VET 	<ul style="list-style-type: none"> Sport & Recreation (Years 1-2)

Why choose this subject? Semester Based Subject, Pathway to 10 Advanced Sport Science, Potential to do VCE PE

YEAR 9 HEALTH & PHYSICAL EDUCATION

What's it all about?

This subject is a continuation from Year 8 PE and is Semester-Based. It is a typical PE subject with a balance of practical and theory lessons, where we explore health and wellbeing physically, mentally, socially and emotionally. Practical lessons focus on continuing to develop skill level, while promoting and maintaining regular participation in physical activity.

What will I learn?

Year 9 Subject	Topics covered	CAT'S
9 H P E	Identity <ul style="list-style-type: none"> • Body Image • Ethics & Morality • Cultural (sport/activity) Respectful Relationships <ul style="list-style-type: none"> • Respectful Relationships • Conflict Resolution • Communication First Aid <ul style="list-style-type: none"> • Basic Life Survival Skills 	1. Identity & Relationships (Test) 2. First Aid (Practical & Test) 3. Practical Participation

What types of things will I do?

- Visits to local community facilities including Leisure Centre Gym, Swimming Pool, Voyage Fitness, Local Parks, on site facilities
- Student Lead – this subject ensures students have a choice in the types of activities and sports they wish to participate in

Possible Pathways

Year	Course offered (Semester Based)
<ul style="list-style-type: none"> • Year 10 	<ul style="list-style-type: none"> • 10 Health & Physical Education • 10 Advanced Sport Science • 10 Health & Human Development
<ul style="list-style-type: none"> • VCE 	<ul style="list-style-type: none"> • Physical Education (Units 1-4) • Health & Human Development (Units 1-4)
<ul style="list-style-type: none"> • VET 	<ul style="list-style-type: none"> • Sport & Recreation (Years 1-2)

Why choose this subject? Semester Based Subject Student lead – in terms of choice around practical activities, leads into Year 10 subjects, three on offer or to fast track into VCE/VET Subjects

YEAR 9 REC ED

What's it all about?

Year 9 Rec Ed is intended to provide a lead into SIS30122 Cert III in Sport & Recreation. It has a large focus on planning and organization, and factors linked to participation in physical activity. Sports and activities undertaken are a combination of competitive and recreational activities, with the intention to prepare students to lead, as well as experience various types of activities and settings.

What will I learn?

Year 9 Subject	Topics covered	CAT'S
Year 9 Rec Ed	<ul style="list-style-type: none"> Physically active lifestyles Safety in sport Sports coaching Sport and the media 	<ol style="list-style-type: none"> 1. Physically Active Lifestyles (Project) 2. Sports Coaching (Group Project) 3. Practical Participation

What types of things will I do?

- Visits to local community facilities including Leisure Centre Gym, Swimming Pool, Voyage Fitness, Local Facilities & Parks, Mallee Physio on site facilities, Scooter & Bikes

Possible Pathway

Year	Course offered (Semester Based)
<ul style="list-style-type: none"> • Year 10 	<ul style="list-style-type: none"> • 10 Health & Physical Education • 10 Advanced Sport Science • 10 Health & Human Development
<ul style="list-style-type: none"> • VCE 	<ul style="list-style-type: none"> • Physical Education (Units 1-4) • Health & Human Development (Units 1-4)
<ul style="list-style-type: none"> • VET 	<ul style="list-style-type: none"> • Sport & Recreation (Years 1-2)

Why choose this subject?

Semester Based Subject, Pathway to SIS30122 Cert III in Sport, Aquatics & Recreation

YEAR 9 SCIENCE

What's it all about?

At Year 9, the focus in Science is on applying the scientific process to more deeply investigate phenomena and ideas. Students further develop laboratory, research and analytical skills, designing their own investigations to answer scientific questions.

What will I learn?

- Body Coordination
- Electricity and Magnetism
- Atoms, Radiation and Chemical Reactions
- Forensic Science
- Ecology
- Plate Tectonics

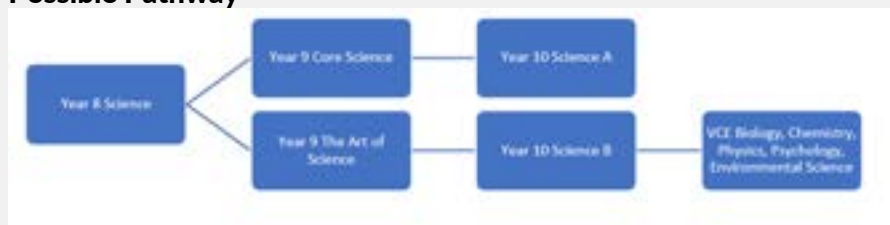
What types of things will I do?

Students learn how to apply scientific models of phenomena to explain the functioning of the real world and they examine the interplay between scientific understanding and society.

What can this lead to?

Studying science can lead to a wide range of careers, including Aerospace engineer, Agricultural engineer, Air Force officer, Air traffic controller, Architect, Army officer, Astronomer, Biomedical engineer, Cartographer, Civil engineer, Geographer, Geologist, Industrial engineer, Medical imaging technologist, Metallurgist, Meteorologist, Nanotechnologist, Navy officer, Pilot, Prosthetist/Orthotist Radiation therapist, Surveyor

Possible Pathway



Why choose this subject?

Year 9 Core Science is a prerequisite for the Year 9 Advanced Science elective. It provides a foundation for study of science in Year 10, VCE, and beyond.

YEAR 9 ADVANCED SCIENCE

– THE ART OF SCIENCE

Subject Description:

This is a semester long subject that introduces students to how people, patterns and technology have been used to illustrate the different ways in which science ideas are communicated. Through student designed investigations, research and group work, students extend their knowledge of the world of science.

Areas Studied:

- Science communication – Getting the message across
- Organic chemistry – The wonderful world of carbon
- Fuels – Recharging the body
- Periodic table trends and chemical reactions
- Electromagnetic radiation and electromagnets – Wi-Fi? Who, what and why!
- Conservation of energy

Subjects to do Next:

10 Science A, 10 Science B

YEAR 9 BUSINESS, FINANCE & LEGAL

What's it all about?

This subject will introduce students to the basic fundamentals of the areas of Business, Finance/Accounting and Legal Studies.

What will I learn?

- The Australian Economy and our impact
- Economic issues and Australia's place in the global economy
- Business characteristics, innovations and ethics
- The changing world of the work environment
- Business, money and you
- Strategies to manage financial risk and maximise financial rewards
- Government, democracy and the citizen
- The Australian court hierarchy, jurisdictions and our law-making process
- Civil and Criminal Law

What types of things will I do?

As part of this subject, students will complete a project where they outline their own plan for a business, invest hypothetically in the share market and create an investment portfolio, and investigate a range of criminal and civil cases, in order to produce a case study analysis.

What can this lead to?

Sales Management, Operations management, Management, Accounting, Finance, Marketing management, Financial Analyst, Marketing, Management Consultant.

Possible Pathway

Selecting this subject will allow students to better understand whether they would be interested in completing Legal Studies or Accounting, in Year 10 or potentially Year 11. They will also gain insight as to whether Year 11 Business Management is a future subject of interest.

YEAR 9 GEOGRAPHY

What's it all about?

Geography is the study of the earth and how humans interact with it. It focuses on place, space and interconnection. We will be looking into the current state of the planet, how humans impact it and what the future could look like. The focus is to learn about the earth around us, how to be more sustainable in our interactions and solutions to protect the environment and people into the future. In order to understand Geography, we also need to understand our role as citizens and the politics and legal implications of environmental policy.

What will I learn?

- Topics we will cover in Geography include:
- Biomes and food security
- Environmental change and management
- Geographies of interconnections
- Geographies of human well-being
- Climate Change
- Local environments and plant identification and health
- Cultural connections to land and water

What will we do in this subject?

- Excursions in the field to survey plant species
- Research based projects
- Creating new policy ideas
- Oral presentations
- Writing letters to MP's
- Hands-on projects

Possible future careers;

Environmental manager, Ecologist, Government policy advisor, Environmental campaigner, Park Ranger, Environmental Lawyer, Zoologist, Botanist, Climate scientist, Eco tourism

Possible Pathway

Subjects that follow are Geography in Year 11 and 12. It also connects to Environmental Science, Legal Studies and Biology.

Why choose this subject?

If you care about the earth and the land and water around you. If you notice when your local environment is looking unhealthy and wonder why? If you are interested in plants and animals. If you want to protect our environment into the future so everyone can enjoy it. If you are worried about climate change. If you want to feel empowered, understand our earth and the solutions that we can undertake in order to protect it.

YEAR 9 THE MAKING OF THE MODERN WORLD

What's it all about?

Year 9 History looks at the emergence of the modern world from 1750 to 1918, and the changes this brought to the way people lived, worked and thought. It was an era of nationalism and imperialism. This time period included the Industrial Revolution, and the Colonisation of Australia which was part of the expansion of European power, the Federation of Australia and World War One.

What will I learn?

- Historical concepts and skills
- Historical Knowledge Depth Study 1 – Industrial Revolution (1750 – 1914)
- Historical Knowledge Depth Study 2 – Australia (1750 – 1918)
- Historical Knowledge Depth Study 3 – Australia at War: World War 1 (1914 – 1918)

What types of things will I do?

Read and interpret historical sources. Analyse media such as maps, cartoons, images. Class discussions and debates. Develop your researching skills. Apply the following historical concepts and skills to the historical knowledge – sequencing chronology, using historical sources as evidence, identifying continuity and change, analysing causes and effect and determining historical significance. Create an infographic, visual presentations and write an historical report.

What can this lead to?

Tourist Information Officer, Public Servant – State or Federal, Library Assistant, Archeologist, Museum Attendant, Museum Officer, Tour Guide, Law Clerk, Criminologist, Conservator.

Possible Pathway

- Year 10: Year 10 History – The Modern World and Australia
- Year 11: VCE Modern History Units 1 & 2
- Year 12: VCE History (Revolutions) Units 3 & 4

YEAR 9 PATHWAY PASSION

Why choose this subject?

If money wasn't a concern, what would your dream job be? Tinker, Tailor, Soldier, Spy? To help you answer this question come and explore the Wide World of Work that is just outside your door.

What's it all about?

On this journey we will look at what interests you, how you can build pathways and acquire employability skills, to investigate and manage your career pathway through school and beyond.

What will I learn?

- Getting job ready
- Who are you?
- Getting ready for work
- Resume
- Work ready skills
- Safe@work, OHS
- Interview skills
- Planning a pathway
- Managing your money

What types of things will I do?

You will build your key employability skills by:

- Visiting workplaces
- Meeting guest speakers
- Preparing for work experience
- Practice your interview skills for that first/second job
- Start planning for subject selection for next year.

What can this lead to?

Anywhere that you are interested in. If you don't know, we can help you make a plan.

Possible Pathway

Year	Course offered
<ul style="list-style-type: none">• Year 9• Year 10• VCE and beyond	<ul style="list-style-type: none">• Getting ready for work experience in Year 10• Getting ready for VET placements, SBATs and apprenticeships

YEAR 9 AUTOMOTIVE

Why choose this subject?

If you are looking at Automotive as a career, this class is a taster for the AUR20720 Cert II in Automotive Course.

What's it all about?

Students will develop an understanding how engines operate, 4 and 2 stroke systems. Students will learn how the fuel and ignition works. They will demonstrate their level of learning by rebuilding a small single cylinder engine whilst using correct tools and terminology.

Areas Studied:

What will I learn?

- Workshop safety
- Disassemble and assemble single cylinder engines
- Correctly clean all internal and external components
- Learn what affect engine wear has on engines and how to measure it
- Check and repair damage and check engine components

What types of things will I do?

- Hands on tasks including welding, fabricating and engine maintenance.
- Working in team environments.
- Theory of engine design and concepts.
-

What can this lead to?

Anyone interested in small and large mechanical industries.

Possible Pathway

AUR20720 Cert II in Automotive

YEAR 9 FURNITURE DESIGN AND CONSTRUCTION

What's it all about?

Students will be exposed to the different aspects of furniture design and fabrication techniques. They will learn to appreciate the practical and aesthetic use of timber and how this natural and renewable resource can be constructed to produce a beautiful piece of furniture. Students will also learn the characteristics of different timbers when selecting their piece of furniture. They will learn to research, design, cost, produce and evaluate their piece of furniture.

What will I learn?

- Making handmade timber joints in practice for your chosen model.
- Safe use of power tools jig saw, basicity machine, router, having the capability to use these on your chosen model.
- Design and create a model of your choice to a dimension of 1.0x.600x.500
- Different joints

What types of things will I do?

Research, cutting and costing, design, assemble your final model.

What can this lead to?

- Carpenter
- Joiner

Possible Pathway

Students should try a lot of different subject to see which subject suits them.
Year 9 Fabulous Technology

YEAR 9 GLAM TECH

Why choose this subject?

If you are looking for a hands on class with a focus on design and drawing skills, this is the class for you.

What's it all about?

Students will develop an understanding of the processes, best work practices for designing small furniture. Fabulous Technology has an early and strong focus on the design folio. Concepts and product design options are researched and discussed using a range of techniques to develop viable solutions. Students then learn to apply design practices via perspective drawing. Students will then be able to design and produce their own model based around basic furnishing principles.

What types of things will I do?

- Designs
- Concept drawing
- Perspective boards
- Practice Joints
- Material drawing
- Small furniture

What can this lead to?

- Cabinet Maker
- Joiner
- Builder
- Graphic Design

Possible Pathway

- Year 10 Furniture
- 22614VIC Cert II in Building and Construction

YEAR 9 METALS AND MANUFACTURING

What it's all about?

This subject is designed to develop a student's knowledge in various metal materials. They will join and fabricate metals to produce a variety of small projects. Students will learn to measure, mark out and join metals using a variety of techniques.

What will I learn?

Various metal joining methods, Gas metal arc welding and manual metal arc welding, Cutting methods of oxy/acetylene, Fabrication methods of metals Basic drawing techniques for use in production of metal plans for fabrication, Evaluation of process and skills obtained Assessment: Folio of practical models.

What types of things will I do?

- Learn how to scroll weld, grind and shape metals
- Make shelf brackets, a table organizers and a Bush BBQ

What can this lead to?

- Welder.
- Metal worker.
- Model maker.
- Carpenter.
- Fabricator.
- Machinist.
- Boilermaker.

Possible Pathway

- Year 10 Metals
- 22470VIC Cert II in Engineering Studies

Why choose this subject?

Metalworking is the process of shaping and reshaping metals to create useful objects, parts, assemblies, and large scale structures. As a term it covers a wide and diverse range of processes, skills, and tools for producing objects on every scale: from huge ships, buildings, and bridges to precise engine parts and delicate jewellery.

YEAR 9 CAKES AND PASTRIES

What's it all about?

The focus of this subject is on the different processes and ingredients used in a variety of baked products. Students will prepare and produce various sweet and savoury dishes on a weekly basis. Students will gain an understanding about the purpose of individual ingredients in selected products.

What will I learn?

- Health and safety in and around the kitchen,
- Recipe interpretation and modification,
- The role of important ingredients in baked products,
- Different pastry types and uses in dishes,
- The design process (design briefs).

What types of things will I do?

- Cooking each week
- Designing and following recipes
- Researching the methods used in baking

What can this lead to?

- Chef
- Baker
- Cook
- Barista
- Anything in the hospitality industry

Possible Pathway

- MasterChef
- Food Glorious Food
- SIT20421 Cert II in Cookery.

YEAR 9 CATERING

What's it all about?

This subject focuses on developing good food preparation skills that are associated with catering. Students will produce a variety of dishes that are produced in mainstream kitchens for large quantities of customers.

What will I learn?

- Food preparation including techniques and equipment
- Time planning and costing - Safety and hygiene in the kitchen
- Factors influencing food choice such as menu planning and dietary requirements
- Food service trends
- The design process (design briefs)

What types of things will I do?

- Cooking each week
- Designing and following recipes
- Researching the methods used in baking

What can this lead to?

- Chef
- Baker
- Cook
- Barista
- Anything in the hospitality industry

Possible Pathway

- MasterChef
- Food Glorious Food
- SIT20421 Cert II in Cookery.

YEAR 10 – YEAR 12

Students who are planning their Year 10, VCE or VCE VM program should investigate how choices at Year 10 and 11 affect their Year 12 program. In doing so, they should consider their Year 10 program and how it has prepared them for the choices they are making at Year 11. There are no prerequisites for VCE or VCE VM subjects, however prior school performance at Year 10 can be a good indicator of the likelihood of success at this level.

Students and parents may also put plans in place to support student choices, like attending the homework program or developing a home study strategy.

YEAR 10 - YEAR 12 PLANNING TOOL

Year 10		Year 11	Year 12	Further study – TAFE / University Apprenticeships/work
English		VCE	VCE	University planning
Maths – General or Methods		English and/or Literature	English and/or Literature	Prerequisites – these subjects must be done in Yr 12
Science A				
History		Electives:	Electives:	
Physical Ed –		1.	1.	
if wishing to accelerate use the left hand side		2.	2.	
Accelerate - Yr 11 VCE or VET	Standard Yr 10	3.	3.	What subjects are studied in the first year that would be useful to do in yr 12 that are not a prerequisite?
1.	Electives:	4.	4.	
	1.	5.		
Elective	2.	Reserves.	Reserves:	TAFE planning Some courses have prerequisites that are not subject based, e.g. age. We recommend that you research early.
1.	3.	1.	1.	
2.	4.	2.	2.	
3.	5.	VCE- VM	VCE-VM	
Reserves	Reserves	1. VET	1. VET	
1.	1.	2. VET or VCE		
2.	2.	Reserve	Reserve	Apprenticeship / work Work experience SBAT
3.	3.	1.	2.	

