



**EUROA SECONDARY COLLEGE**

"A united community where everybody has responsibility in preparing youth for their future."

**SENIOR SCHOOL**  
**SUBJECT INFORMATION GUIDE**  
**YEAR 10 – 12**  
**2021**

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## Welcome to Senior School

The Senior School Program at Euroa Secondary College has been designed to extend students and introduce them to a range of pathways as they enter their senior years. All students are required to undertake 'core' units in English, Mathematics and Careers. Students then choose from a wide range of 'elective' units to complete their learning program. The elective units have been designed to introduce and lead students to the subjects available at VCE level.

Units at Years 10, 11 and 12 have been arranged so that students may choose to undertake units in specialised subject areas. Students taking up the option of VCE studies in year 10 are carefully counselled and monitored during this process.

In addition to undertaking their six chosen subjects, a new world of more vocationally orientated study also becomes available as a realistic alternative for their senior years. Options in VET (Vocational Education and Training) and SBAT (School-based Apprenticeship and Traineeships) programs may also be selected. More information on these two programs, please review page 65-68 of this handbook.

### **Year 10:**

Year 10 studies run for one semester in length, allowing students to explore a wide range of options available. English and Mathematics must be studied in both semester one and two. All other studies run for one semester, including the VCE units. It is highly recommended that students explore a range of subjects from each domain.

The domains are; English, Mathematics, Humanities, Science, Health and Physical Education, Art, Technology and Languages other than English (LOTE) Japanese.

### **Year 11 - 12:**

In years 11 & 12 students will be completing their studies within the two senior certificates available: VCE (Victorian Certificate of Education) and VCAL (Victorian Certificate of Applied Learning). The full comprehensive list of VCE studies can be found in the 'Where to Now' guides published annually. Provided in this booklet is a list of studies delivered at Euroa Secondary College, with a brief course outline to help you choose the best course for your individual needs.

Euroa Secondary College has dedicated and experienced teachers who will provide every support to enable students to achieve their academic and vocational goals. Our College has an excellent reputation and record on achieving extremely high VCE and VCAL results over many years.

We wish all students well in their final years of education at Euroa Secondary College. If you require any further information, please do not hesitate to contact the appropriate member of our college team.

## College Team

### **2021 Pathways Team:**

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Acting Principal – Mr Matthew Koutroubas

Assistant Principal – Ms Angela Tough

Senior Sub-School Leader - Mrs Fiona Townsend

Year 12 Coordinator- Mrs Kairen Patterson

Year 11 Coordinator- Mr Adrian Bright

Year 10 Coordinator – Ms Danielle Harrison

Pathways Advisor – Mrs Clarissa Pittock

**Teaching and Learning leader:** Mr Ryan Trembath & Mrs Judy Nicholls

### **2021 Curriculum Domain Leaders:**

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English – Ms Madeline McCluskley

Mathematics – Mr Jason Schultz

Science - Mrs Judy Nicholls

Humanities – Ms Danielle Harrison

Health and Physical Education – Mrs Kim Saxon

Arts - Ms Gladys Sariusak

Technology - Mr Shane Read

LOTE – Ms Danielle Harrison

## Curriculum outline for Year 10 students

### **Core Units - compulsory**

English – runs for two semesters duration

Mathematics – choose between Yr 10 General Math or Yr 10 Math Methods for two semesters duration

Careers – Runs for one semester.

### **Elective Units – each study runs for one semester**

#### **Science options:**

Biology/Psychology

Chemistry/Physics

#### **Humanities options:**

History

Economics & Business

#### **Health and Physical Education options:**

Health and Human Development

Physical Education – Community Sport

#### **Arts options:**

Studio Arts – Raw Arts

#### **Technology options:**

Food Studies

Product Design and Technology – Wood

Systems Technology – Electronics and Robotics

#### **Languages other than English (LOTE):**

Japanese

## Advice for making your choices...

You should select subjects that:

- Interest you
- You are good at
- May lead to employment or further education and training that you find appealing

### DO...

- Talk with your parents, subject teachers, domain leaders, pathways advisors, VCE/VCAL coordinator.
- Go to the VCE/VCAL Information Evening.
- Read the 'Where to Now' guide.
- Check relevant VICTER guides in careers office or VTAC website. This site lists prerequisite subjects mandatory to apply for each university course on offer when you leave year 12.
- Read all literature on offer to help make informed decisions.