YEAR 10

In Year 10, you are in a position to start planning for your future. You need to ensure your course prepares you for future VCE, VCE-VM or VET studies. With this in mind, Year 10 subjects are designed to develop your skills in specific areas. Each subject is assessed throughout the semester via assessment tasks.

Subject Selection Criteria:

- All students must study English in each semester.
- All students must study Mathematics in each semester.
- All students must select one Health or Physical Education subject to study for one semester.
- Students must study Science A and Australia in the Modern World.
- Students must select five electives. VCE and VET electives also meet the criteria of electives for Year 10, however, they are studied for a full year (selected as per the acceleration policy).

Year 10 Curriculum Model				
Compulsory Subjects				Elective Subjects
Year 10 Semester 1	English	General Maths or Maths Methods	One semester length: Health and Physical Education subject and Science A and History: Australia in the Modern World (1918- present)	Select 5 semester length subjects
Year 10 Semester 2	English	General Maths or Maths methods		

Pathways Planning Tool for Year 10

Please use the Planning Tool document at the start of the Year 10 section to assist in making decisions about future pathways.

VCE AND VET ACCELERATION

At Swan Hill College we believe all students should be given the opportunity to achieve their full potential during their time at school. Acceleration enables a student to participate in a variety of programs that will challenge them. It will encourage them to maximise their opportunities to achieve their post-secondary goals.

The aims of this policy are:

- To establish a personalised pathway for all students.
- To extend the individual on an academic and personal basis.

Implementation:

The following criteria will be considered when students apply to accelerate:

For VCE/VET acceleration:

- Students should be above the expected level in the appropriate domain and it is recommended they are at least at level for English and/or Mathematics to accelerate.
- The subject they wish to accelerate into will determine which of these they need to be above the expected level in.
- They have demonstrated an effective work ethic which is reflected in their school assessments.
- Approval for acceleration has been obtained from a teacher of related subjects from the previous year/semester and the Year Level Coordinator.
- They demonstrate knowledge of the particular requirements of the accelerated subject.
- They have a proposed pathway for studies in later school years.

As part of applying for acceleration the following must occur:

- Parent consent and acknowledgement is required before participation. This is obtained through the subject information and selection evenings.
- Students prove that they have the ability to work cooperatively with staff and students in the class.
- To continue in the acceleration program, students must demonstrate successful outcomes.

When considering the option of acceleration, staff and students will consider:

- Year 10 students can meet their KLA unit requirements by undertaking VCE/VET studies from that KLA area.
- The effect of acceleration on a three-year plan for Years 10, 11 and 12.
- All Year 11 students are required to complete 12 units during that year and 10 units during Year 12. Exemptions will not be given to Year 11 students studying unit 3 & 4 sequences.
- In exceptional cases outside of the guidelines mentioned above, students must submit an application to the Careers office and have an interview with a panel consisting of: Careers Manager, Year Level Manager, Senior Sub-School Manager and relevant KLA manager.

YEAR 10 SUBJECTS

ENGLISH

Compulsory

- English

Electives

- So You Think You Can Write

MATHEMATICS

Compulsory

- General Mathematics

OR

- Maths Methods

OR

- Everyday Mathematics

ARTS

- Creative Practice and Design
- Media
- VCE Arts Sampler
- Drama: Improv and Theatre Studies

HEALTH AND PHYSICAL EDUCATION

- Physical Education
- Health and Development
- Advanced Sport Science

SCIENCE

Compulsory

- Science A

Electives

- The Big Ideas

HUMANITIES

Compulsory

- The Modern World and Australia

Electives

- Accounting
- Legal Studies
- Politics
- Pathways Passion

TECHNOLOGY

- Furniture Design and Construction
- Fabulous Technology
- Metals
- Food Glorious Food!
- MasterChef

VET SUBJECTS

- AUR20720 Cert II in Automotive Vocational Preparation
- 22614VIC Cert II in Building and Construction Pre-Apprenticeship
- CHC22015 Cert II in Community Services
- 22470VIC Cert II in Engineering Studies (AIET TOID: 121314)
- SIT20421 Cert II in Cookery
- SIS30122 Cert III in Sport, Aquatics and Recreation
- SHB20216 Cert II in Salon Assistant (Murray Ace TOID: 3776)
- SHB30121 Cert III in Beauty Services (Murray Ace TOID 3776)

YEAR 10 ENGLISH

What's it all about?

Year 10 English is a year of developing existing skills, while being exposed to new writing styles. Students will be involved in a range of activities including oral presentations, class discussions, and analytical essays exploring a range of issues in texts. With an intention to further develop critical thinking skills, students are taught how to analyze a variety of texts and how to produce an analysis through a set structure. Students will also get a chance to explore their creative side through creating their own texts in response to a theme and text.

What will I learn?

Reading and Responding

- How to analyse characters and themes.
- How to write a text response essay.

Oral Presentations

- How to research and report on key issues in society today.
- How to effectively prepare and deliver a speech.

Analyzing Argument

- How to analyse media texts (e.g. articles, political cartoons, advertisements).
- How to identify how authors use language and arguments to manipulate an audience.
- How to write a language analysis essay.

Creative Writing

- Experiment with a range of writing structures surrounding a set theme.

What types of things will I do?

- Read a range of texts including novels and short stories with varying issues.
- Studying current issues in the media.
- Debate and discuss a range of topics in class.
- Research and present on topics of your interest.
- Experiment with different forms of writing.

What can this lead to?

Some careers can include: professional writing, editing, or journalism. English can also make TAFE and University courses more accessible.

Possible Pathway

- Year 10 - So you think you can write
- Year 11 - English & Literature
- Year 12 - English & Literature

Why choose this subject?

This subject is compulsory and provides skills in writing, reading, and analyzing.

YEAR 10 ENGLISH: SO YOU THINK YOU CAN WRITE

What's it all about?

Year 10 students have the opportunity to continue to extend their writing skills. Creative activities, where famous literary works are used as prompts for writing, and fun weekly competitions, increase student enjoyment of, and confidence in, writing.

What will I learn?

- Refine vocabulary choices to discriminate between shades of meaning, with deliberate attention to the effect on audiences
- Create imaginative texts that make relevant thematic and intertextual connections with other texts
- Create literary texts with a sustained 'voice', selecting and adapting appropriate text structures, literary devices, and language structures and features
- Compare and evaluate how 'voice' as a literary device can be used in a range of different types of texts to evoke particular emotional responses

What types of things will I do?

Each week you will have the chance to compete fiercely for the title of Master Writer, by participating in writing challenges in a range of formats. You will also get to extend your appreciation of language, learning to use it to describe your personal experiences or create new characters and stories in increasingly complex and interesting ways.

What can this lead to?

Journalist, professional writer (fiction and non-fiction), poet, communications officer, biographer, editor, copywriter

Possible Pathway

VCE English and Literature

Why choose this subject?

If you are keen to express yourself and to build your writing folio, this is a great subject to choose. At the end of the semester you will have multiple pieces of writing that you have developed and polished, and plenty more ideas for future writing. It can also be a way to build your skills for mainstream English in a fun and supportive environment.

YEAR 10 GENERAL MATHEMATICS

What's it all about?

In Year 10, the focus in Mathematics is to build upon mathematical ideas, knowledge, and skills that students will draw on in their personal and work lives. General Mathematics is primarily targeted at students intending to undertake Foundation Maths or General Maths at VCE level. On a two-week cycle, students complete individualised Maths Pathway modules, with targeted Mini Lessons delivered by teachers to promote mastery learning of concepts. Whole class Rich Tasks and Problem-Solving Tasks are aimed at developing students' mathematical reasoning and fluency.

Students receive feedback on their learning by completing a Maths Pathway test every two weeks, based on the work they have completed in class. They also undertake several extended tasks per semester, which assess focus topics across number, algebra, geometry, chance, statistics and data.

	Period 1	Period 2	Period 3	Period 4	Period 5
Week 1	Rich Task		Modules Mini Lessons	Modules Mini Lessons	Modules Mini Lessons
Week 2	Problem Solving Task	Modules Mini Lessons	Modules Mini Lessons	Modules Mini Lessons	Test Goal Setting

What will I learn?

Semester 1 Units	Semester 2 Units
Number and Algebra <ul style="list-style-type: none"> Fractions, decimals, percentages Indices Expanding and factorizing Linear Relations 	Networks <ul style="list-style-type: none"> Type of networks
Financial Mathematics <ul style="list-style-type: none"> Percentages of amounts Simple Interest 	Probability <ul style="list-style-type: none"> Probability of events With and without replacement
Statistics <ul style="list-style-type: none"> Mean, median, mode Various graph types Analyzing data 	Measurement <ul style="list-style-type: none"> Perimeter Area Surface Area Volume Geometry

What types of things will I do?

You will build upon your mathematical skills to be able to solve problems across a variety of concepts. Throughout lessons you will be required to problem solve, apply calculations, follow procedures and reflect on, or analyse your work.

Possible Pathway:

Year 10 Everyday Maths, Year 10 General Maths, Year 10 Mathematical Methods.

What can this lead to?

Builder, teacher, nurse, doctor, veterinarian, mechanic, electrician, plumber, farmer, accountant, hospitality worker, small business owner, travel agent, bookkeeper, logistic manager, loan officer.

Mathematics is essential for the workplace and so whilst all occupations are not listed here, you can bet that if you want to be an effective worker – you'll need a solid mathematics background.

YEAR 10 MATH METHODS

What's it all about?

This subject aims to consolidate students' understanding of algebra, linear and non-linear functions, alongside other key mathematical concepts, that they will draw on in more advanced mathematics study. It is primarily targeted at students intending to undertake Mathematical Methods or Specialist Maths at VCE level.

On a two-week cycle, students complete individualised Maths Pathway modules, with targeted Mini Lessons delivered by teachers to promote mastery learning of concepts. Whole class Rich Tasks and Problem-Solving Tasks are aimed at developing students' mathematical reasoning and fluency.

Students receive feedback on their learning by completing a Maths Pathway test every two weeks, based on the work they have completed in class. They also undertake several extended tasks per semester, which assess focus topics across number, algebra, geometry, chance, statistics and data.

Students who complete all of Maths Pathway may be able to start examining some topics from VCE Mathematical Methods, with particular emphasis on developing their knowledge of algebra.

Students will be introduced to using the CAS calculator in preparation for VCE mathematics.

	Period 1	Period 2	Period 3	Period 4	Period 5
Week 1	Rich Task		Modules Mini Lessons	Modules Mini Lessons	Modules Mini Lessons
Week 2	Problem Solving Task	Modules Mini Lessons	Modules Mini Lessons	Modules Mini Lessons	Test Goal Setting

Special Requirements: Students must have a graphics calculator (TI-Inspire CAS). The same calculator will be needed for VCE Mathematics.

YEAR 10 EVERYDAY MATHEMATICS

What it's all about?

Have you ever wanted to explore the mathematics that you want to use in your future? Want to work on the farm, looking to eventually do a trade or maybe you just want to make sure you want to understand the mathematics that you will need when you leave school (and let's be real, it's not far away). Well this is your chance! In Everyday Mathematics, we will focus on providing students with the mathematical knowledge, skills, understanding and dispositions to solve problems in real contexts for a range of workplace, personal, further learning, and community settings relevant to contemporary society. Students will consolidate mathematical foundations, further develop their knowledge and capability to plan and conduct activities independently and collaboratively, communicate their mathematical ideas, and acquire mathematical knowledge skills to make informed decisions in their lives.

What will I learn?

Semester 1 Units	Semester 2 Units
Money in the Real World <ul style="list-style-type: none"> - Understanding money - Exploring salaries - Applying for and managing loans - Understanding super 	Personal Mathematics <ul style="list-style-type: none"> - Planning an event - Organising a holiday - Making a timetable - Designing budgets
Trade Maths: <ul style="list-style-type: none"> - Exploring measurement in trades - Unit conversions - Calculating cost of materials - Reading and creating invoices 	Maintaining a Healthy Lifestyle: <ul style="list-style-type: none"> - Understanding nutrients of food and the impacts of exercise - Interpreting medical information and data - Reading health information and determining health risks
Data Dive: <ul style="list-style-type: none"> - Understanding the household bill - How does the media use data? - How does social media collect data? - What is a credit rating? 	Life's Pitfalls: <ul style="list-style-type: none"> - Understanding the risks of gambling - Avoiding debt - The consequences of speeding

What can this lead to?

Cashier, builder, mechanic, electrician, plumber, farmer, personal trainer, small business owner, logistic manager, product designer. Mathematics is essential for the workplace and so whilst all occupations are not listed here, you can bet that if you want to be an effective worker – you'll need a solid mathematics background.

Why choose this subject?

Some students leave school believing that the mathematics they learnt at school did not prepare them for the real world. As a result, they group up into adults who are not equipped to deal with the numerical challenges life presents to us. This is an opportunity to make sure that you are ready to tackle some of life's big issues involving mathematics and make sure that you leave with the skills necessary to avoid getting into trouble later in life.

This subject will give you the confidence you need to pursue a job in the trade industry or pursue a career involving higher study, such as TAFE. You can also feel more confident that when you encounter life's big decisions in the future, you have the numeracy background to help you make the right choices; saving you money, avoiding financial struggles and maintaining a healthy lifestyle.

What types of things will I do?

You will build your key employability skills by exploring real-world mathematics projects that directly link to everyday numeracy tasks that are needed to work in a business or trade. You will learn about life skills that will aim to prepare you for understanding the world around you and prepare you for life as an adult in the 21st century.

YEAR 10 ART: CREATIVE PRACTICE AND DESIGN

What's it all about?

Year 10 Art provides an understanding of how artists and designers contribute to our everyday lives, and a creative society. This course is designed to further students' skills in creating and making art, using a variety of 2D and 3D art (including digital) techniques. Students will continue exploring and responding to a variety of artworks and practices. Students have the opportunity to formally exhibit their work to the public in local gallery places

What will I learn?

- Painting: acrylic, water colour, oil
- Drawing: pencil, pastel, ink and charcoal
- Rendering/Tonal application
- Printing: screen printing / stencilling / lino cut
- Digital Art
- Sculpture: using a range of mediums
- Appreciation of selected artwork and art movements.
- Research task of two artists and their working methods.
 - *Special Requirements: A3 Visual art diary*

What types of things will I do?

You will get to explore lots of your own ideas – you will be introduced to using a range of visual techniques, technologies, practices and processes to transform their ideas into finished artworks. There are opportunities for gallery visits, visiting artists as guest speakers to the classroom, display of your own work in an exhibition and to become involved in community art projects.

What can this lead to?

Career Paths: Designer (Communications, Graphic, Art, Game, Advertising, FX, Web, Fashion, Interior, Multimedia, Industrial, Product etc), Marketing, Project Manager (Research and Development), Animation, Journalism, Art Industry (Public/Private Curator, Director, Conservator), Architect.

Possible Pathway

- VCE 11 Unit 1 & 2 Art: Creative Practice and Design
- VCE 12 Unit 3 & 4 Art: Creative Practice and Design
- VCE 11 Unit 1 & 2 Media
- VCE 12 Unit 3 & 4 Media.

Why choose this subject?

This is a hands-on, creative and interactive class. You get to work on and choose if traditional or digital art is your thing or a mix of both. Studying art and design will develop your communication and give you a sense of achievement in thinking outside the square.

YEAR 10 MEDIA

What's it all about?

This study focuses on the continued exploration of media production processes and the use of codes and conventions specific to different media forms. To create and edit media products in different genres. Students will learn key production processes of, audio, page layout and film production . Students will continue to gain a good working knowledge of Adobe editing software for each of the different mediums.

What will I learn?

- Codes and conventions
- Different genres in media forms
- Five phases of production
- Use of hardware and software for media forms
- History of media forms and production processes

What types of things will I do?

- You will create three different forms of media in small group settings and practice how to edit them to add sophistication to appeal more to your audiences.
- You will enhance your production skills from development through to distribution.
- You will work as a class to produce a magazine for your year 10 cohort.

What can this lead to?

- Influencer
- Tic Toker
- Social media guru
- An array of specialised jobs in the media production industries.
- Game Design

Possible Pathway

- VCE Media
- VCE Art creative practice and design

Why choose this subject?

I am passionate about students learning the skills that will help them take control of their media experiences and become active creators with quality content rather than passive scrollers.

YEAR 10 DRAMA: IMPROV AND THEATRE

What's it all about?

In Drama students develop more sophisticated approaches to making and responding to drama independently, in small groups, and with their teachers and communities. They continue to explore drama as an art form through improvisation, scripted drama, rehearsal and performance.

What will I learn?

- Improvise with the elements of drama and narrative structure to develop ideas
- Analyse a range of drama from contemporary and past times
- Evaluate how the elements of drama convey meaning
- Perform devised and scripted drama
- Practise and refine the expressive capacity of voice and movement
- Structure drama to engage an audience
- Use stage production areas

What types of things will I do?

- Participate in group and individual warm-up activities
- Participate in drama workshops to build skills, confidence and team
- Research various theatre styles
- Create small group performances to perform for their class, assemblies and other year levels
- Performances could range from: comedy, indigenous culture, themes from student's own experiences
- Explore how to use costumes, sound, props, set, lighting to enhance a scenes and meaning

What can this lead to?

Community art practice, education – drama teacher, event, festival and production management, arts administration and curation, dance and drama therapies, stage management youth dance and theatre

Possible Pathway:

- Year 10 Drama
- VCE Theatre Studies Unit 1&2
- VCE Theatre Studies Unit 3&4

Why choose this subject?

Drama is like no other subject. You get to move around the space mostly in the Hall, be creative, a little crazy and loud. You will get to use your own life experiences to create amazing performance pieces. Also, you will be able to build your confidence by performing in front of your class mates and other year levels. You work on your team building skills that is crucial for whatever work place you end up in. Finally, by this level you get more choices.

YEAR 10 HEALTH & PHYSICAL EDUCATION

What's it all about?

This subject is a continuation of Year 9 Physical Education and Health. It is a typical PE subject with a balance of practical and theory lessons. Practical lessons focus on continuing to develop skill level, whilst promoting and maintaining regular participation in physical activity.

What will I learn?

Year 10 Subject	Topics covered	CAT'S
10 H P E	PE History/Indigenous Studies <ul style="list-style-type: none"> • Technology in Sport • Origins of Sport • Performance Enhancement • Indigenous sports Community Health <ul style="list-style-type: none"> • Alcohol/Drugs (Police Visit) • Community Safety (Youth Inc. Visit) • Sexual Health Health Promotion <ul style="list-style-type: none"> • Swan Hill Community Health • Enablers/Barriers to PA • Health Promotion Programs (Danny Green's Coward Punch Campaign) 	1. Indigenous Studies (Peer Teach) 2. Community Health & Health Promotion (Test) 3. Practical Participation

What types of things will I do?

- Variety in PE lessons (Visits to Leisure centre Gym, swimming Pool, Indigenous Sports)
- Excursions/Incursions (Visit to Youth Inc., Clinic 60, Police visit)
- Student Led - This subject ensures students have a choice in the activities and sports they wish to participate in

Possible Pathway

Year	Course offered (Semester Based)
• VCE	• Physical Education (Units 1-4) • Health & Human Development (Units 1-4)
• VET	• Sport & Recreation (Years 1-2)

Why choose this subject?

Semester Based Subject, Pathway to VCE HHD & PE

YEAR 10 HEALTH AND DEVELOPMENT

What's it all about?

This subject is designed to provide an understanding of Health and Development in Australia and globally. The focus of this unit is on the sociology surrounding health and health-based choices. Students explore traditional areas of health taking particular note of societal normality.

Year 10 Subjects	Topics covered	CAT'S
Year 10 Health and Human Development	<ul style="list-style-type: none"> Health status indicators Australian Health Care System Global health 	<ol style="list-style-type: none"> Global Health (Research Task) Australian Health Care Systems (Test) Community Health (Workbook)

What will I learn?

- The different areas that make you healthy.
- How the health system works and the different aspects of the Health system.
- The health of people in different countries. Why do they live in poverty

What types of things will I do?

- Visits to local Allied Health Services.
- What Health Services are available in Australia
- Learn about different countries around the world.

Possible Pathway

Year	Course offered (Semester Based)
<ul style="list-style-type: none"> VCE 	<ul style="list-style-type: none"> Physical Education (Units 1-4) Health & Human Development (Units 1-4)
<ul style="list-style-type: none"> VET 	<ul style="list-style-type: none"> Sport & Recreation (Years 1-2)

Why choose this subject?

Semester Based Subject, Pathway to VCE HHD (Units 1-4)

YEAR 10 ADVANCED SPORT SCIENCE

What's it all about?

This subject is intended to provide a lead into Unit 3 & 4 VCE Physical Education. It has a large focus on the science of Physical Education with a greater level of theory than other Year 10 PE subjects.

The practical side of this subject revolves around fitness testing, lab reports and gathering practical data. We

then use the data and results to better support theory content in class. Practical classes do not necessarily run every week and are dependent on the theory subject of focus. Consider selecting this subject if:

What will I learn?

Year 10 Subjects	Topics covered	CAT'S
Year 10 Advanced Sports Science	<ul style="list-style-type: none"> • Skill Acquisition • Biomechanics • Energy systems 	<ol style="list-style-type: none"> 1. Skill Acquisition (Assignment) 2. Biomechanics (Test) 3. Energy Systems (Test)

What types of things will I do?

- Analysing specific sports and sporting techniques
- Learning how we best execute a skill/movement pattern
- Practical classes include: How the theory delivered relates to our chosen sports and games, Archery- Projectile Motion, Fitness based lessons, off campus excursions to local Gyms and sport related venues

Possible Pathway

Year	Course offered (Semester Based)
<ul style="list-style-type: none"> • VCE 	<ul style="list-style-type: none"> • Physical Education (Units 1-4) • Health & Human Development (Units 1-4)
<ul style="list-style-type: none"> • VET 	<ul style="list-style-type: none"> • Sport & Recreation (Years 1-2)

Why choose this subject?

Semester Based Subject, Pathway to VCE PE

YEAR 10 SCIENCE A

What's it all about?

At Year 10, the focus in Science is on using scientific ideas and processes to deeply explore and explain phenomena, and to critique scientific models and ideas. In this semester-long compulsory subject, students further develop laboratory, research and analytical skills, designing their own investigations to answer scientific questions. This subject prepares students for 10 Science B, which is highly recommended for those intending to study VCE Science subjects.

What will I learn?

- Global Systems
- Genetics
- Motion
- Universe

What types of things will I do?

Design experiments, conduct experiments, write scientific reports, write scientific posters, create models, analyze case studies, evaluate ethical considerations and employ simulations.

What can this lead to?

Farm manager, Animal attendant, Zoo keeper, Winery Worker, Pest and Weed Controller, Chemical Plant Operator, Plastics Processor, Environmental Field Officer, Recycler, Horticultural Assistant, Park Ranger, Broadcasting Technician and Survey Assistant

Possible Pathway

- Year 10 Science B – Big ideas in Science
- VCE Chemistry
- VCE Biology
- VCE Physics
- VCE Psychology

YEAR 10 SCIENCE :

THE BIG IDEA

Subject Description:

This elective, semester long subject introduces students to some of the big discoveries in science and how they have shaped our world today. It provides preparation for further study in VCE Sciences. It studies the movement of energy through the earth by investigating the interactions between the living and non-living components that make up the planet. Students develop their laboratory, research and analytical skills.\

Areas Studied:

- Chemical reactions – Rates and redox reactions
- Energy – Crash test dummies and roller coasters
- Origins of the universe – Star light, star bright
- Evolution & natural selection – Are you related to me?

Subjects to do Next:

Unit 1 Biology, Unit 1 Chemistry, Unit 1 Environmental Science, Unit 1 Physics, Unit 1 Psychology

YEAR 10 THE MODERN WORLD AND AUSTRALIA

What's it all about?

Year 10 History: The Modern World and Australia explores the twentieth century with a focus from 1918 to the present. With an emphasis on global context and our nation today, students will discover how events of this period impacted Australia's social, cultural, economic and political development.

What will I learn?

Students will explore key events that shaped the Modern World and Australia during the 20th century through three depth studies.

- In Depth Study 1, students will focus on post World War I developments and the Treaty of Versailles, The Roaring Twenties, The Great Depressions and events leading up to Australia's involvement during World War II.
- Depth Study 2 focuses on the advent of Civil Disobedience and Rights and Freedoms movements including the development of Universal Declaration of Human Rights, the US Civil Rights Movement and the Indigenous fight for Rights and Freedoms.
- Finally, Depth Study 3 explores changes to Australia's Immigration Policies and the experiences of those who emigrated to Australia post World War II and the Vietnam War.

What types of things will I do?

Students will explore history through primary and secondary sources including documentaries, film, journal articles and sometimes even VR. Students' assessment provides opportunity to research topics of their choice and explain their significance in contributing to our world and country today.

What can this lead to?

Students who enjoy subjects like History may pursue future education and employment opportunities in primary or secondary education, archaeology, librarian work, art history, cultural heritage, climate analysis, geography as well as roles in museum curatorship.

Possible Pathway

Year 11 History: Modern History and Year 12 History: Revolutions.

YEAR 10 ACCOUNTING

What's it all about?

This is an introductory course to help you decide if you enjoy accounting and if you have good skills in this subject. It will help you decide if you want to study Accounting in year 11 and 12. In this subject you will learn the basics of methods and techniques businesses use to record transactions involving money. Students will also learn how businesses make decisions based on their financial performance...e.g. if businesses are not making enough money, students will be able to provide strategies that they can follow to improve their financial performance. .

What types of things will I do?

You will learn how people get business ideas, and how they turn their ideas into a real business. If you are good with numbers and think in a logical structured way, you will enjoy accounting. You will enjoy learning how you can apply the skills you learn in Accounting to your daily life, e.g. how to choose the right bank account. It is also fun learning about some problems businesses face and working on solutions to solve them, how can you reduce or stop staff from stealing from a business

What can this lead to?

Investment Banker, Auditor, Forensic Accountant, Tax Accountant, Bookkeeper, Economist are just a few examples of many careers possible from studying accounting at school and university level.

Possible Pathway (What are an example of subjects that can be followed in future years?)

Business Management, Marketing, Public Relations, Event Management, Accounting, Finance, Economics

Why choose this subject?

Every business and industry in Australia relies on Accounting skills. Under current market conditions you are likely to secure employment before you finish school if that is your objective, in a profession with a high level of job security and a salary that is above average. Accountants are in demand all over the world, and so opportunities to work in other countries in the Accounting profession exist. It is also a profession in which offers the flexibility of working from home.

YEAR 10 LEGAL STUDIES

What's it all about?

In Year 10 students develop an understanding of the way in which the law and the legal system relate to and serve individuals and the community. Students will examine the processes involved in law making and how these laws are then enforced through our court system. Students will examine the concept of justice and will use their legal knowledge and understanding to discuss a range of actual and hypothetical cases from both criminal and civil law. They will undertake investigations into specific areas of law as well as current changes in the law.

What will I learn?

- The need for laws / Characteristics of an effective law
- The distinction between criminal law and civil law
- Recent changes in the law
- The Victorian Court Hierarchy including the High Court
- The criminal and civil jurisdiction of each court
- Bail, remand and hearings in the Magistrates' Court
- Sanctions under criminal law

What types of things will I do?

- Research a range of cases covering aspects of criminal law and civil law
- Analyse sentencing statistics for various crimes in Victoria
- Research new laws that affect us as citizens – both Victorian and Federal laws
- Debate the issues associated with new laws.
- Hear from guest speakers who work in the legal or parliamentary system
- Participate in role plays – criminal case in the Magistrates' Court
- You be the judge activities

What can this lead to?

Lawyer, Solicitor, Paralegal, Judges' Associate, Police Officer, Criminology,

Possible Pathway

- Units 1 – 2 Legal Studies
- Units 3 – 4 Legal Studies

Why choose this subject?

Students find this subject relevant to everyday life. In many areas of study students can relate to the cases or issues being investigated, and they are interested in researching new laws that are being proposed, and the range of cases that come before our court system. Students are interested in studying the concept of justice, and the range of outcomes imposed by a judge in both criminal and civil cases.

YEAR 10 POLITICS

What's it all about?

Politics is all about our society and how power is dispersed. Democracies are meant to give the power to the people, but does that work in practice? What can you do as a citizen to make change? Who has the most power in our society and why? How does protesting create change? We will be investigating Australia's political system and comparing it to global political systems.

What will I learn?

We will be studying Australia's political system, how our Government works, our role as citizens at a local and global level. We will be analysing how our democracy works, our voting system and how it enables change. Students will examine the ways political parties, interest groups, media and individuals influence government and decision-making processes. Students will examine Australia's roles and responsibilities within the international context, such as its involvement with the United Nations.

What types of things will I do?

- Meeting with local politicians.
- Running practice elections.
- Creating political campaigns.
- Investigating global issues.
- Being active citizens.

What can this lead to?

- Potential career paths include:
- Political advisor
- Work in a Government Department
- Lawyer
- Politician
- Journalist
- Foreign Correspondent

Possible Pathway

Subjects that can be followed are VCE subjects including Global or Australian Politics or Legal Studies.

Why choose this subject?

Choose to study Politics if you care about society and want to make a difference. If you think there are injustices that need to be fixed. If you wonder what Politicians are actually doing? If you want to work for the Government or be a Politician in the future. If you think that power is not being distributed equally. If you have ideas of how change could be made and you want your voice to be heard!

YEAR 10 PATHWAYS PASSION

Why choose this subject?

If money wasn't a concern, what would your dream job be? Tinker, Tailor, Soldier, Spy? To help you answer this question come and explore the Wide World of Work that is just outside your door.

What's it all about?

On this journey we will look at what interests you, how you can build pathways and acquire employability skills, to investigate and manage your career pathway through school and beyond.

What will I learn?

- Getting job ready
- Who are you?
- Getting ready for work
- Resume
- Work ready skills
- Safe@work, OHS
- Interview skills
- Planning a pathway
- Managing your money

What types of things will I do?

You will build your key employability skills by:

- Visiting workplaces
- Meeting guest speakers
- Preparing for work experience
- Practice your interview skills for that first/second job
- Start planning for subject selection for next year.

What can this lead to?

Anywhere that you are interested in. If you don't know, we can help you make a plan.

Possible Pathway

Year	Course offered
Year 9	Getting ready for work experience in Yr 10
Year 10	Getting ready for VET placements, SBATs and apprenticeships
VCE and beyond	Getting ready for VET placements, SBATs and apprenticeships

YEAR 10 FURNITURE DESIGN AND CONSTRUCTION

What's it all about?

Students will be introduced to the product design and development stages. Students will design and develop an item of furniture (i.e. small cabinet, chair, bedside table, jewellery box or mirror) whilst learning about materials, joints, ergonomics and basic construction.

What will I learn?

- Design Folio.
- Woodworking Joints.
- Model and Material Costing.
- Materials Testing.
- Practical model.
- Evaluation report.

What types of things will I do?

- Making handmade timber joints in practice for your chosen model.
- Safe use of power tools jig saw, basicity machine, router, having the capability to use these on your chosen model.
- Design and create a model of your choice to a dimension of 1.0x.600x.500

What can this lead to?

- Builder
- Joiner
- Electrician
- Plumber
- Bricklayer
- Any trade.

Possible Pathway

Subjects that can be followed are VCE Design and Technology, 22614VIC Cert II in Building and Construction.

YEAR 10 METALS

What it's all about?

This subject is designed to develop a student's knowledge in various metal materials. They will join and fabricate metals to produce a variety of small projects. Students will learn to measure, mark out and join metals using a variety of techniques.

What will I learn?

Various metal joining methods, Gas metal arc welding and manual metal arc welding, Cutting methods of oxy/acetylene, Fabrication methods of metals Basic drawing techniques for use in production of metal plans for fabrication Evaluation of process and skills obtained Assessment: Folio of practical models.

What types of things will I do?

- Learn how to fabricate, weld, grind and shape metals
- Make a toolbox and smaller tool items to fill it such as a hacksaw, tack hammer and a scribe.
- Various metal joining methods.
- Various marking, hand tool techniques and understanding of workshop processes. Gas metal arc welding and manual metal arc welding
- Operation and function of lathes.
- Operation and function of milling machines.
- Basic drawing techniques for use in production of metal plans for fabrication.

What can this lead to?

- Welder
- Metal worker
- Model maker
- Carpenter
- Fabricator
- Machinist
- Boilermaker

Possible Pathway

- 22470VIC Cert II in Engineering

Why choose this subject?

Metalworking is the process of shaping and reshaping metals to create useful objects, parts assemblies, and large scale structures. As a term it covers a wide and diverse range of processes, skills and tools for producing objects on every scale: from huge ships, buildings, and bridges to precise engine parts and delicate jewellery.

YEAR 10 FOOD GLORIOUS FOOD!

Subject Description:

This subject takes students on a food safari around the world, developing their intercultural understandings. Students investigate many traditional dishes from worldly cuisines. In doing so, students will also focus upon the cultural influences that contribute to the evolving and exciting world of modern Australian cuisine.

Areas Studied:

- Investigation of cuisines, cultures and traditions from around the world
- Food flavours, preparation and practices
- Exotic, classic and local ingredients used in a variety of dishes
- Australian native and indigenous food
- The design process
- Global food issues such as sustainability

YEAR 10 MASTERCHEF

Subject Description:

Students will master their skills in preparing a range of dishes suitable for a variety of everyday and social occasions. Team and individual cooking challenges which focus on creating food designs for different contexts and situations are run throughout the semester.

Areas Studied:

- Food for entertaining, celebrations, social and cultural occasions
- Food fads and trends
- Preparation and processing techniques
- Food flavours and sensory properties
- Innovative serving and presentation ideas
- The design process
- Influences of technology and new food products

VOCATIONAL EDUCATION AND TRAINING (VET)

Vocational Education and Training (VET) subjects provide industry specific training as well as the opportunity to achieve nationally recognised qualifications. They enable students to gain a formal qualifications while at school as a part of their school program.

VET programs offered by Swan Hill College are at either Certificate II or III level. Students can commence a VET program in years 10, 11 or 12. Students may enroll in up to two VET programs at a time as per acceleration policy.

VET SUBJECTS

- AUR20720 Certificate II in Automotive Vocational Preparation
- 22614VIC Certificate II in Building and Construction Pre-Apprenticeship
- CHC22015 Certificate II in Community Services
- SIT20421 Certificate II in Cookery
- 22470VIC Certificate II in Engineering Studies (in partnership with AIET RTO TOID: 121314)
- SIS30122 Certificate III in Sport, Aquatics and Recreation
- SHB20216 Certificate II in Salon Assistant (Murray Ace TOID: 3776) - *Principal meeting required for approval.*
- SHB30121 Certificate III in Beauty Services (Murray Ace TOID: 3776) - *Principal meeting required for approval*

VOCATIONAL EDUCATION AND TRAINING (VET)

VET credit into VCE & Vocational Major

VET in School's programs are fully recognised for both VCE and VM credit.