### DON'T...

- Panic if you have no idea, think about what you currently like doing, are good at or have an interest in. Seek help with this research.
- Choose studies that are too easy for you and don't challenge you enough.
- Select subjects just because your friends are doing that study.
- Choose studies that you don't like because you think doing those studies will help you get a 'good ATAR'. Your ATAR represents your performance across all of your studies.
- Choose studies based on the scaling from previous years. There is no point selecting a study that you struggle with simply because it has traditionally been scaled up. You still need to perform well in it to make the scaling count.

## Learning Pathway Plan

### Making a Plan – 10 –VCE/VCAL

Use this table to mark out a pathway plan for the subjects that you plan to study in Year 10, 11 and 12.

Year 10	Year 10 Subjects	Year 11	Year 12
<b>English</b>	English	English (VCE) English Literature (VCE) Literacy (VCAL)	English (VCE) English Literature (VCE) Literacy (VCAL)
<b>Maths</b>	Maths - General - Methods	General Maths (VCE) Math Methods (VCE) Numeracy (VCAL)	Further Maths Math Methods Specialist Maths Numeracy (VCAL)
<b>Humanities</b>	Careers History Economics & Business	Business Management Legal Studies	Business Management Legal Studies
<b>Art</b>	Studio Arts – Raw materials	Studio Art	Studio Art
<b>Health and PE</b>	Health and Human Dev <sup>t</sup> P.Ed. – Community	Health and Human Dev <sup>t</sup> Outdoor & Env. Studies Physical Education	Health and Human Dev <sup>t</sup> Outdoor & Env. Studies Physical Education
<b>Science</b>	Biology and Psychology Chemistry and Physics	Biology Chemistry Physics Psychology	Biology Chemistry Physics Psychology
<b>Technology</b>	Product Design & Tech. – Wood Systems Engineering- Electronics & Robotics Food Technology	Product Design & Tech. - Wood Systems Engineering Food Technology	Product Design & Tech Wood Systems Engineering Food Technology
<b>LOTE</b>	Japanese	Japanese	Japanese

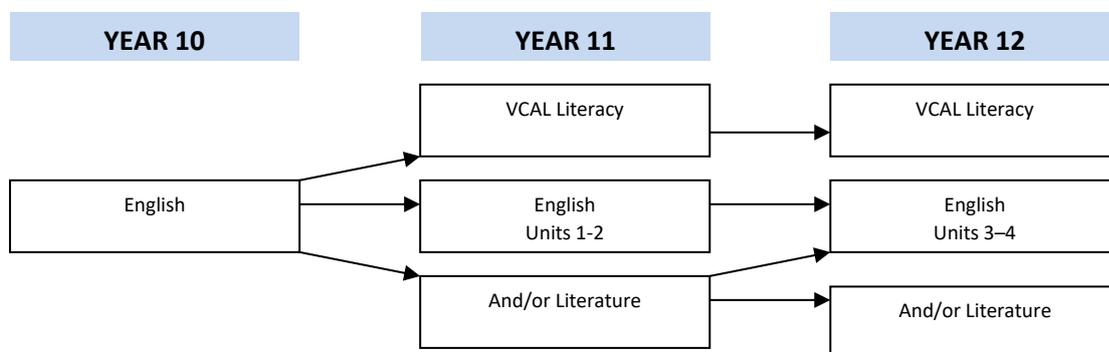
## English - core

In English, students learn to appreciate, enjoy and use language and develop a sense of its richness and its power to evoke feelings, to form and convey ideas, to inform, to discuss, to persuade, to entertain and to argue. English involves students in reading, viewing, writing, comparing, researching and talking about texts.

Understanding texts and recognizing how language works within them is necessary for success at school and beyond for an active, informed and fulfilling life in modern Australian society and the global community. By understanding and working with texts, students acquire the knowledge, skills and personal qualities that enable them to read, view and listen critically and to think, speak and write clearly and confidently.

Students develop an understanding of the way purpose, audience and situation influence the structures and features of language and learn to apply their knowledge in their reading, writing, viewing, speaking and listening. Students learn to control language by applying their understanding of the grammatical structures of English, by learning to spell accurately and use punctuation effectively and by imitating good writers and speakers. Through oral activities, students enhance their communication skills as speakers and listeners.

### English pathway map



#### Pathways

It is compulsory to undertake VCE English Units 1-4 or Literature Units 1-4 to be eligible for a VCE certificate in year 11 and 12.

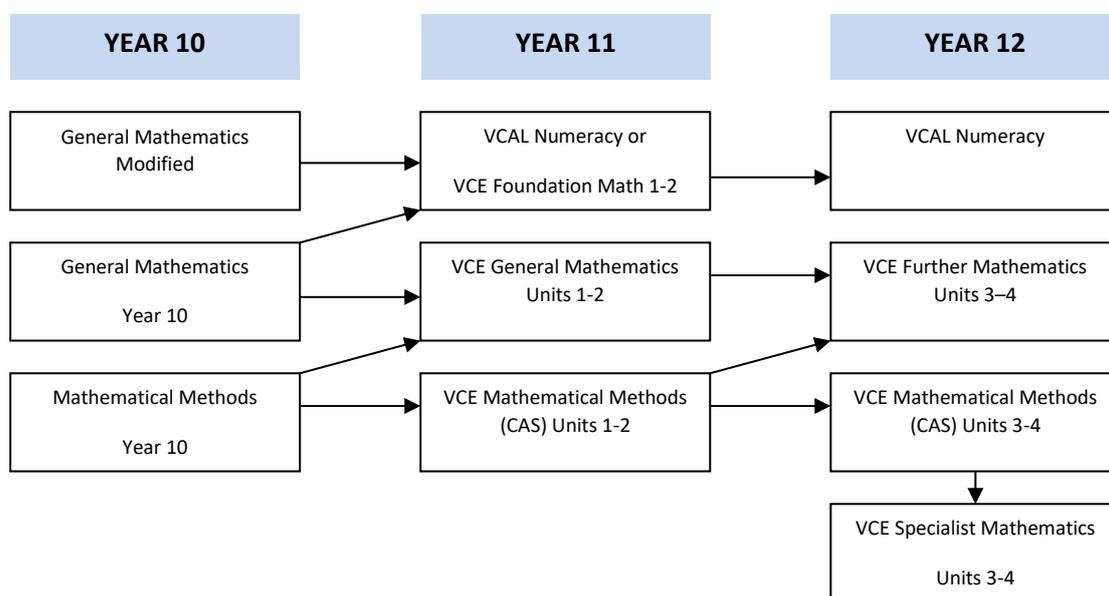
It is compulsory to undertake a VCE English/Literature or VCAL Literacy to be eligible for a VCAL certificate in year 11 and 12.

## Mathematics - core

Students across Years 10, 11 and 12 select studies in mathematics that match their ability level and their intended VCE or VCAL learning pathway. All courses in Mathematics focus on the process of “Working Mathematically”. The curriculum delivery is based upon the solving of interesting problems.

The tasks used allow all students to begin their investigations at a level appropriate to their current understanding and skills. Being open ended, the tasks provide the opportunity for all students to establish and extend their mathematical competencies beyond the year level at which they are currently operating.

## Mathematics pathway map



### Pathways

It is compulsory to undertake a VCE Mathematics or VCAL Numeracy to be eligible for achieving a VCAL certificate in year 11 and 12.

## General Mathematics

This area of study has a focus on real-world mathematics and is recommended for students who will need to use some mathematics in a practical way. It is also useful for entry into university, TAFE or other formal education courses.

In this subject, you will look at things like Building Design, Quality Control, Cost of Living, Running a Business and many other real-life topics.

### Pathways

VCE General Mathematics Units 1-2, or VCAL numeracy.