VCE students:

- VET subjects are recognised for credit within the Unit 1 & 2 and Unit 3 & 4 VCE structure. Most VET subjects contribute to an ATAR like a VCE subject would, exceptions are AUR20720 Certificate II in Automotive Vocational Preparation, SHB30121 Certificate III in Beauty, SHB20216 Certificate II in Salon Assistant and 22614VIC Certificate II in Building & Construction Pre-Apprenticeship.
- Scored VET subjects provide a study score to contribute towards the ATAR if students complete SACs and the exam in their second year - the same as any other VCE subject.
- Non-scored VET subjects (without SACs and exam) may also contribute to the ATAR as a 5th or 6th subject by adding 10% of the average of the students four best study scores.

VCE Vocational Major students:

- VET subjects are recognised for credit towards the VCE Vocational Major.
- VET subjects are a compulsory part of the VCE Vocational Major program.

VET



AUR20720 CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION

This VET course assists students to pursue a career in automotive and is highly regarded within the automotive industry.

This qualification gives students the skills to perform a limited range of tasks relating to cars, trucks, outdoor power equipment, bicycles, marine craft and motorcycles.

Students learn the skills and knowledge required to perform minor maintenance and repair of an automotive vehicle.

Students will have the opportunity to undertake work placement in the automotive industry.



FURTHER STUDY:

- AUR30620 - Certificate III In Light Vehicle Mechanical Technology
- AUR31120 - Certificate III in Heavy Commercial Vehicle Mechanical Technology

POSSIBLE JOBS:

- Automotive Apprenticeship
- Automotive Trade Assistant
- Light Vehicle Mechanic
- Heavy Commercial Vehicle Mechanic
- Motorcycle Mechanic
- Bicycle Technician
- Automotive Parts Interpreter



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VET



AUTOMOTIVE

AUR20720 CERTIFICATE II IN AUTOMOTIVE VOCATIONAL PREPARATION

UNITS

VET Automotive students will obtain the following Units of Competencies after two years of study.

YEAR 1

AURASA102	Follow safe working practices in an automotive workplace
AURTTK102	Use and maintain tools and equipment in an automotive workplace
AURFA104	Resolve routine problems in an automotive workplace
AURLTA101	Identify automotive mechanical systems and components
AURETR103	Identify automotive electrical systems and components
AURTTA127	Carry out basic vehicle servicing operations
AURETR115	Inspect, test and service batteries
AURAEA002	Follow environmental and sustainability best practice in an automotive workplace

YEAR 2

AURFA103	Communicate effectively in an automotive workplace
AURETK003	Operate electrical test equipment
AURETR006	Solder electrical wiring and circuits
AURETR048	Construct and test basic electronic circuits
AURTTE008	Dismantle and assemble multi-cylinder four-stroke petrol engine
AURTTJ003	Remove and replace wheel and tyre assemblies
AURTTBO07	Remove and replace brake assemblies

VET



22614VIC CERTIFICATE II IN BUILDING & CONSTRUCTION PRE-APPRENTICESHIP

This VET course gives students a practical introduction to the building and construction industry while preparing them for an apprenticeship in this field.

Students will gain skills and knowledge in the safe use of hand/power tools, setting out, wall and roof framing, scaffolding, doors and window installation, cladding, industry communication skills, material calculations and reading plans.

Students will have the opportunity to undertake work placement in the building and construction industry.



FURTHER STUDY:

- CPC30220 - Certificate III in Carpentry
- MSF30322 - Certificate III in Cabinet Making and Timber Technology
- CPC31920 - Certificate III in Joinery

POSSIBLE JOBS:

- Apprentice Carpenter
- Apprentice Shopfitter
- Apprentice Builder
- Carpenter / Joiner

SHORT COURSE:

Students will obtain a White Card and First Aid Certificate while undertaking this qualification.



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VET



CONSTRUCTION

22614VIC CERTIFICATE II IN BUILDING & CONSTRUCTION PRE-APPRENTICESHIP

UNITS

VET Building & Construction students will obtain the following Units of Competencies after two years of study.

YEAR 1

CPCCWHS1001	Work safe in the construction industry
CPCCCM2006	Apply basic levelling techniques
HLTAID010	Provide basic emergency life support
VU23325	Install basic external cladding
VU23326	Install basic windows and doors
VU23320	Identify and handle carpentry tools and equipment
VU23313	Interpret and apply basic plans and drawings

YEAR 2

VU23322	Construct basic sub floor
VU23323	Construct basic wall frames
VU23324	Construct basic roof frames
VU23321	Perform basic setting out
VU23314	Erect and safely use working platforms

VET



CHC22015 CERTIFICATE II IN COMMUNITY SERVICES

This VET course gives students a pathway into the community services industry as a worker who provides a first point of contact and assists individuals in meeting their needs.

Students will gain skills and knowledge in a variety of community service areas such as childcare, aged care and disability sectors.

Students will have the opportunity to undertake work placement in the community services industry which could lead to a career in this field.



FURTHER STUDY:

- CHC32015 - Certificate III in Community Services
- CHC30121 - Certificate III in Early Childhood Education and Care
- CHC33021 - Certificate III in Individual Support

POSSIBLE JOBS:

- Community Care Worker
- Child Care Worker
- Aged Care / Disability Worker
- Youth Worker

SHORT COURSE:

Students will obtain a **First Aid Certificate** while undertaking this qualification.



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VET



COMMUNITY SERVICES

CHC22015 CERTIFICATE II IN COMMUNITY SERVICES

UNITS

VET Community Service students will obtain the following Units of Competencies after two years of study.

YEAR 1

HLTWHS001	Participate in workplace health and safety
CHCCOM005	Communicate and work in health or community services
CHCDIV001	Work with diverse people
BSBWOR202	Organise and complete daily work activities
CHCCOM001	Provide first point of contact
FSKLRG09	Use strategies to respond to routine workplace problems
FSKOCM07	Interact effectively with others at work
BSBWOR201	Manage personal stress in the workplace
HLTAID011	Provide first aid

YEAR 2

CHCCCS016	Respond to client needs
CHCCDE003	Work within a community development framework
CHCCDE004	Implement participation and engagement strategies

Scored
program
contributing
towards
ATAR

VET



SIT20421 CERTIFICATE II IN COOKERY

This VET course gives students an opportunity to develop basic skills and knowledge to start a career in the hospitality industry.

Students will gain a variety of skills and knowledge to work in kitchen operations such as restaurants, catering operations, pubs and cafes; and institutions such as aged care facilities, hospitals, and schools.

Students will have the opportunity to undertake work placement in the hospitality industry.



FURTHER STUDY:

- SIT30622 - Certificate III in Hospitality
- SIT30921 - Certificate III in Catering
- SIT30821 - Certificate III in Commercial Cookery

POSSIBLE JOBS:

- Apprentice Chef
- Cafe Attendant
- Kitchen Hand
- Pastry Cook's Assistant

SHORT COURSE:

Students will obtain a **Safe Food Handling** and **Barista Certificate** while undertaking this qualification.



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SIT20421 CERTIFICATE II IN COOKERY

UNITS

VET Cookery students will obtain the following Units of Competencies after two years of study.

YEAR 1

SITXWHS001	Participate in safe work practices
SITXFSA005	Use hygienic practices for food safety
SITHCCC023	Use food preparation equipment
SITHCCC024	Prepare and present simple dishes
SITHKOP009	Clean kitchen premises and equipment
SITHCCC027	Prepare dishes using basic methods of cookery
SITXINV006	Receive, store and maintain stock
SITXCOM007	Show social & cultural sensitivity
SITHCCC025	Prepare and present sandwiches

YEAR 2

SITHCCC028	Prepare appetisers and salads
SITHCCC029	Prepare stocks, sauces and soups
SITHCCC030	Prepare vegetable, fruit, egg and farinaceous dishes
SITHCCC034	Work effectively in a commercial kitchen

Scored
program
contributing
towards
ATAR

VET



22470VIC CERTIFICATE II IN ENGINEERING STUDIES

This VET course is designed to provide students with knowledge and skills in relation to the engineering industry to prepare them for an apprenticeship.

Students will gain skills and knowledge in machining, welding, assembly, measurement, maths, safety, and reading engineering/CAD drawings.

Students will have the opportunity to undertake work placement in the engineering industry.

**This course is delivered in partnership
with AIET (RTO:121314)**



FURTHER STUDY:

- MEM30305 - Certificate III in Engineering — Fabrication Trade
- MEM30205 - Certificate III in Engineering— Mechanical Trade

POSSIBLE JOBS:

- Apprentice Engineer Tradesperson
- Engineering Tradesperson (Fabrication, Mechanical, Welder etc.)
- Civil Construction Worker

SHORT COURSE:

Students will obtain a **White Card** while undertaking this qualification.



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22470VIC CERTIFICATE II IN ENGINEERING STUDIES

UNITS

VET Engineering students will obtain the following Units of Competencies after two years of study.

YEAR 1

MEM13014A	Apply principles of OH&S in work environment
MEM18001C	Use hand tools
VU22330	Select and interpret drawings and prepare three dimensional (3D) sketches and drawings
VU22331	Perform basic machining processes
VU22332	Apply basic fabrication techniques
MEM18002B	Use power tools/hand held operations
VU22339	Create engineering drawings using computer aided systems
VU22329	Report on a range of sectors in the manufacturing, engineering and related industries

YEAR 2

MEMPE006A	Undertake a basic engineering project
VU22333	Perform intermediate engineering computations
VU22334	Produce basic engineering components and products using fabrication and machining operations

This course is delivered in partnership with AIET (RTO: 121314)

Scored
program
contributing
towards
ATAR

VET



SPORT & RECREATION

SIS30122 CERTIFICATE III IN SPORTS, AQUATICS & RECREATION

This VET course gives students the skills and knowledge to work in the sport, aquatics and recreation industry in areas such as fitness, coaching, sport administration or grounds and facilities.

Students will gain skills and knowledge in a range of activities required to support the operation of facilities such as fitness centres, outdoor sporting grounds, aquatic centres and community recreation centres.

Students will have the opportunity to undertake work placement in the sports and recreation industry.



FURTHER STUDY:

- SIS40221 - Certificate IV in Fitness
- SIS30521 - Certificate IV in Sport Coaching
- SIS30619 - Certificate IV in Outdoor Leadership

POSSIBLE JOBS:

- Sports and Fitness Coach
- Sport and Recreation Assistant
- Administration Assistant
- Community Activities Officer
- Leisure Services Officer

SHORT COURSE:

Students will obtain a **First Aid Certificate** while undertaking this qualification.



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SPORT & RECREATION

SIS30122 CERTIFICATE III IN SPORTS, AQUATICS & RECREATION

UNITS

VET Sport, Aquatics & Recreation students will obtain the following Units of Competencies after two years of study.

YEAR 1

HLTWHS001	Participate in workplace health and safety
SISXEMR003	Respond to emergency situations
HLTAID011	Provide first aid
SISXFAM006	Coordinate sport, fitness or recreation events
SISXPLD002	Deliver recreation sessions
SISXFAC006	Maintain activity equipment
SISXIND011	Maintain sport, fitness and recreation industry knowledge
SISXCCS004	Provide quality service
SISSPAR009	Participate in conditioning for sport
BSBPEF301	Organise personal work priorities

YEAR 2

SISXRES002	Educate user groups
SISXCAI004	Plan and conduct programs
SISXCAI006	Facilitate groups
SISSCO001	Conduct sport coaching with foundation level participants
BSBWHS308	Participate in WHS hazard identification, risk assessment and risk control processes

Scored
program
contributing
towards
ATAR

SHB20216 CERTIFICATE II IN SALON ASSISTANT

HAIR AND BEAUTY

This is a preparatory qualification which provides a defined and limited range of basic skills and knowledge us in hairdressing salons by individuals who provide assistance with client services. These routine and repetitive tasks are completed under direct supervision and with guidance from hairdressers who manage the client service. The combined skills and knowledge do not provide for a job outcome as a hairdresser and this qualification is intended to prepare individuals for further training.

Study Pathways:

- ◆ Gain employment in Hairdressing or start a Hairdressing Apprenticeship
- ◆ SHB30416 Certificate III in Hairdressing

Careers:

- ◆ Salon Assistant
- ◆ Hairdresser

Combines face- to- face training, led theory classes and practical sessions involving small group and individual activities and complete at least 60 hours of work experience, which can be achieved in “ MACE on Gray” Salon.

Contact Murray ACE:

- ☎ (03) 5032 3719
- ✉ learn@macesh.vic.edu.au
- 🌐 www.macesh.vic.edu.au



Follow us on Instagram
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SHB30121

Certificate III in Beauty Services

Would you like to start a career in beauty therapy? This entry-level course could be your calling if you enjoy working with people in a hands-on role.

Training takes place in our 'MACE on Gray Salon', here you will find a hands-on environment for developing a range of beauty treatment skills, including beauty and facial treatments, manicure and pedicure services, make-up, tanning, lash and brow services and waxing. You will also learn about nutrition, skin biology, physiology and cosmetic chemistry. The practical skills you learn will help you gain employment in the beauty industry.

Study Pathways:

- ◆ Gain employment in Beauty Industry as a Beauty Therapist
- ◆ SHB40121 Certificate IV in Beauty Therapy
- ◆ SHB50121 Diploma of Beauty Therapy
- ◆ SHB50216 Diploma of Salon Management

Careers:

- ◆ Beauty Therapist
- ◆ Nail/ Waxing Technician
- ◆ Spray Tanning Specialist
- ◆ Make- Up Artist
- ◆ Cosmetic Consultant
- ◆ Cosmetic/ Beauty Sales Representative

Combines face- to- face training, theory classes and practical sessions involving small group and individual activities and complete at least 120 hours of work experience, which can be achieved in " MACE on Gray" Salon.

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Contact Murray ACE:

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 learn@macesh.vic.edu.au

 www.macesh.vic.edu.au

YEAR 11 VCE & VET

(UNIT 1&2)

Senior School Values

The College is committed to offering you a pathway to the future by providing a breadth of curriculum that meets community needs including VCE, Vocational Major (VCE VM) and Vocational Education and Training (VET).

Encouraging a strong work ethic the College promotes: self-discipline and independent learning in a mature learning environment. The College offers a challenging educational and enriching co-curricular program that promotes leadership and recognises all achievements.

We aim to develop confident and informed young adults who are socially responsible and are prepared for further learning and the workplace.

The senior school will:

- Provide a mature learning environment
- Foster self-discipline and independent learning
- Offer a wide variety of extra curricular activities
- Recognise student achievements
- Encourage formal and informal leadership
- Offer a breadth of curriculum that meets the community needs including VCE, VCE VM and VET.

Choosing your VCE Program

Your VCE program is the complete range of VCE units from 1 to 4.

Requirements and Student Programs

Minimum requirements for VCE completion:

You must satisfactorily complete a minimum of 16 units that include:

- An approved combination of at least three units from the group of English studies that includes at least one Units 3 & 4 sequence, and
- Three sequences of Units 3 & 4 studies other than English (Note: to receive an ATAR you must complete Units 3 & 4 of an approved English study)

VCE-VET Units Within Your Program

- All VET programs have full VCE study status, within the Unit 1 to 4 structure.
- Most VET subjects contribute to an ATAR like a VCE subject would, exceptions are AUR20720 Cert II in Automotive, SHB30121 Cert III in Beauty, SHB20216 Cert II in Salon Assistant and 22614VIC Cert II in Building & Construction.

YEAR 11 VCE

UNITS 1 & 2

ENGLISH

Compulsory

- English

Electives

- Literature

MATHEMATICS

- General Mathematics
- Maths Methods
- Specialist Mathematics

ARTS

- Creative Practice and Design
- Media
- Theatre Studies

HEALTH AND PHYSICAL EDUCATION

- Health and Human Development
- Physical Education

SCIENCE

- Biology
- Chemistry
- Environmental Studies
- Horticultural Studies
- Psychology
- Physics

HUMANITIES

- Accounting
- Business Management
- History
- Legal Studies

TECHNOLOGY

- Design and Technology
- Food Studies

VCE ENGLISH UNITS 1 & 2

The focus of this subject is on developing student responses to increasingly complex texts. Through the analysis and comparison of books, films and media texts, students explore themes, and issues, and develop their understanding and comparison of how language and textual features are used by authors.

Which English Units Should I Choose?

- Year 11 English Units 1 & 2
- and / or Literature Units 1 & 2.

Year 12

- Either English Units 3 & 4
- and/or Literature Units 3 & 4.

All Units 3 & 4 studies must be taken as a sequence. English remains a compulsory study and all students who wish to complete their VCE must pass a minimum of three units of English, two of which must be passes in Units 3 & 4

VCE ENGLISH UNITS 1 & 2

What's it all about?

The study of English empowers students to read, write, speak and listen in different contexts. VCE English prepares students to think and act critically and creatively, and to encounter the beauty and challenge of their contemporary world with compassion and understanding. Students work to collaborate and communicate widely, and to connect with our complex and plural society with confidence.

What will I learn?

- Unit 1

Area of Study 1 – Reading and exploring texts

In this area of study, students engage in reading and viewing texts with a focus on personal connections with the story

Area of Study 2 – Crafting texts

In this area of study, students engage with and develop an understanding of effective and cohesive writing. They apply, extend and challenge their understanding and use of imaginative, persuasive and informative text through a growing awareness of situated contexts, stated purposes and audience.