## Mathematical Methods

This unit is recommended for students who are considering a tertiary pathway for science, engineering or mathematical fields. It is also recommended for students who have a very good mathematical ability. The emphasis is on learning algebra and graphing skills both on paper and by using a CAS graphics calculator. The graphics calculator can be directly connected to student netbooks, and are an essential part of the learning requirements

### Pathways

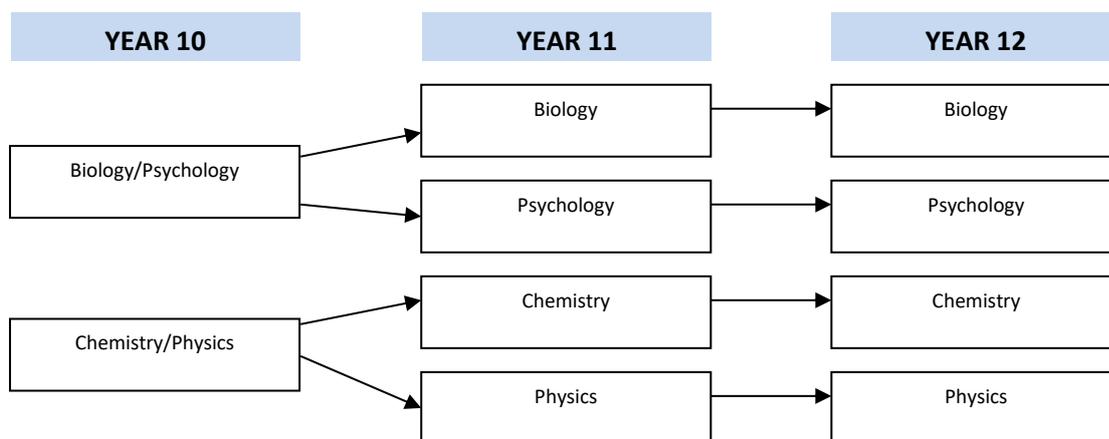
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VCE Mathematical Methods Units 1-4.

## Science options

It is highly recommended that students explore as many science units as possible. The General Science Units 1 and 2 and Biology/Psychology units are tailored for students wishing to include science at year 10 level and who may consider Biology and/or Psychology in year 11 and 12. The Chemistry/Physics unit is suited to students wishing to continue one or both of these units into year 11 and 12.

## Science pathway map



### Pathways

Students need to select appropriate science subjects carefully. Many university courses require scientific knowledge. Refer to each subject below for further descriptions of the pathway they lead to.

## Biology and Psychology

An introduction to VCE Biology and VCE Psychology, this unit is in two parts. The Biology section introduces students to cells and cellular functions, with a particular emphasis on DNA, chromosomes and genes, and simple genetic inheritance. In the Psychology section, students investigate the definitions of Psychology and study the research methodology used and the many different specialist fields of Psychology. Students learn about the ethics that are mandated in psychological research by exploring famous psychological experiments. They also study the research methodology used in detail.

### Pathways

VCE Psychology Units 1-4, VCE Biology Units 1-4.

## Chemistry and Physics

This unit is an introduction to VCE Chemistry and Physics. It involves the study of the chemical behaviour of elements and compounds, atomic structure, the periodic table, radioactivity and chemical reactions. This unit also explores the relationship between force, mass and movement and the everyday uses of electromagnetism - motors, generators, speakers and telephones. This leads students into further studies at universities - biomedical, mechanical and chemical engineering or nursing or into a TAFE course - nursing, mechanics or manufacturing processes, to name a few.

### Pathways

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VCE Chemistry Units 1-4, VCE Physics Units 1-4.

## Humanities

Humanities is about life. The skills you develop through undertaking any Humanities subject will be useful to you whatever you choose to do later in life. The ability to collect information, then interpret and use it to create a conclusion or decision is important to us all.

### *WHAT WILL YOU DO IN HUMANITIES CLASSES?*

*You will be: -*

- ✓ Contributing to class discussions
- ✓ Presenting information to the class
- ✓ Researching, using the Internet and other material
- ✓ Writing written responses
- ✓ Listening to guest speakers
- ✓ Watching documentaries and films, listening to music
- ✓ Reading and viewing source materials
- ✓ Collecting, using and interpreting data
- ✓ Producing posters and other visual responses
- ✓ Participating in other activities which may include debates, role-plays, games, excursions
- ✓ Applying your learning to real-life scenarios

### **Pathways**

Humanities subjects are useful for making career and education choices and can assist you in getting into the courses you wish to apply for, particularly if you are also strong in English. Pathways through VCE can be found at the end of each subject outline.