- Unit 2

Area of Study 1 – Reading and exploring texts

In this area of study, students develop their reading and viewing skills, including deepening their capacity for inferential reading and viewing, to further open possible meanings in a text, and to extend their writing in response to text.

Area of Study 2 – Exploring argument

In this area of study, students consider the way arguments are developed and delivered in many forms of media.

What types of things will I do?

A thriving environment for intellectual debates, prompts new ways of thinking, opportunities to create.

What can this lead to?

Academic, Author, Journalist, Teacher, Tour Guide, Anthropologist, Book Editor, Sociologist, and just about any other job you can think of!

Possible Pathway

- Year 12 English
- Year 12 Literature
- University - Degrees in Arts/Education/Cultural Studies/Languages

VCE LITERATURE UNITS 1 & 2

What's it all about?

Literature opens new worlds to people. It offers an opportunity to explore a range of texts; novels, plays, poetry, short stories, film, and multimodal works. These literary works encompass various time periods, historical events and social perspectives.

What will I learn?

- Unit 1
 - Area of Study 1 – Reading Practices

Students study a collection of texts and their construction, their ideas, and their views and values.

- Area of Study 2 – Exploration of Movement and Genre

Students explore a main text and supplementary texts from a specific literary movement or genre, e.g. Gothic, Romance, Science Fiction, etc...

- Unit 2
 - Area of Study 1 – Text in Context

Students study the contextual construction of a text – examining all of the social, cultural and historical circumstances of its creation.

- Area of Study 2 – Voices of Country

In this final area of study, students examine First Nation text/s; exploring the importance of voice and country.

What types of things will I do?

A thriving environment for intellectual debates, prompts new ways of thinking, opportunities to create. From Jane Austen to modern authors, we delve into different time periods, different worlds, and different imaginations.

What can this lead to?

Academic, Author, Journalist, Teacher, Tour Guide, Anthropologist, Book Editor, Sociologist, and just about any other job you can think of!

Possible Pathway

- Year 12 Literature
- University - Degrees in Arts/Education/Cultural Studies/Languages

Why choose this subject?

To open up a brave new world and indulge yourself in a love of reading.

MATHEMATICS

Mathematics is a powerful tool which can be used to understand relationships and patterns. It is the study of patterns in number and space in both specific and general cases. In VCE Mathematics students have the opportunity to extend the skills already learnt with challenging mathematical learning activities. Students will learn, practice and apply these routines in investigative projects, analysis tasks and in real situations.

All courses involve the use of technology with CAS calculators.

Swan Hill College offers a range of Mathematics courses to suit different abilities and pathways. It is important to consider your past performance and type of mathematics already studied when making choices. Carefully read the pathway choices and discuss with your current mathematics teacher as well as your parents before making a decision.

It is important to choose the right type of mathematics as many tertiary institutions have prerequisites for courses.

The Australian Mathematics Competition is run every year and all students are encouraged to participate. It has a nominal fee.

VCE GENERAL

MATHEMATICS UNITS 1 & 2

What's it all about?

General Mathematics Units 1–2 provide for the study of non-calculus and discrete mathematics topics. They are designed to be widely accessible and provide preparation for general employment, business or further study, in particular where data analysis, recursion and financial modelling, networks and matrices are important.

What will I learn?

UNIT 1: Data, Algebra, & Matrices
<ul style="list-style-type: none">• How do we analyse and compare data in real life situations?• How are compound and simple interest calculated and when do we apply them?• How does the value of your car or other asset change over time?• How to calculate change in populations over time
UNIT 2: Measurement, Trigonometry, Graphs & Networks
<ul style="list-style-type: none">• How to calculate common measurements of objects and real-life structures• How to find long distances using knowledge of triangles• How to predict ideal travel times and routes using graphs

What types of things will I do?

You will use mathematics to consider the world around you, use practical math skills to solve problems, and learn the use of technology in mathematics to graph, display, and calculate data for analysis.

What can this lead to?

Bank worker, Bookkeeper, Gaming worker, Sales Assistant, Plasterer, Science Technician, Accountant, Optometrist, Electrician. The skills learned in General Mathematics have wide applications and can assist you with many career options.

Possible Pathway

Year 12 General Mathematics

Why choose this subject?

Math is a skill that we need in everyday life. From buying groceries, to applications on the job, you may be surprised at when math appears necessary. You will also develop your skills in interpreting and breaking down problems which is a useful skill in all areas of life.

VCE MATHEMATICAL METHODS UNITS 1 & 2

What's it all about?

Designed to challenge and inspire, VCE Math Methods equips you with the skills and knowledge necessary to excel in the world of numbers and equations. From calculus to algebra, trigonometry to statistics, this comprehensive program covers it all, catering to a diverse range of mathematical interests. Whether you dream of pursuing a career in engineering, finance, or any field that requires analytical thinking, VCE Math Methods will lay the groundwork for your success. With expert teachers, engaging problem-solving activities, and an array of resources at your disposal, you'll develop a deep understanding of mathematical concepts and learn to apply them with confidence.

What will I learn?

Each unit of Math Methods covers the following areas of study:

- Functions, Relations and Graphs

Algebra, Number and Structure: Calculus, Data Analysis, Probability and Statistics

Students will also undertake a mathematical investigation, which allows them to apply a range of individual skills and knowledge alongside problem solving and mathematical communication skills.

What types of things will I do?

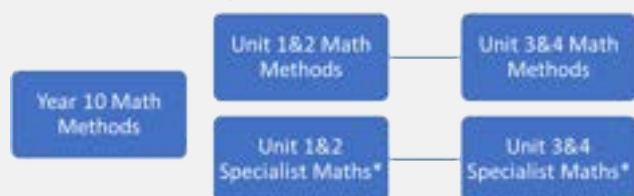
In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

What can this lead to?

Possible career paths include Engineer, Mathematician, Medical scientist, Meteorologist, Mining engineer, Naval architect, Computer engineer, Economist, Scientist, Actuary, Programmer, Pilot, Teacher.

Students with a strong interest in mathematics may also be able to undertake Specialist Mathematics, which builds upon the concepts studied in Math Methods and provides a strong foundation for further study in engineering, programming and the sciences.

Possible Pathway



Why choose this subject?

Math Methods is a prerequisite for several university courses, particularly science and engineering. It is also a requisite for Specialist Maths. It provides an opportunity for students to gain a broad range of skills in mathematics that can be applied to a wide range of higher education courses and careers.

*Specialist Maths may be taken concurrently with or after completing the corresponding Math Methods unit (i.e. Unit 1 Specialist Maths requires completion of Unit 1 Math Methods prior to or at the same time).

VCE SPECIALIST MATHEMATICS UNITS 1 & 2

What's it all about?

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

What will I learn?

- Unit 1: •Proof and Number, •Graph Theory, •Logic and Algorithms, •Sequences and Series, •Combinatorics, •Matrices.

Unit 2: •Simulation, sampling and sampling distributions, •Trigonometry, •Transformations, •Vectors in the plane, •Complex and Imaginary Numbers, •Functions, Relations and Graphs

What types of things will I do?

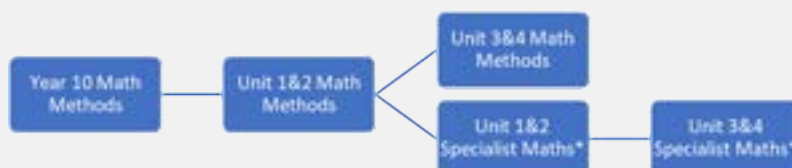
In undertaking this unit, students will explore and apply techniques, routines and processes involving rational, real and complex numbers, sets, lists, tables and matrices, diagrams, graphs, logic gates and geometric constructions, algorithms, algebraic manipulation, recurrence relations, equations and graphs, with and without the use of technology. They will model real-world situations and systems, and develop deep understanding of how to think mathematically and communicate their understanding.

What can this lead to?

Possible career paths include Engineer, Mathematician, Medical scientist, Meteorologist, Mining engineer, Naval architect, Computer engineer, Economist, Scientist, Actuary, Programmer, Pilot, Teacher.

Students who have undertaken Specialist Maths may be able to accelerate within some university courses.

Possible Pathway



**Specialist Maths may be taken concurrently with or after completing the corresponding Math Methods unit (i.e. Unit 1 Specialist Maths requires completion of Unit 1 Math Methods prior to or at the same time).*

Students are generally expected to have mastered most of level 10A content in Maths Pathway prior to considering Specialist Maths.

Why choose this subject?

Specialist Maths is a subject for students with a passion for maths, problem solving, logical thinking and real-world applications. It is an opportunity to explore new and exciting maths ideas that have links to other subjects, including physics, chemistry, math methods and more. Students often choose Specialist Maths as they are interested in maths and are looking for the chance to explore brand new areas.

VCE ART: CREATIVE PRACTICES & DESIGN

UNITS 1 & 2

What's it all about?

Art is an integral part of life and contributes to a progressive society. In this study, students develop their skills in critical and creative thinking, innovation, problem-solving and risk-taking. They combine a focused study of artworks, art practice (materials, techniques and processes) and practical art making.

What will I learn?

- Unit 1 – Interpreting artworks and exploring the Creative Practice: Students learn about the components of the Creative Practice and explore areas of personal interest to develop a series of visual responses (finished artworks). They use a range of materials, techniques and processes an art forms to create a body of experimental work (folio)
- Unit 2 – Interpreting artworks and developing and the Creative Practice: Students explore the collaborative practices of artists and use the Creative Practice to make and present artworks. They continue their exploration and experimentation of a body of work (folio) and alternative approaches to making and presenting artworks.

What types of things will I do?

Printmaking (lithograph/lino, mono or reductive, etching, stencil, collagraphs, copier, screen prints),
Collage

Photography (including digital), Sculpture, Ceramics, Construction (wood metals, found objects construction, mixed media 2D&3D), Textiles, Fashion, Time and Sound (video, film, animation, performance, live instillation),

Gallery visits and various trips to art spaces.

What can this lead to?

Career Paths: Designer (Communications, Graphic, Art, Game, Advertising, FX, Web, Fashion, Interior, Multimedia, Industrial, Product etc), Marketing, Project Manager (Research and Development), Animation, Journalism, Art Industry (Public/Private Curator, Director, Conservator), Architect, Arts and Community Administration.

Why choose this subject?

A Career in Art and Design can open up opportunities at a local level or a worldwide level. The Art and design industry is for ever evolving in all designer, marketing, project managing, animation, journalism, arts and community facets and allows for diversity, flexibility and expertise. VCE Art Creative Practice and Design will allow you to learn a different way and think out of the box

VCE MEDIA UNITS 1 & 2

What's it all about?

In these units, students develop an understanding of audiences and the core concepts underpinning the construction of representations and meaning in different media forms. They explore media codes and conventions and the construction of meaning in media products.

What will I learn?

- Media Representations
 - How do we see ourselves and our world in Media products?
- Media forms in production
 - How can we manipulate codes and conventions to create representations?
- Australian Stories
 - How are Australian Stories structured in fictional and non-fictional media narratives?
- Narrative, Style, Genre
 - How do media creators develop their style?
- Narratives in Production
 - How can we use the production process to create our own media narratives?
- Media and Change
 - What is the impact of new media technologies on us as individuals and as a society?

What types of things will I do?

We learn how to do stuff and how the different branches of Media expect us to do stuff to get media made at a professional level. We use the past to understand the present and predict future trends, and we make media.

What can this lead to?

- Content provider
- Games design
- Media equipment/software operator

Possible Pathway

Media units 3&4

Why choose this subject?

Media is the language of the twenty first century and having a clear understanding of how meanings are conveyed to audiences will create an active participant for the foreseeable future.

VCE THEATRE STUDIES

UNITS 1 & 2

What's it all about?

In VCE Theatre Studies students interpret scripts and produce theatre performances for audiences. Students work in production roles of actor, director and/or designer (costume, make-up, props, set, lighting, sound) It is important to note that in units 3 / 4 you can select designer areas, rather than acting. Throughout the study, students work individually and collaboratively in various production roles to creatively and imaginatively interpret scripts and to plan, develop and present productions. Students study the contexts – the times, places and cultures – of these scripts, as well as their language. They experiment with different possibilities for interpreting scripts and apply ideas and concepts in performance to an audience. Students learn about innovations in theatre production across different times and places and apply this knowledge to their work. Students analyse and evaluate the production of professional theatre performances and consider the relationship to their own theatre production work. Students learn about and demonstrate an understanding of safe, ethical, and responsible personal and interpersonal practices in theatre production.

What will I learn?

In each unit students will

Students interpret scripts to bring them to life on the stage;The will focus on at least two production roles for each script. Production roles include actor, director, costume, make-up, props, set, lighting and sound; See a professional performance and analyse and evaluate it.

- *Unit 1: Pre-modern theatre styles and conventions*

This unit focuses on the application of acting, direction and design in relation to theatre styles from the pre-modern era, that is, works prior to the 1920s. Students creatively and imaginatively work in production roles with scripts focusing on at least three distinct theatre styles and their conventions.

- *Unit 2: Modern theatre and conventions*

This unit focuses on the application of acting, direction and design in relation to theatre styles from the modern era, that is, the 1920s to the present. Students creatively and imaginatively work in production roles with scripts focusing on at least three distinct theatre styles. They study safe and ethical working practices in theatre production and develop skills of performance analysis, which they apply to the analysis of a play in performance.

What types of things will I do?

If you enjoy creating, performing, designing, directing and watching theatre this is the subject for you. In Theatre Studies you will bring scripts to life in production areas you select, these will be performed in the hall. Remember, it is not all about acting! In in your major assessments in Unit 3 you can select not to act and focus on design areas such as lighting, sound, costume, make up, set and props. Theatre Studies is the study of all areas of theatre. As a Theatre Studies student you also need to see professional performances, this means excursions see live theatre.

What can this lead to?

Apart from specific theatre performance and design skills such as acting, directing, costume designing, etc, Theatre Studies focus on key literacy and analysis skills, life skills, management skills, public speaking skills and transferable skills that you can take into any field of work in the 21st and ongoing centuries.

Please watch this video to find out how people have used what they learnt in Drama/Theatre Studies in their current jobs. <https://vimeo.com/655988357>

VCE HEALTH AND PHYSICAL EDUCATION

Introduction - Students may choose one or more units within Health and Physical Education which will provide them with an excellent background for a broad range of career options, particularly those in the area of health, sport and recreation, social welfare and childcare.

Which Health and Physical Education Courses Should I Choose?

- **Health and Human Development:**
 - This subject provides students with an overview of aspects of human development and health and wellbeing through the lifespan. It incorporates information on factors that can have a negative impact as well as programs that can boost health status and health and wellbeing from an individual, national and global perspective.
- **Physical Education:**
 - VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.
- **Vocational Education and Training (VET) Programs**
 - The following VET courses are offered in the Human Development Learning Area: SIS30122 Certificate III in Sport, Aquatics and Recreation and CHC22015 Certificate II in Community Services. Please see VET section for full details of courses.

VCE HEALTH AND HUMAN DEVELOPMENT UNITS 1 & 2

What's it all about?

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization's definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.

Unit 1 – Understanding Health & Wellbeing
<ul style="list-style-type: none">● Area of Study 1: Health Perspectives● Area of Study 2: Health & Nutrition● Area of Study 3: Youth Health & Wellbeing
Unit 2 – Managing Health & Development
<ul style="list-style-type: none">● Area of Study 1: Developmental Transitions● Area of Study 2: Health Care in Australia

Refer to the VCAA Study Design for more information

<https://www.vcaa.vic.edu.au/Documents/vce/healthandhumandevelopment/2018HealthHumDevSD.pdf>

What types of things will I do?

The subject is theory based with content that is explored through videos, guest speakers, on-line games, spelling bees, charades and presentations.

Possible Pathway

Health Promotion in yourself and others, Nursing, Allied Health Professional, Community Health Research, Education, Humanitarian Aid Work, The Health Profession

Why choose this subject?

The topics involve content based around real life actions and experiences and are easy to understand and apply.

VCE PHYSICAL EDUCATION

UNITS 1 & 2

What's it all about?

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

Unit 1 - The Human Body in Motion
<ul style="list-style-type: none">● Area of Study 1: How does the musculoskeletal system work to produce movement?● Area of Study 2: How does the cardiorespiratory system function at rest and during physical activity?
Unit 2 - Physical Activity, Sport and Society
<ul style="list-style-type: none">● Area of Study 1: What are the relationships between physical activity, sport, health and society?● Area of Study 2: What are the contemporary issues associated with physical activity and sport?

Refer to VCAA Study Design for more information

<https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/2017PhysicalEducationSD.pdf>

What types of things will I do?

Students will participate in practical activities each week based on sports and fitness activities related to theory content within and outside of school.

Possible Pathway

Sports Management, Exercise Sport Science, Physiology, Education, Sport Coaching, Fitness Industry, Athletic Programs, Recreations/Club/Community Programs

Why choose this subject?

Students can learn about their bodies and how it responds to training. Students can become leaders in sport and fitness in their own lives. PE can lead to a multitude of professions related to sport and fitness.

SCIENCE

Biology develops an understanding of the natural world. It involves studying living organisms, life processes, and the interactions of organisms with each other and their natural environments. Students will acquire practical skills in field and laboratory biology and develop an understanding in terms of the social, economic, technological and personal contexts of biological science.

Chemistry is the study of substances, their composition, their effects on one another and our interaction with them. We examine the application of chemical knowledge to technology, the environment and society. Students will have opportunities to investigate, explore and solve problems, ask questions, and discuss chemical concepts and issues such as improving human health, preventing environmental problems and rehabilitating degraded environment.

Physics is the study of natural phenomena such as energy, light, electricity, movement and the basic structure of matter. In studying Physics students will learn how to interpret the world around them. Physics is also useful for pursuing hobbies, confronting technological issues and appreciating a particular way of knowing the world. It will enable students to choose a career in a wide range of technical, trade and professional areas.

Psychology provides students with the opportunity to explore human development and behavior and to reflect upon their own experiences. Psychology is of value to students because of the skills it enhances, the content it covers and the applications to employment it offers.

Environmental Science builds on an understanding of the Earth, the inhabitants, cycles and patterns and the impacts humans have on these. Environmental science also explores the biodiversity of both animals and plants. This science offers experience in fieldwork and is a great way to prepare for numerous career pathways

VCE BIOLOGY UNITS 1 & 2

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

What will I learn?

UNIT 1: How do organisms regulate their functions? <ul style="list-style-type: none">• How do cells function?• How do plant and animal systems function?• How do scientific investigations develop understanding of how organisms regulate their functions?
UNIT 2: How does inheritance impact on diversity? <ul style="list-style-type: none">• How is inheritance explained?• How do inherited adaptations impact on diversity?• How do humans use science to explore and communicate contemporary bioethical issues?

What types of things will I do?

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, fieldwork, case studies, correlational studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety and ethical guidelines associated with biological investigations is integral to the study of VCE Biology.

As well as increasing their understanding of scientific processes, students develop insights into how knowledge in biology has changed, and continues to change, in response to new evidence, discoveries and thinking. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary biological challenges.

What can this lead to?

Biology is beneficial for a range of career pathways including: Nursing, Dentistry, Medicine, Physiotherapy, Occupational Therapy, Sports Science, Paramedicine, Teaching, Veterinarian.

Possible Pathway

- Unit 3&4 Biology

Why choose this subject?

Biology gives you a good understanding of how our bodies function at the cellular level and how we have evolved to present day Homo sapiens.

VCE CHEMISTRY UNITS 1 & 2

What's it all about?

Have you ever wondered how plastic bottles can be recycled to make clothing? The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

They explore the impact of chemistry on their own lives, and on society and the environment. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary chemistry-based challenges.

What will I learn?

UNIT 1: How can the diversity of materials be explained?
<ul style="list-style-type: none">• How do the chemical structures of materials explain their properties and reactions?• How are materials quantified and classified?• How can chemical principles be applied to create a more sustainable future?
UNIT 2: How do chemical reactions shape the natural world?
<ul style="list-style-type: none">• How do chemicals interact with water?• How are chemicals measured and analysed?• How do quantitative scientific investigations develop our understanding of chemical reactions?

What types of things will I do?

You will build your key employability skills by completing case studies, fieldwork, individual and group practical investigations, modelling, simulations, ethical evaluations, designing, and product, process and system development.

What can this lead to?

Nutrition, Nursing, Dentist, Doctor, Chiropractor, Physiotherapy, Occupational Therapy, Sports Science, Paramedicine, Teaching, Psychologist, Veterinarian. Chemistry is a foundation subject of many courses.

Possible Pathway:

Year	Course offered
<ul style="list-style-type: none">• Year 10	<ul style="list-style-type: none">• Science A and/or Science B
<ul style="list-style-type: none">• Year 11	<ul style="list-style-type: none">• Unit 1 & 2 Chemistry
<ul style="list-style-type: none">• Year 12	<ul style="list-style-type: none">• Unit 3 & 4 Chemistry

Why choose this subject?

As members of a global community what we do locally counts. Many of our local industries are moving from a Linear economy to a Circular economy incorporating Sustainable Development goals. Chemistry is a wonderful opportunity to build your understanding of the United Nation's Sustainable Development Goals and skills to address current global challenges in our own back

VCE ENVIRONMENTAL STUDIES UNITS 1 & 2

What's it all about?

Environmental science is a subject that explores the interactions between humans and their environments, and analyses the functions of both living and non-living elements that sustain Earth's systems. Students observe the limitations and opportunities presented by selected environmental issues and case studies, and consider how different value systems, priorities, knowledge and regulatory frameworks affect environmental decision-making and planning for a sustainable future.

What will I learn?

- **Unit 1:** How are Earth's dynamic systems interconnected to support life?

In this unit students look at the vast range of environmental transformations and how humans and natural sources impact on the Earth's systems in both short and long-term contexts.

- **Unit 2:** What affects Earth's capacity to sustain life?

For unit 2 we focus on the concept of sustainable practices and providing clean food and water supplies to meet the demands of current and future populations of Earth's species including humans. We also look at pollution and its negative effects on Earth's systems.

What types of things will I do?

- In class excursions to conduct fieldwork: Ibis Rookery, Woorinen South Recreational Reserve, Milloo Wetlands
- Yearly camps: Melbourne/Mornington peninsula area – Zoo workshop, kayaking, snorkeling, bike ride and team building activities. Halls gap, Anglesea, Lorne and Werribee – Zoo workshop, paddle boarding, hiking, tree-top climb and ropes course, as well as team building activities.
- Practical activities in class

What can this lead to?)

This includes but not limited to: Agronomy, agriculture, animal attendant, ecology, environmental engineer/manager/scientist/, gardener, geology, horticulture, landscape architect, meteorologist, park ranger, process engineer (Mining), urban and regional planner.

Possible Pathway

Year 12 Environmental Science

Why choose this subject?

If you enjoy or are possibly looking at a career that involves being outside working in nature, working with animals or have a passion about conserving the environment this is the class for you.

VCE AGRICULTURAL AND HORTICULTURAL STUDIES

UNITS 1 & 2

VCE Agricultural and Horticultural Studies develops students' understanding of sustainable agricultural and horticultural systems within current economic, social and environmental contexts, and in view of ethical considerations. Sustainable management of food and fibre industries is vital for local, national and global markets. This study provides opportunities for students to experience and understand these primary industries, with a particular focus on the ways in which change and innovation are reshaping practices, careers and business opportunities. The broad, applied nature of VCE Agricultural and Horticultural Studies prepares students for further studies and careers in agriculture, horticulture, land management, agricultural business practice and natural resource management.

For Further Advice: See Careers

VCE PHYSICS UNITS 1 & 2

What's it all about?

Physics looks at the principles behind how the physical world operates. It also examines the technology that comes from it

What will I learn?

- Unit 1 – How is energy useful to society?

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

Areas of Study: Heat and light, the nucleus and electricity

- Unit 4 – How does physics help us to understand the world?

In this unit students explore the power of experiments in developing models and theories. They investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.

Areas of Study: Motion and Practical Investigation

What can this lead to?

- Astronomer
- Cyclotron engineer
- Data scientist
- Lecturer
- Materials scientist
- Physicist
- Researcher
- Teacher
- Patent Examiner

Possible Pathway

Year 12 Physics

Preparation Subjects: Year 10 Science B

VCE PSYCHOLOGY

UNITS 1 & 2

Unit 1: Course Outline - In this unit students investigate the structure and functioning of the human brain and the role it plays in the functioning of the human nervous system. Students will also examine psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

Areas of Study:

How does the brain function?

What influences psychological development?

Unit 2: Course Outline - In this unit students examine how behaviour and mental processes are influenced by a variety of biological, psychological and social factors. Students will also explore a variety of factors that can influence the dynamics of particular individual and group behaviours, such as attitude formation, prejudice and discrimination.

Areas of Study:

What influences a person's perception of the world?

How are people influenced to behave in particular ways?

Preparation Subjects:

Year 9 & 10 Science

Subjects to do next:

VCE Psychology Units 3 & 4

VCE ACCOUNTING

UNITS 1 & 2

What's it all about?

In Accounting students will study the methods and techniques businesses use to record transactions involving money. Students will also learn how businesses make decisions based on their financial performance...e.g. if businesses are not making enough money, students will be able to provide strategies that they can follow to improve their financial performance. Students will also develop the skills to analyse business financial performance and provide advice to businesses on how they can improve.

What will I learn?

- Unit 1: The Role of Accounting

In this unit, you will analyse, interpret and evaluate the performance of businesses. You will do this using financial and non-financial information. Furthermore, you will use the results of your analysis and evaluations to make recommendations regarding the suitability of a business as an investment. In this subject you will also learn how to record financial data and prepare various financial reports for service businesses owned by sole proprietors.

- Unit 2: Accounting and decision-making for a trading business

This unit has a heavy focus on the strategies and methods small businesses use to manage inventory and the financial part of business relationships with suppliers and customers. In this unit you will also learn how to use ICT applications to record financial information and prepare financial reports.

What types of things will I do?

You will learn how people get business ideas, and how they turn their ideas into a real business. If you are good with numbers and think in a logical structured way, you will enjoy accounting. You will enjoy learning how you can apply the skills you learn in Accounting to your daily life, e.g. how to choose the right bank account. It is also fun learning about some problems businesses face and working on solutions to solve them, how can you reduce or stop staff from stealing from a business

What can this lead to?

Investment Banker, Auditor, Forensic Accountant, Tax Accountant, Economist are just a few examples of many careers possible from studying accounting at school and university level.

Possible Pathway (What are an example of subjects that can be followed in future years?)

Business Management, Marketing, Public Relations, Event Management, Accounting, Finance, Economics

Why choose this subject?

Every business and industry in Australia relies on Accounting skills. Under current market conditions you are likely to secure employment before you finish school if that is your objective, in a profession with a high level of job security and a salary that is above average. Accountants are in demand all over the world, and so opportunities to work in other countries in the Accounting profession exist. It is also a profession in which offers the flexibility of working from home.

VCE BUSINESS

MANAGEMENT UNITS 1 & 2

What's it all about?

Year 11 VCE Business Management equips students with the knowledge and skills to confidently and effectively participate as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors.

What will I learn?

In semester 1, you will investigate

- the concept of entrepreneurship
- the process of creating and developing a business idea
- the factors inside and outside that may affect business planning.

In semester 2, you will explore:

- the key legal and financial considerations when establishing a business
- how a marketing presence supports the achievement of business objectives
- the importance of staff and their management.

What types of things will I do?

You will learn how businesses manage staff who do not get along with their employer, and employee rights. This is a very interesting, relatable and popular topic with students who have parttime jobs as they develop an awareness of their rights and how to solve any problems they are having at work. You will also learn about how artificial intelligence in computers and machines is changing the business world

What can this lead to?

The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Possible Pathway

Business Management, Marketing, Public Relations, Event Management, Accounting.

Why choose this subject?

Nearly all workers experience problems at work at some stage in their lives, and this subject will equip you with the skills and knowledge on how to solve them. This subject will also equip you with many of the important skills and knowledge you need if you wish to start your own business one day. It will also improve your skills in managing people and solving problems involving people, including difficult people, whether that be in a sports team, or in a business environment.

VCE LEGAL STUDIES 1&2

What's it all about?

In Unit 1 students develop an understanding of legal foundations, such as the different types and sources of law, the existence of a court hierarchy in Victoria, key concepts of criminal law and civil law and how these apply to actual and/or hypothetical scenarios to determine whether an accused may be found guilty of a crime, or liable in a civil dispute.

Unit 2 focuses on the enforcement of criminal law and civil law, the methods and institutions that may be used to determine a criminal case or resolve a civil dispute, and the purposes and types of sanctions and remedies and their effectiveness.

What will I learn?

- Students will learn about how laws are made by both Parliament and through the courts. Students will examine the process a new law or a change in the law will go through when being debated by Parliament.
- Students will study a range of famous cases that have created legal history in our courts and how these cases have been used in future cases.
- Students will study a range of crimes and legal concepts in criminal law and the different sanctions a guilty person might receive from the courts
- Students will apply civil law principles to a range of cases covering areas such as negligence and defamation, including the role damages and injunctions play in these civil cases.
- The area of human rights will be investigated including how the law protects human rights and cases where there has been a breach of human rights.

What types of things will I do?

- Research a range of cases covering aspects of criminal law, civil law and human rights. Compare our sentencing practices in criminal law with those of other countries.
- Research new laws that affect us as citizens – both Victorian and Federal laws
- Debate the issues associated with new laws.
- Hear from guest speakers who work in the legal or parliamentary system

What can this lead to?

Lawyer, Solicitor, Paralegal, Judges' Associate, Police Officer, Criminology

Possible Pathway

Criminology, Law, Arts / Law, Police Studies

Why choose this subject?

Students find this subject relevant to everyday life. In many areas of study students can relate to the cases or issues being investigated, and they find it interesting researching new laws that are being proposed, and the range of cases that come before our court system. Students feel passionate about issues that affect them, and because they are close to voting age, they become informed citizens about their rights and responsibilities, and how they can play a role in our political system.

VCE MODERN HISTORY

UNITS 1 & 2

What's it all about?

Year 11 History Modern History continues to study in depth the significant events, ideas, individuals and movements that shaped the social, political, economic and technological conditions and cultural developments that have defined the modern world.

What will I learn?

- In unit 1, students will examine the nature of social, political, economic, technological and cultural change in the later part of the 19th century and the first half of the 20th century. This includes looking at the ideological conflicts that contributed to both World War I and II as well as the ways in which people freely expressed themselves during the century.
- In unit 2 students investigate the nature and impact of the Cold War and the anti-Apartheid movement. This includes the challenges and changes to social, political and economic structures and systems of power in the second half of the twentieth century and the first decade of the twenty-first century.

What types of things will I do?

Students will explore history through primary and secondary sources including documentaries, film, journal articles and sometimes even VR. Students will complete a range of historical learning activities including the analysis of images and written sources. They will have the opportunity to improve their cause-and-effect historical writing while also completing independent research on topics of their choice.

What can this lead to?

Students who enjoy subjects like History may pursue future education and employment opportunities in primary or secondary education, archaeology, librarian work, art history, cultural heritage, climate analysis, geography as well as roles in museum curatorship.

Possible Pathway

Year 12 History: Revolutions.

Why choose this subject?

History as a subject gives students an opportunity to further develop their critical reading and thinking skills. Students will be given opportunities to research and pull together historical evidence to form their own views on events of the past. Over the course of the year, students will engage in discussion and begin to understand how historical debates covered in the course still continue to impact and shape today's leaders, thinking and society.

TECHNOLOGY

Technology Studies will further develop students' knowledge of materials, tools and processes and give them the opportunity to develop practical solutions to people's needs.

The fields of study: Design and Technology, Food and Technology and Systems Technology

There is a range of focus areas in Design and Technology e.g. Metals, Wood etc. All units are designed to reinforce learning through 'hands on' practical activities. Technology Studies units provide the opportunity to develop a wide range of practical skills and knowledge of materials, tools and processes. Relevant computer technology is used across all units.

Vocational Education and Training (VET) Programs

The following VET courses are offered in the Technology Learning Area:

- AUR20720 Certificate II in Automotive Vocational Preparation
- 22614VIC Certificate II in Building and Construction
- 22470VIC Certificate II in Engineering
- SIT20421 Certificate II in Cookery

For program details refer to VET section in Curriculum Handbook.

Material Costs: All students undertaking any Technology Studies courses or subjects will be expected to pay for their materials before they commence projects.

VCE DESIGN AND TECHNOLOGY UNITS 1&2

What's it all about?

Product Design and Technology focuses on design thinking, creative problem solving and understanding product design factors. Through this subject you take on the role of the designmaker.

What will I learn?

- Unit 1 - Materials, Processes and Design: The unit focuses on designing and manufacturing a product to suit an individual person(s) and location. Students will conduct extensive research and testing on material properties and characteristics (Australian Hardwoods, Metals, Glass and Plastics). Students will research the ergonomic link between product and user and design and manufacture a unique and functional product.
- Unit 2 - Financial Operations: This unit focuses on designing and manufacturing a product to suit an individual person(s) and location. Students will conduct extensive research and testing on material properties and characteristics (Australian Hardwoods, Metals, Glass and Plastics). Students will research the ergonomic link between product and user and design and manufacture a unique Hallway Table.
- Areas of Study: Design brief, Constraints and considerations of a Design Brief, Materials testing and suitability, Design, development and production, Evaluation.

What types of things will I do?

This class looks at designing and manufacturing custom one off items of furniture. You will produce a detailed design folio outlining research into materials and construction techniques. Furthermore each semester you will design and manufacture your own project to take home and use.

What can this lead to?

Civil engineering and town planning courses, Architecture, Town planning, Manufacturing trades

Possible Pathway

Unit 3 and 4 Design and Technology

Why choose this subject?

This subject aims at developing an understanding of designing and advanced furniture fabrication and assembly techniques. You will leave this subject with 2 projects that you have both designed and manufactured to your own specifications and requirements.

VCE FOOD STUDIES UNIT

1&2

In this unit you will investigate the many roles and everyday influences of food.

Why do we eat food?

Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies. You will also investigate the science of food appreciation, the physiology of eating and digestion, and the role of diet on gut health.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Have you ever thought about what we eat today and how it is very different to what your parents and grandparents ate? You will investigate food trends; for example, why we are eating more exotic meals and less 'meat and three veg'. You will look at why the food you eat makes you the person you are and connects you to others. Practical activities (cooking) will enable you to understand how to plan and prepare food to cater for various dietary needs. You will produce nutritious (and hopefully successful) everyday meals and practice a range of food preparation skills.