## History – The modern world and Australia

The twentieth century was an important period in Australia's social, economic, political and cultural development. Students learn how the world changed during times of conflict and war and of cooperation to help understand how Australia has developed and Australia's place today within the Asia-Pacific region. Students will look at the changing attitudes to human rights, particularly those of Australia's Indigenous peoples and the search for reconciliation.

Students will investigate a range of the following issues through different media (film, the Internet, music as well as books and primary sources):

- Global conflict and collective peace (Wars and the United Nations)
- Migration and nation-building - (e.g. Who built the Snowy Mountain Scheme and why?)
- Mass communication and popular culture (influence of film, TV, music, computers)
- Dictatorship and democracy (e.g. How did Hitler or Stalin affect life?)
- Rights and freedoms (voting, civil rights, apartheid, Mabo etc.)
- Decolonisation and globalisation - (e.g. What happened in Vietnam when the French left and why do Nike and Maccas rule??)
- Environment - (Can you make a difference? See how others have. e.g. Greenpeace, Franklin Dam protests)

### **Pathways**

VCE History Units 1-4.

## Careers - core

Students learn about their own personal character strengths, values, interests and skills that connect to employability skills. The course involves investigating their own learning pathway using a range of resources, both on-line and in printed format. Students undertake a range of classroom learning activities including; one week of formal work experience, resume, intro/application letter writing and electronic portfolio creation. Students continue to plan for their year 11 and 12 programs by researching options available within their VCE/VCAL programs. Students create individual pathway plans for their top career choices, including research into qualifications required and entry requirements needed. Students undertake a mock interview process in preparation for developing sound interview skills for future use. Students analyse and interpret current employment trends and future growth in their selected career choices.

### Pathways

VCE Industry and Enterprise Units 1-4

## Economics & Business

This is a new and engaging Humanities unit, more closely aligned to the Victorian Curriculum, which is replacing the former unit of Personal Accounting and Finance.

Students will be introduced to related areas of study involving the world of Economics and Business Studies.

Students describe how resources are allocated and distributed in the Australian economy and the way economic performance is measured. They provide explanations for variations in economic performance and standards of living within and between economies.

Students explain the importance of managing consumer and business financial risks and rewards and analyse the different strategies that may be used when making decisions. They explain the nature of innovation and why businesses need to create a competitive advantage. Students discuss ways that this may be achieved and the enterprising behaviours and capabilities that could be developed by individuals to assist the work and business environments.

Students analyse the reasons why and how the work environment is changing and discuss the implications this has for individuals, businesses and the economy. Students identify economics and business trends, explain relationships and make predictions. They generate alternative responses to familiar, unfamiliar and complex problems taking into account multiple perspectives, and using cost-benefit analysis and appropriate criteria to propose and justify a course of action.

Students analyse the intended and unintended effects of economic and business decisions and the potential consequences of alternative actions.

### Pathways

VCE Accounting Units 1-4, VCE Business Management Units 1-4, VCE Economics Units 1-4.

## Health and Physical Education

Students are encouraged to explore as many subjects as possible. All subjects lead to VCE pathways.

## Health and Human Development

Students participate in a range of activities designed to help them understand and evaluate factors that shape identities, and analyse how individuals can influence the identities of others throughout the lifespan. Students begin with learning the dimensions of health and the influences on our health status. They then look closer at the stages of the lifespan and investigate development and health issues including diet and disease concerns associated with each stage.

Students will also critique a range of health information sources and select the most reliable information for the specific requirements. This will allow students to take greater responsibility for their own health by exploring effective strategies that examine actions for health change.

If time permits students will also look into complementary and alternative 'medicine' and health issues in developing countries and the various types of aid provided by many world agencies.

### Pathways

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VCE Health and Human Development Units 1-4

## Physical Education

In this unit students develop an understanding of Sport, Physical Activity & Play. Students investigate the effect of culture on physical activity levels. Students learn how to plan, prepare and administer a sporting competition. Students study the role of being the administrator and coach/trainer and how to run an actual competition and sporting session. Students also investigate the Fundamental Motor Skills of physical movement and how to improve skills. They also get the opportunity to investigate the fitness components involved in sport and how to assess fitness through fitness testing. The theory is supported by practical experience in a range of activities to support the theory covered in class.