Unit 4 Food Issues, Challenges and Futures

How do you know whether to trust everything you hear and read about food? In Area of Study 1, you will learn more about how to respond to food information. Then you will develop the skills and knowledge you need to work out what information to believe and what to reject. You will use the knowledge and skills to assess a range of food fads, trends and diets. Once again, you will produce healthy recipes based on the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

Worried about food waste, excessive food miles and unethical treatment of animals? Or perhaps you are concerned about single use food packaging, unfair treatment of food workers or whether or not people in Australia and around the world have enough to eat?

In Area of Study 2, you will focus on issues about the environment, climate, ecology, ethics, farming practices, including the use and management of water and land, the development and application of innovations and technologies, and the challenges of food security, food sovereignty, food safety and food wastage. You will then select an issue that you are really interested in and research and report on the issue. This includes looking at what can be done to reduce any impact on our environment, animals and people.

YEAR 12 VCE

UNITS 3&4

ENGLISH

Compulsory

- English

Electives

- Literature

MATHEMATICS

- General Mathematics
- Maths Methods

ARTS

- Creative Practice and Design
- Media
- Theatre Studies

HEALTH AND PHYSICAL EDUCATION

- Health and Human Development
- Physical Education

SCIENCE

- Biology
- Chemistry
- Environmental Studies
- Horticultural Studies
- Psychology
- Physics

HUMANITIES

- Accounting
- Business Management
- History
- Legal Studies

TECHNOLOGY

- Design and Technology
- Food Studies

VCE ENGLISH UNITS 3 & 4

Subject Description:

Students focus on reading and responding in writing to a range of texts. They analyse how the authors create meaning and different ways in which text can be interpreted. Students will be required to compare texts and develop creative responses. Students will analyse and compare the use of language in current Australian media texts, as well as speaking persuasively in response to a chosen issue.

Areas of study:

Reading and comparing texts: Students will study two texts and complete a comparative analytical response. Reading and creating texts: Students will study two texts and complete an analytical and creative interpretation. Using Language to persuade: Students analyse how language is used to persuade in articles that are published in the Australian media after September 2022. They also learn how to use language to persuade in a point of view oral presentation.

Assessment: 25% School Assessed Coursework in each Unit and an external exam worth 50%

VCE LITERATURE UNITS 3&4

What's it all about?

Literature opens new worlds to people. It offers an opportunity to explore a range of texts; novels, plays, poetry, short stories, film, and multimodal works. These literary works encompass various time periods, historical events and social perspectives.

What will I learn?

- Unit 3
 - Area of Study 1 – Adaptations and Transformations

Students study a text (generally a novel or play) and then explore how meaning has changed when the original text is adapted into a secondary form.

- Area of Study 2 – Developing Interpretations

Students explore a text, developing their own interpretation of it before examining it through another perspective such as; Marxism, feminism, environmentalism, etc...

- Unit 4
 - Area of Study 1 – Creative Responses to Texts

Students study a text and then respond through the development of a creative piece of writing and a reflection on their creation.

- Area of Study 2 – Close Analysis

In this final area of study, students fine tune the close analysis skills they will need to succeed in their final exams.

What types of things will I do?

A thriving environment for intellectual debates, prompts new ways of thinking, opportunities to create. From Jane Austen to modern authors, we delve into different time periods, different worlds, and different imaginations.

What can this lead to?

Academic, Author, Journalist, Teacher, Tour Guide, Anthropologist, Book Editor, Sociologist, and just about any other job you can think of!

Possible Pathway

University - Degrees in Arts/Education/Cultural Studies/Languages

Why choose this subject?

To open up a brave new world and indulge yourself in a love of reading.

VCE GENERAL

MATHEMATICS UNITS 3 & 4

What's it all about?

General Mathematics Units 3 and 4 focus on real-life application of mathematics and consist of the areas of study 'Data analysis, probability and statistics' and 'Discrete mathematics'. The use of a CAS calculator is an essential part of this course.

What will I learn?

UNIT 3: Data analysis, probability and statistics and Recursion and financial modelling
<ul style="list-style-type: none">• Data types, representation and distribution of data, location, spread, association, correlation and causation, response and explanatory variables, linear regression, data transformation and goodness of fit, time series, seasonality, smoothing and prediction.• the use of first-order linear recurrence relations and the time value of money (TVM) to model and analyse a range of financial situations, and using technology to solve related problems involving interest, appreciation and depreciation, loans, annuities and perpetuities
UNIT 4: Matrices and Networks
<ul style="list-style-type: none">• definition of matrices, different types of matrices, matrix operations, transition matrices and the use of first-order linear matrix recurrence relations to model a range of situations and solve related problems.• definition and representation of different kinds of undirected and directed graphs, Eulerian trails, Eulerian circuits, bridges, Hamiltonian paths and cycles, and the use of networks to model and solve problems involving travel, connection, flow, matching, allocation and scheduling

What can this lead to?

Accountant, Bank Officer, Sales assistant, Secretary, Financial Advisor, Agronomist, Auditor, Chemist, Financial broker/dealer, Administration, Statistician, Sports Administrator, Software Programmer, Mathematician, Insurance, Newsagent, Pilot, Cashier, Data processing and many more possibilities.

Why choose this subject?

It gives you a general understanding of some basic mathematical concepts across the four units, with a special focus on finance, which ends up being extremely useful. General Mathematics is designed for those students who want to extend their mathematical skills beyond Year 10 level but whose future studies or employment pathways do not require knowledge of calculus. The subject is designed for students who have a wide range of educational and employment aspirations, including continuing their studies at university or TAFE.

Students will need a CAS calculator. Approximate cost of calculator: \$225

For further advice: Hayden Hogan, Bianca Atkin, Hope Henley and Bree Schulze

VCE METHODS UNITS 3 & 4

What's it all about?

Mathematical Methods Units 3 and 4 provide a study of functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. It is designed for students who have an interest in pursuing further study in areas that rely upon a background knowledge of mathematical concepts, problem solving, algorithmic and logical thinking.

What will I learn?

Each unit of Math Methods covers the following areas of study:

Functions, Relations and Graphs, Algebra, Number and Structure, Calculus, Data Analysis, Probability and Statistics

What types of things will I do?

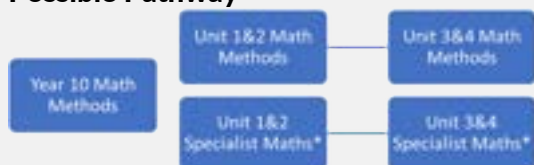
In undertaking this unit, students are expected to be able to apply techniques, routines and processes involving rational and real arithmetic, sets, lists and tables, diagrams and geometric constructions, algorithms, algebraic manipulation, equations, graphs and differentiation, with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation. The use of numerical, graphical, geometric, symbolic and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and in related assessment, is to be incorporated throughout the unit as applicable.

What can this lead to?

Possible career paths include Engineer, Mathematician, Medical scientist, Meteorologist, Mining engineer, Naval architect, Computer engineer, Economist, Scientist, Actuary, Programmer, Pilot, Teacher.

Students with a strong interest in mathematics may also be able to undertake Specialist Mathematics, which builds upon the concepts studied in Math Methods and provides a strong foundation for further study in engineering, programming and the sciences.

Possible Pathway



*Specialist Maths may be taken concurrently with or after completing the corresponding Math Methods unit (i.e. Unit 1 Specialist Maths requires completion of Unit 1 Math Methods prior to or at the same time).

Why choose this subject?

Math Methods is a prerequisite for several university courses, particularly science and engineering. It is also a requisite for Specialist Maths. It provides an opportunity for students to gain a broad range of skills in mathematics that can be applied to a wide range of higher education courses and careers.

VCE ART: CREATIVE PRACTICE & DESIGN

UNITS 3 & 4

What's it all about?

Art is an integral part of life and contributes to a progressive society. This study provides students with an informed context to support an awareness of art as a tool for cultural, social and personal communication. Students, through their study, design and making of 2D and 3D artwork develop their individual art practice and communicate ideas and meaning using a range of materials, techniques and processes

What will I learn?

Unit 3 – Investigation, design, artworks and the Creative Practice: Students use Inquiry and Project-based learning to develop a body of work (folio). They explore ideas and experiment with materials, techniques and processes using design and the Creative Practice. Students research historical and contemporary artists and will select one specific artist as a starting point to develop a finished artwork.

Unit 4 – Interpreting, resolving and presenting artworks and the Creative Practice: Students continue to develop their art practice exploration to support the development of their body of work (folio). Students study specific artists to inform their own practice and use the Interpretive Lenses to analyze and compare and artworks. They also apply this to resolve and refine their own design and making of finished artworks.

What types of things will I do?

- Printmaking (lithograph/lino, mono or reductive, etching, stencil, collagraphs, copier, screenprints)
- Collage
- Photography (including digital)
- Sculpture
- Ceramics
- Construction (wood metals, found objects construction, mixed media 2D&3D)
- Textiles
- Fashion
- Time and Sound (video, film, animation, performance, live instillation)
- Gallery visits and various trips to art spaces

What can this lead to?

Designer (Communications, Graphic, Advertising, FX, Web, Fashion, Interior, Multimedia, Industrial, Product etc), Marketing, Project Manager (Research and Development) , Animation, Journalism, Art Industry (Public/Private Curator, Director, Conservator), Architect, Arts and Community Administration.

VCE MEDIA UNITS 3 & 4

Course Outline:

VCE Media is relevant to students with a wide range of expectations including those who wish to pursue further formal study in this area.

Unit 3 - Media narratives and pre-production Areas Studied: Media narratives and pre-production: analyse how narratives are constructed and distributed, and how they engage, are consumed and are read by the intended audience and present day audiences. Media production development: research aspects of a media form and experiment with media technologies and media production processes to inform and document the design of a media production. Media production design: develop and document a media production design in a selected media form for a specified audience.

Unit 4 - Media production and issues in the media Areas Studied: Media production: produce, refine and resolve a media product designed in Unit 3. Agency and control in and of the media: discuss issues of agency and control in the relationship between the media and its audience. Film, television, audio, photography, print based media, digital media, interactive multimedia, advertising, popular music and current affairs.

Preparation Subjects:

VCE Media Units 1 & 2

Career Paths:

Specialised Media Production

VCE THEATRE STUDIES

UNITS 3 & 4

What's it all about?

In VCE Theatre Studies students interpret scripts and produce theatre performances for audiences. Students work in production roles of actor, director and/or designer (costume, make-up, props, set, lighting, sound) It is important to note that in units 3 / 4 you can select designer areas, rather than acting. Students study the contexts – the times, places and cultures – of these scripts, as well as their language. They experiment with different possibilities for interpreting scripts and apply ideas and concepts in performance to an audience. Students learn about innovations in theatre production across different times and places and apply this knowledge to their work.

What will I learn?

Unit 3: Producing theatre: In this unit students develop an interpretation of a script through the three stages of the theatre production process: planning, development and presentation. Students specialise in two production roles, working collaboratively, creatively and imaginatively to realise the production of a script. They use knowledge developed during this process to analyse and evaluate the ways work in production roles can be used to interpret script excerpts previously unstudied. Students develop knowledge and apply elements of theatre composition, and safe and ethical working practices in the theatre.

Unit 4: presenting an interpretation: In this unit students study a scene and an associated monologue. They initially develop an interpretation of the prescribed scene. Students then develop a creative and imaginative interpretation of the monologue that is embedded in the specified scene. To realise their interpretation, they work in production roles as an actor and director, or as a designer. Students' work for Areas of Study 1 and 2 is supported through analysis of a performance they attend.

What types of things will I do?

If you enjoy creating, performing, designing, directing and watching theatre this is the subject for you. In Theatre Studies you will bring scripts to life in production areas you select, these will be performed in the hall. Remember, it is not all about acting! In your major assessments in Unit 3 you can select not to act and focus on design areas such as lighting, sound, costume, make up, set and props. Theatre Studies is the study of all areas of theatre. As a Theatre Studies student you also need to see professional performances, this means excursions to see live theatre.

What can this lead to?

Apart from specific theatre performance and design skills such as acting, directing, costume designing, etc, Theatre Studies focus on key literacy and analysis skills, life skills, management skills, public speaking skills and transferable skills that you can take into any field of work in the 21st and ongoing centuries. Please watch this video to find out how people have used what they learnt in Drama/Theatre Studies in their current jobs.

<https://vimeo.com/655988357>

VCE HEALTH AND HUMAN DEVELOPMENT UNITS 3 & 4

What's it all about?

VCE Health and Human Development takes a broad and multidimensional approach to defining and understanding health and wellbeing. Students investigate the World Health Organization's definition and other interpretations of health and wellbeing. For the purposes of this study, students consider wellbeing to be an implicit element of health. Wellbeing is a complex combination of all dimensions of health, characterised by an equilibrium in which the individual feels happy, healthy, capable and engaged.

Unit 3– Australia's Health in a Globalised World <ul style="list-style-type: none">● Area of Study 1: Understanding health and wellbeing● Area of Study 2: Promoting health and wellbeing
Unit 4– Health & Human Development in a Global Context <ul style="list-style-type: none">● Area of Study 1: Health and wellbeing in a global context● Area of Study 2: Health & The Sustainable Development Goals

Refer to the *VCAA Study Design* for more information

<https://www.vcaa.vic.edu.au/Documents/vce/healthandhumandevelopment/2018HealthHumDevSD.pdf>

What types of things will I do?

The subject is theory based with content that is explored through videos, guest speakers, on-line games, spelling bees, charades and presentations.

Possible Pathway

Health Promotion in yourself and others, Nursing, Allied Health Professional, Community Health Research, Education, Humanitarian Aid Work, The Health Profession

Why choose this subject?

The topics involve content based around real life actions and experiences and are easy to understand and apply.

VCE PHYSICAL EDUCATION

UNITS 3 & 4

What's it all about?

VCE Physical Education explores the complex interrelationships between anatomical, biomechanical, physiological and skill acquisition principles to understand their role in producing and refining movement, and examines behavioural, psychological, environmental and sociocultural influences on performance and participation in physical activity.

Unit 3 – Movement Skills & Energy for Physical Education
<ul style="list-style-type: none">● Area of Study 1: How are movement skills improved?● Area of Study 2: How does the body produce energy?
Unit 4 – Training to improve performance
<ul style="list-style-type: none">● Area of Study 1: What are the foundations of an effective training program?● Area of Study 2: How is training implemented effectively to improve fitness?

Refer to VCAA Study Design for more information

<https://www.vcaa.vic.edu.au/Documents/vce/physicaledu/2017PhysicalEducationSD.pdf>

What types of things will I do?

Students will participate in practical activities each week based on sports and fitness activities related to theory content within and outside of school.

Possible Pathway

Sports Management, Exercise Sport Science, Physiology, Education, Sport Coaching, Fitness Industry, Athletic Programs, Recreations/Club/Community Programs

Why choose this subject?

Students can learn about their bodies and how it responds to training. Students can become leaders in sport and fitness in their own lives. PE can lead to a multitude of professions related to sport and fitness.

VCE BIOLOGY UNIT 3 & 4

The study of Biology explores the diversity of life as it has evolved and changed over time, and considers how living organisms function and interact. It explores the processes of life, from the molecular world of the cell to that of the whole organism, and examines how life forms maintain and ensure their continuity. Students study contemporary research, models and theories to understand how knowledge in biology has developed and how this knowledge continues to change in response to new evidence and discoveries. An understanding of the complexities and diversity of biology provides students with the opportunity to appreciate the interconnectedness of concepts and areas both within biology, and across biology and the other sciences.

What will I learn?

UNIT 3: How do cells maintain life? <ul style="list-style-type: none">• What is the role of nucleic acids and proteins in maintaining life?• How are biochemical pathways regulated?
UNIT 4: How does life change and respond to challenges? <ul style="list-style-type: none">• How do organisms respond to pathogens?• How are species related over time?• How is scientific inquiry used to investigate cellular processes and/or biological change?

What types of things will I do?

An important feature of undertaking a VCE science study is the opportunity for students to engage in a range of scientific investigation methodologies, to develop key science skills, and to interrogate the links between knowledge, theory and practice. Students work collaboratively as well as independently on a range of scientific investigations involving controlled experiments, fieldwork, case studies, correlational studies, classification and identification, modelling, simulations, literature reviews, and the development of a product, process or system. Knowledge and application of the safety and ethical guidelines associated with biological investigations is integral to the study of VCE Biology.

As well as increasing their understanding of scientific processes, students develop insights in to how knowledge in biology has changed, and continues to change, in response to new evidence, discoveries and thinking. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary biological challenges.

What can this lead to?

Biology is beneficial for a range of career pathways including: Nursing, Dentistry, Medicine, Physiotherapy, Occupational Therapy, Sports Science, Paramedicine, Teaching, Psychologist, Veterinarian, Botanist.

Why choose this subject?

Biology gives you a good understanding of how our bodies function at the cellular level and how we have evolved to present day Homo sapiens.

VCE CHEMISTRY UNITS 3 & 4

What's it all about?

Have you ever wondered how plastic bottles can be recycled to make clothing? The study of VCE Chemistry involves investigating and analysing the composition and behaviour of matter, and the chemical processes involved in producing useful materials for society in ways that minimise adverse effects on human health and the environment. Chemistry underpins the generation of energy for use in homes and industry, the maintenance of clean air and water, the production of food, medicines and new materials, and the treatment of wastes.

They explore the impact of chemistry on their own lives, and on society and the environment. They develop capacities that enable them to critically assess the strengths and limitations of science, respect evidence-based conclusions and gain an awareness of the ethical contexts of scientific endeavours. Students consider how science is connected to innovation in addressing contemporary chemistry-based challenges.

What will I learn?