### Pathways

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The study covers different aspects of physical activity, and leads to VCE Physical Education Units 1-4. This subject is not a pre-requisite for VCE, however, it is strongly recommended that students who are interested in VCE Physical Education select this subject.

## Arts

There is a wide range of options available within the Arts. Students are encouraged to explore as many subjects as possible. All subjects lead to VCE pathways.

### Studio Arts - Raw Arts

Students create artworks through drawing, painting, sculpture, digital art and digital photography. They use a range of raw media, materials and techniques to suit a variety of audiences and purposes. Their ideas demonstrate the development of personal style media concepts and community issues, emotions, feelings, observations (e.g. fact vs. fiction). Working individually and in groups, students design and produce an open learning challenge to create a folio. Develop a stronger connection to the design process of Investigation, Inspiration, Exploration, Creating, Annotation and Evaluation.

#### Pathways

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VCE Studio Art Units 1-4

## Technology

There is a wide range of options available within Technology. Students are encouraged to explore as many subjects as possible. All subjects lead to VCE pathways.

## Food Studies

Students learn about the properties of food from preparation techniques to storage through practical classes. They also investigate the food industry from production to marketing. This unit provides opportunities for students to demonstrate achievements against the standards in Interpersonal Development, Health and PE, and Design, Creativity and Technology.

### Pathways

This subject leads to VCE Food and Technology units 1-4

## Product Design and Technology - Wood

Students are required to complete a Design Folio and produce a Coffee Table using a limited range of hand and power tools. Students will be expected to complete online safety certificates, work in an interactive workshop environment and comply with OH&S requirements to complete their product to a high standard. The Design Folio is a major assessment item.

### Pathways

VCE Product Design and Technology Units 1-4.

## Systems Engineering - Electronics and Robotics

Students are required to complete a Design Folio and produce a simple electronic/robotic product using a limited range of hand and power tools. Students will be expected to complete online safety certificates, work in an interactive workshop environment and comply with OH&S requirements to complete their product to a high standard. The Design Folio is a major assessment item.

### Pathways

VCE Systems Technology - Robotics Units 1-4.

## Languages other than English (LOTE) - Japanese

Students interact to exchange information and opinions on topics related to the world of adolescence. They complete a range of communication tasks including listening, reading, writing and speaking and combine these with tasks that integrate intercultural understanding and language awareness. Students use a range of communicative tools and ICT applications in their research, including word processing, Internet research, Microsoft PowerPoint program and dictionary use. They employ strategies for broadening their language awareness and repertoire of script, structure and vocabulary. Studying a foreign language enables students to develop reflective, deep and creative thinking as well as engage in self-reflection. Students are exposed to the culture and wider civilization that surrounds them. They have opportunities to work in teams as well as develop their own personal learning strategies.

Note: If there are a small number of students who choose to enrol in Japanese, the college will enrol students in a distance education course through the Victorian School of Languages.

### Pathways

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VCE LOTE – Japanese Units 1-4

## VCE and VCAL subject offerings

### Biology

Biology is the study of living things from familiar, complex multicellular organisms that live in the many different habitats of our biosphere to single-celled micro-organisms that live in seemingly inhospitable conditions. It is a study of the dynamic relationships between living things, their interdependence, their interactions with the non-living environment, and the processes that maintain life and ensure its continuity. Biology enables students to understand that despite the diverse ways of meeting the challenges of survival, all living things have many structural and functional characteristics in common.

#### **Unit 1: How do living things stay alive?**

In this unit, students are introduced to some of the challenges to an organism in sustaining life. Students examine the cell as the structural and functional unit of life, from the single-celled to the multicellular organism, and the requirements for sustaining cellular processes in terms of inputs and outputs. They analyse types of adaptations that enhance the organism's survival in a particular environment and consider the role homeostatic mechanisms play in maintaining the internal environment. Students investigate how a diverse group of organisms form an interconnected living community that is adapted to and utilises, the abiotic resources of its habitat. The role of a keystone species in maintaining the structure of an ecosystem is explored. Students consider how the planet's biodiversity is classified and the factors that affect the growth of a population.

#### **Unit 2: How is continuity of life maintained?**

In this unit, students focus on cell reproduction and the transmission of biological information from generation to generation. Students learn that all cells are derived from pre-existing cells through the cell cycle. They examine the process of DNA replication and compare cell division in both prokaryotic and eukaryotic organisms. Students explore the mechanisms of asexual and sexual reproductive strategies and consider the advantages and disadvantages of these two types of reproduction. The role of stem cells in the differentiation, growth, repair and replacement of cells in humans is examined, and their potential use in medical therapies is considered.

#### **Unit 3: How do cells maintain life?**

In this unit, students investigate the workings of the cell from several perspectives. The cell is a dynamic system of interacting molecules that define life. An understanding of the workings of the cell enables an appreciation of both the capabilities and the limitations of living organisms, whether animal, plant, fungus or microorganism. Students also study the synthesis, structure and function of nucleic acids and proteins as key molecules in cellular processes.

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

In this unit, students consider the continual change and challenges to which life on Earth has been subjected. They investigate the relatedness between species and the impact of various change events on a population's gene pool. The accumulation of changes over time is considered as a mechanism for biological evolution by natural selection that leads to the rise of new species. Students examine the change in life forms using evidence from palaeontology,

biogeography, developmental biology and structural morphology. They explore how technological developments in the fields of comparative genomics, molecular homology and bioinformatics have resulted in evidence of change through measurements of relatedness between species. A student practical investigation related to cellular processes and/or biological change and continuity over time is undertaken in either Unit 3 or Unit 4

### **Pathways**

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The study of biology prepares students for continuing studies in bioscience and entry into the workforce in a wide range of careers, including those not normally thought of as depending on bioscience. Much of our economic activity is generated through advances in bioscience research, in environmental, medical and associated biotechnologies, and in parallel sciences such as bioinformatics

## **Business Management**

VCE Business Management examines the ways in which people at various levels within a business organisation manage resources to achieve the objectives of the organisation. Students develop an understanding of the complexity, challenges and rewards that come from business management and gain an insight into the various ways resources can be managed in small, medium and large-scale organisations.

### **Unit 1: Small business management**

Small rather than large businesses make up the large majority of all businesses in the Australian economy. It is the small business sector that provides a wide variety of goods and services for both consumers and industries, such as manufacturing, construction and retail. This, combined with employment opportunities, makes the small business sector a vital component in the success, growth and stability of Australia. Small businesses are tangible to students as they are visible and accessible in daily life. This unit provides an opportunity for students to explore the operations of a small business and its likelihood of success.

### **Unit 2: Communication and management**

This unit focuses on the importance of effective communication in achieving business objectives. Students investigate communication, both internal and external to the business. They develop knowledge of aspects of business communication and are introduced to skills related to its effective use in different contexts. The vital functions of marketing and public relations are considered, with students developing an understanding of the important role these functions play in the ultimate success of a business.

### **Unit 3: Corporate management**

In this unit, students investigate how large-scale organisations operate. Students examine the environment (both internal and external) in which large-scale organisations conduct their business, and then focus on how the operations of the business are managed. Students develop an understanding of the complexity and challenge of managing large-scale organisations and have the opportunity to compare theoretical perspectives with practical applications.

### **Unit 4: Managing people and change**

This unit continues the examination of corporate management. It commences with a focus on the human resource management function. Students learn about the key aspects of this function and strategies used to most effectively manage human resources. The unit concludes with analysis of the management of change. Students learn about key change management strategies and are provided with the opportunity to apply these to a contemporary issue of significance.

### **Pathways**

In studying VCE Business Management, students develop knowledge and skills that enhance their confidence and ability to participate effectively, as socially responsible and ethical members of the business community, and as informed citizens, consumers and investors.

## Chemistry

Chemistry is a key science in explaining the workings of our universe through an understanding of the properties and interaction of substances that make up matter. Most processes, from the formation of molecules in outer space to the complex biological interactions occurring in cells, can be described by chemical theories. Although there are no sharp boundaries between sciences such as chemistry, physics and biology, chemistry is used to explain natural phenomena at the molecular level, as well as create new materials such as medicines and polymers.