UNIT 3: How can design and innovation help to optimize chemical processes?
<ul style="list-style-type: none">• What are the current and future options for supplying energy?• How can the rate and yield of chemical reactions be optimized?
UNIT 4: How are carbon-based compounds designed for purpose?
<ul style="list-style-type: none">• How are organic compounds categorized and synthesized?• How are organic compounds analysed and used?• How is scientific inquiry used to investigate the sustainable production of energy and/or materials?

What types of things will I do?

You will build your key employability skills by completing case studies, fieldwork, individual and group practical investigations, modelling, simulations, ethical evaluations, designing, and product, process and system development.

What can this lead to?

Nutrition, Nursing, Dentist, Doctor, Chiropractor, Physiotherapy, Occupational Therapy, Sports Science, Paramedicine, Teaching, Psychologist, Veterinarian. Chemistry is a foundation subject of many courses.

Possible Pathway:

Year	Course offered
<ul style="list-style-type: none">• Year 10• Year 11• Year 12	<ul style="list-style-type: none">• Science A and/or Science B• Unit 1 & 2 Chemistry• Unit 3 & 4 Chemistry

Why choose this subject?

As members of a global community what we do locally counts. Many of our local industries are moving from a Linear economy to a Circular economy incorporating Sustainable Development goals. Chemistry is a wonderful opportunity to build your understanding of the United Nation's Sustainable Development Goals and skills to address current global challenges in our own backyards.

VCE ENVIRONMENTAL STUDIES UNITS 3 & 4

What's it all about?

Environmental science is a subject that explores the interactions between humans and their environments, and analyses the functions of both living and non-living elements that sustain Earth's systems. Students observe the limitations and opportunities presented by selected environmental issues and case studies, and consider how different value systems, priorities, knowledge and regulatory frameworks affect environmental decision-making and planning for a sustainable future.

What will I learn?

- Unit 3: How can biodiversity and development be sustained?

The central focus of this unit is on environmental management through the application of sustainability principles and the value of the biosphere. They explore the value of biodiversity and work on management techniques to protect threatened species.

- Unit 4: How can climate change and the impacts of human energy use be managed?

For this unit students explore different factors that contribute to the variability of Earth's climate and that can affect living things, human society and the environment at local, regional and global scales. Students investigate renewable and non-renewable processes to produce energy.

What types of things will I do?

- In class excursions to conduct fieldwork: Ibis Rookery, Woorinen South Recreational Reserve, Milloo Wetlands
- Yearly camps: Melbourne/Mornington peninsula area – Zoo workshop, kayaking, snorkeling, bike ride and team building activities. Halls Gap, Anglesea, Lorne and Werribee – Zoo workshop, paddle boarding, hiking, tree-top climb and ropes course, as well as team building activities.
- Practical activities in class

What can this lead to?)

This includes but not limited to: Agronomy, agriculture, animal attendant, ecology, environmental engineer/manager/scientist/, gardener, geology, horticulture, landscape architect, meteorologist, park ranger, process engineer (Mining), urban and regional planner.

Possible Pathway

Year 12 Environmental Science

Why choose this subject?

If you enjoy or are possibly looking at a career that involves being outside working in nature, working with animals or have a passion about conserving the environment this is the class for you.

VCE AGRICULTURAL AND HORTICULTURAL STUDIES

UNITS 3 & 4

VCE Agricultural and Horticultural Studies develops students' understanding of sustainable agricultural and horticultural systems within current economic, social and environmental contexts, and in view of ethical considerations. Sustainable management of food and fibre industries is vital for local, national and global markets. This study provides opportunities for students to experience and understand these primary industries, with a particular focus on the ways in which change and innovation are reshaping practices, careers and business opportunities. The broad, applied nature of VCE Agricultural and Horticultural Studies prepares students for further studies and careers in agriculture, horticulture, land management, agricultural business practice and natural resource management.

VCE PHYSICS UNIT 3 & 4

What's it all about?

Physics looks at the principles behind how the physical world operates. It also examines the technology that comes from it

What will I learn?

Unit 3 – How do fields explain motion and electricity?

In this unit students:

- use Newton's laws to investigate motion in one and two dimensions.
- explore the concept of the field as a model used by physicists to explain observations of motion of objects
- compare and contrast three fundamental fields – gravitational, magnetic and electric
- consider the importance of the field to the motion of particles within the field. explore
- fields in relation to the transmission of electricity over large distances and in the design

Unit 4 – How have creative ideas and investigation revolutionised thinking in physics?

In this unit students:

Explore some monumental changes in thinking in Physics that have changed the course of how physicists understand and investigate the Universe. They examine the limitations of the wave model in describing light behaviour and use a particle model to better explain some observations of light.

What can this lead to?

- Astronomer
- Cyclotron engineer
- Data scientist
- Lecturer
- Materials scientist
- Physicist
- Researcher
- Teacher
- Patent Examiner

Preparation Subjects: Year 11 Physics

VCE PSYCHOLOGY UNITS 3 & 4

What's it all about?

- Unit 1: How are behaviour and mental processes shaped?

In this unit students examine the complex nature of psychological development. They investigate the structure and functioning of the human brain and the role it plays in mental processes and behaviour and explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.

Areas of study

What influences psychological development?

How are mental processes and behaviour influenced by the brain?

How does contemporary psychology conduct and validate psychological research?

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

Students evaluate the role social cognition plays in a person's attitudes, perception of themselves in relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of individuals and groups, recognising that different cultural groups have different experiences and values.

Students investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.

Areas of Study

How are people influenced to behave in particular ways?

What influences a person's perception of the world?

How do scientific investigations develop understanding of influences on perception and behaviour?

What will I learn?

- How does the nervous system enable psychological functioning? How do people learn and remember?
- How does sleep affect mental processes and behaviour?
- What influences mental wellbeing?

What types of things will I do?

- analyse psychological case studies and experiments
- analyse and evaluate primary and/or collated secondary data
- design and conduct practical activities and experiments
- analyse and compare two or more contemporary media texts

Why choose this subject?

Studying this subject will help you gain insight into why people think and act the way they do. It will also help students gain an understanding into their own behaviours, habits and motivations.

Psychology can teach you how to get the most out of studying, maintaining your sleep habits and mental health and provide you with strategies which will help you manage your stress. Not only will this subject benefit you during your last year of VCE, but it will equip you with knowledge and ideas which you can utilise throughout your life.

What can this lead to?

- Psychologist
- Counsellor
- Social work
- Mental health support

VCE ACCOUNTING

UNITS 3 & 4

What's it all about?

Accounting involves providing business advice to stakeholders. This is done after a process of collecting, recording, reporting, analysing and interpreting financial and non-financial data and accounting information. This data and information is communicated to internal and external stakeholders and is used to inform decision-making within the business with a view to improving business performance. VCE Accounting prepares students for a university or TAFE vocational study pathway to business management, commerce, management and accounting.

What will I learn?

Unit 3: Financial accounting for a trading business

- What documents used by a business to record financial transactions and how to analyse them
- How businesses are valued especially through completing balance sheet entries
- How to record day to day business transactions through journal entries
- How to record the receipt and payment of GST in the accounting records

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

- How to correctly assess the value of ageing business assets using depreciation methods
- How to reconstruct financial records that have missing information in them
- How to correct mistakes made by individuals entering the wrong financial information

What types of things will I do?

You will learn how individuals with good business ideas find the money to start their business. You will learn the creative ways business employees could steal from a business and what accounting processes can be put in place to prevent and/or detect this.

What can this lead to?

A career as a trainee accountant to start with, and then continuing up the professional ladder until reaching the top of the profession as a chartered accountant. Alternatively, you could choose a career as a forensic accountant which is a career specializing in finding out how employees are stealing from their business. This subject will also make you much more skilled in starting and managing your own small business one day.

Possible Pathway

Business Management, Marketing, Public Relations, Event Management, Accounting, Finance, Investment Banking

Why choose this subject?

In Australia, knowledge of Accounting is an unavoidable requirement of life. Even if you never work in the business world, there is a legal requirement to complete tax returns each year. And so this is a very useful subject because you will either use the skills you learn here for the rest of your life, or if you choose not to learn Accounting, you will most likely have to pay someone to manage your finances for you. And so choosing Accounting will set you up for great success if you ever decide to start your own business, and help you make better decisions when managing your income and tax returns.

VCE BUSINESS

MANAGEMENT UNITS 3 & 4

What's it all about?

Year 12 VCE Business Management equips students with the knowledge and skills to confidently and effectively participate as socially responsible and ethical members, managers and leaders of the business community, and as informed citizens, consumers and investors.

What will I learn?

Unit 3: In this unit, students examine the different types of businesses and their respective objectives. They consider corporate culture, management styles, management skills and the relationship between each of these. Students investigate strategies to manage both staff and business operations to meet objectives. Students develop an understanding of the complexity and challenge of managing businesses and through the use of contemporary business case studies from the past four years have the opportunity to compare theoretical perspectives with current practice.

Unit 4: In this unit students consider the importance of reviewing key performance indicators to determine current performance. Students also study a theoretical model to undertake change, and consider a variety of strategies to manage change in the most efficient and effective way to improve business performance. They investigate the importance of leadership in change management. Using a contemporary business case study from the past four years, students evaluate business practice against theory.

What types of things will I do?

You will learn how businesses manage staff who do not get along with their employer, and employee rights. This is a very interesting, relatable and popular topic with students who have part time jobs as they develop an awareness of their rights and how to solve any problems they are having at work. You will also learn about how artificial intelligence in computers and machines is changing the business world

What can this lead to?

The study of Business Management leads to opportunities across all facets of the business and management field such as small business owner, project manager, human resource manager, or executive manager. Further study can lead to specialisation in areas such as marketing, public relations and event management.

Possible Pathway

Business Management, Marketing, Public Relations, Event Management, Accounting.

Why choose this subject?

Nearly all workers experience problems at work at some stage in their lives, and this subject will equip you with the skills and knowledge on how to solve them. This subject will also equip you with many of the important skills and knowledge you need if you wish to start your own business one day. It will also improve your skills in managing people and solving problems involving people, including difficult people, whether that be in a sports team, or in a business environment.

VCE HISTORY UNITS 3 & 4

(REVOLUTIONS)

What's it all about?

The study of revolutions provides an exciting opportunity to learn about major historical crisis and their effects on the societies in which they occur. We ask the questions; what events caused these explosive social upheavals? What factors inspired people to revolt? What impacts did their actions have on the country and the international scene? (Unit 1 and 2 are not a pre-requisite for this subject.)

What will I learn?

In Units 3, students will study the Russian Revolution, concentrating on the cause and consequences of the Revolution.

In Unit 4, students will study the Chinese Revolution, concentrating on the cause and the consequences of the Revolution.

For both countries we start to concentrate on the Revolutionary ideas, leaders, movements and events and then analyze the cause of the revolution and evaluate the contribution of significant ideas, events, individuals and popular movements. From here we move to how they create a new society by Analyzing the consequences of the revolution and evaluate the extent of change brought to society by looking at significant ideas, events, individuals and popular movements.

What can this lead to?

Teacher, historian, archeologist, librarian , researcher, writer, professor, researcher, cultural heritage officer, museum curator, journalist

Why choose this subject?

Studying history at a VCE level is what gets students into some university courses or jobs. The research and analysis skills you learn within this subject is recognized by universities and employers as being one that makes applicants more efficient and have a keen eye for things. They are also able to articulate what they find in a succinct and factual manner.

VCE LEGAL STUDIES

UNITS 3 & 4

What's it all about?

Unit 3 involves an investigation into aspects of the criminal and civil justice system. Students will examine each of the courts in the Victorian Court Hierarchy in determining criminal cases and resolving civil disputes. Students will consider the rights available to an accused and victims in the criminal justice system, the roles of the judge, jury, legal practitioners and the parties, including the ability of sanctions in criminal cases, and remedies in civil cases to achieve their purpose.

Unit 4 explores how the Australian Constitution establishes the law-making powers of the Commonwealth and State Parliaments. Students develop an understanding of the significance of the High Court and the role individuals, the media and law reform bodies such as the Victorian Law Reform Commission play in influencing law reform

What will I learn?

- Rights of an accused and victims
- How Victoria Legal Aid and Community Legal Centres assist an accused
- The key responsibilities of the judge, jury, parties and legal practitioners
- Sanctions in a criminal case and the aims of these sanctions
- How civil disputes are resolved – through the courts and Consumer Affairs Victoria and VCAT
- How the Australian Constitution divides law making power between State and Federal Parliament
- Role of the High Court in creating law and resolving disputes

What types of things will I do?

Research a range of cases covering the resolution of criminal and civil cases, Apply the law and dispute resolution processes to real and hypothetical scenarios, Listen to interviews from people who have been involved in the VCAT process, Analyse the referendum process involved in changing the wording of the Constitution – using past examples, Research High Court cases; petitions and examine recent demonstrations as a way of bringing about change in the law

What can this lead to?

Lawyer, Solicitor, Paralegal, Judges' Associate, Police Officer, Criminology

Possible Pathway

Criminology, Law, Arts / Law, Police Studies

Why choose this subject?

Students find this subject relevant to everyday life. In many areas of study students can relate to the cases or issues being investigated, and they find it interesting researching the range of cases that come before our court system and other institutions such as VCAT. Students feel passionate about issues that affect them, and because they are close to voting age, they become informed citizens about their rights and responsibilities, and how they can play a role in our political system. They become aware of their voting responsibilities in the election of government, as well as the enormity of voting in a referendum – considering their vote can play a part in permanently changing the Constitution.

VCE DESIGN AND TECHNOLOGY UNITS 3 & 4

What's it all about?

Product Design and Technology focuses on design thinking, creative problem solving and understanding product design factors. Through this subject you take on the role of the designmaker.

What will I learn?

- Unit 3 and 4 Design and Technology looks at product design and development in Industry. The class takes into consideration the socio and environmental impacts of designs, materials and recyclability. Throughout this class students will select a client whom to manufacture an item of furniture for.

What types of things will I do?

- Conduct vigorous materials testing
- Research into sustainability and sustainable designs/materials
- Produce a design folio depicting a chosen item of furniture to manufacture
- Design and manufacture a customized item of furniture to take home and keep.

What can this lead to?

Civil engineering and town planning courses, Architecture, Town planning, Manufacturing trades

Possible Pathway

Unit 3 and 4 Design and Technology

Why choose this subject?

This subject aims at developing an understanding of designing and advanced furniture fabrication and assembly techniques. You will leave this subject with 2 projects that you have both designed and manufactured to your own specifications and requirements.

VCE FOOD UNITS 3 & 4

Unit 3 - Food in Daily Life

In this unit students investigate the many roles and everyday influences of food. Area of Study 1 explores the science of food: our physical need for it and how it nourishes and sometimes harms our bodies.

Area of Study 2 focuses on influences on food choices: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments.

Unit 4 - Food Choices, Health and Wellbeing

In this area of study students focus on patterns of eating in Australia and the influences on the food we eat. Students look at relationships between social factors and food access and choices, as well as the social and emotional roles of food in shaping and expressing identity and how food may link to psychological factors.

VCE VOCATIONAL MAJOR (VM)

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. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

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.

HOW THE VM IS STRUCTURED

The VCE Vocational Major has specific subjects designed to prepare students for a vocational pathway. The subjects are VCE VM Literacy, VCE VM Numeracy, VCE VM Work Related Skills, and VCE VM Personal Development Skills (and 180 hours of VET at Certificate II level or above).

Each subject has four units and each unit has a set of outcomes which are assessed through a range of learning activities and tasks. Students will apply knowledge and skills in practical settings and also undertake community-based activities and projects that involve working in a team.

WHAT DO I HAVE TO DO TO GET MY VCE VM?

Students must successfully finish at least 16 units, including:

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

Most students will undertake between 16-20 units over the two years. You can also do other VCE subjects, and structured workplace learning

WHO DECIDES IF I HAVE SATISFACTORILY COMPLETED A VCE OR VCE VM UNIT?

The result of Satisfactory or Not Satisfactory is determined at a school level for each unit. This decision is based on the work submitted and must follow the VCAA, and school, rules and procedures.

CAN I COMBINE VCE SUBJECTS WITH VCE VM SUBJECTS?

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

CAN I PARTICIPATE IN STRUCTURED WORKPLACE LEARNING (SWL) OR A SCHOOL BASED APPRENTICESHIP OR TRAINEESHIP (SBAT) AS A PART OF THE VCE VM?

Yes, SWL or an SBAT can be included in the VCE VM. Students can receive credit for time in the workplace via Structured Workplace Learning Recognition.

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Pathways Planning Tool for VET and VCE VM

Please use the Pathways Planning Tool at the start of the VCE Section to assist in selecting your program.

Click above to go to the Planning Tool

VM LITERACY

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.

VM NUMERACY

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 VM Numeracy is based on an applied learning approach to teaching, ensuring students feel empowered to make informed choices about the next stage of their lives through experiential learning and authentic learning experiences.

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.

VM PERSONAL DEVELOPMENT SKILLS

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.

VM WORK RELATED SKILLS

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.

This subject requires students to think about and investigate potential employment pathways, to develop a career action plan, to seek appropriate advice and feedback on planned career and further study objectives. Students are required to consider the distinction between essential employability skills, specialist, and technical work skills; to understand transferable skills and identify their personal skill and capabilities and promote them through development of a cover letter and resume and through mock interviews.

Students also learn about healthy, collaborative and productive workplaces, workplace relationships and investigate key areas relating to workplace relations, including pay conditions and dispute resolution. Students look at how teamwork and effective communication contribute to a healthy, collegiate workplace. Students also learn about promoting themselves and their skills by developing an extensive professional portfolio to use for further education and employment applications.