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

The development and use of materials for specific purposes is an important human endeavour. In this unit, students investigate the chemical properties of a range of materials from metals and salts to polymers and nanomaterials. Using their knowledge of elements and atomic structure students explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible, through nanoparticles, to molecules and atoms.

### **Unit 2: What makes water such a unique chemical?**

Water is the most widely used solvent on Earth. In this unit, students explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis. Students examine the polar nature of a water molecule and the intermolecular forces between water molecules. They explore the relationship between these bonding forces and the physical and chemical properties of water.

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

In this unit, students explore energy options and the chemical production of materials with reference to efficiencies, renewability and the minimisation of their impact on the environment. Students compare and evaluate different chemical energy resources, including fossil fuels, biofuels, galvanic cells and fuel cells and analyse manufacturing processes with reference to factors that influence their reaction rates and extent.

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

The carbon atom has unique characteristics that explain the diversity and number of organic compounds that not only constitute living tissues but are also found in the fuels, foods, medicines and many of the materials we use in everyday life. In this unit, students investigate the structural features, bonding, typical reactions and uses of the major families of organic compounds, including those found in food. A student practical investigation related to energy and/or food is undertaken either in Unit 3 or Unit 4.

### **Pathways**

Chemistry permeates numerous fields of endeavour, including agriculture, art, biochemistry, dietetics, engineering, environmental studies, food, forensic science, forestry, horticulture, law, medicine, oceanography, pharmacy, sports science and winemaking.

## English

**English or Literature** is compulsory for satisfactory completion of VCE.

The study of English contributes to the development of literate individuals capable of critical and creative thinking, aesthetic appreciation and creativity. This study also develops students' ability to create and analyse texts, moving from interpretation to reflection and critical analysis.

Through engagement with texts from the contemporary world and from the past, and using texts from Australia and from other cultures, students studying English become confident, articulate and critically aware communicators and further develop a sense of themselves, their world and their place within it. English helps equip students for participation in a democratic society and the global community.

This study will build on the learning established through Victorian Curriculum English in the key discipline concepts of language, literature and literacy, and the language modes of listening, speaking, reading, viewing and writing.

### Unit 1

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts and create their own texts intended to position audiences.

Students develop their skills in creating written, spoken and multimodal texts.

### Unit 2

In this unit, students compare the presentation of ideas, issues and themes in texts. They analyse arguments presented and the use of persuasive language in texts and create their own texts intended to position audiences. Students develop their skills in creating written, spoken and multimodal texts.

### Unit 3

In this unit, students read and respond to texts analytically and creatively. They analyse arguments and the use of persuasive language in texts.

### Unit 4

In this unit, students compare the presentation of ideas, issues and themes in texts.

They create an oral presentation intended to position audiences about an issue currently debated in the media.

### Pathways

The English course provides students with the opportunity to develop their oral and written communication skills. It enables students to address issues in a critical manner and develop and articulate their thoughts. A pass in English or Literature is a prerequisite for most tertiary courses and **is necessary for students to attain a VCE certificate**. Students may elect to study one or both of these studies.

## Food Studies

**Year 11 – Offered in 2021**

### **Food Studies**

#### **Unit 1: Food origins**

This unit focuses on food from historical and cultural perspectives. Students investigate the origins and roles of food through time and across the world. In Area of Study 1 students explore how humanity has historically sourced its food, examining the general progression from hunter-gatherer to rural-based agriculture, to today's urban living and global trade in food. Students consider the origins and significance of food through inquiry into particular food-producing regions of the world. In Area of Study 2 students focus on Australia. They look at Australian indigenous food prior to European settlement and how food patterns have changed since, particularly through the influence of food production, processing and manufacturing industries and immigration. Students investigate cuisines that are part of Australia's culinary identity today and reflect on the concept of an Australian cuisine. They consider the influence of technology and globalisation on food patterns.

#### **Unit 2: Food makers**

In this unit students investigate food systems in contemporary Australia. Area of Study 1 focuses on commercial food production industries, while Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production. Students gain insight into the significance of food industries to the Australian economy and investigate the capacity of industry to provide safe, high-quality food that meets the needs of consumers. Students use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.

#### **Unit 3: Food in daily life**

This unit investigates 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. Students investigate the physiology of eating and appreciating food, and the microbiology of digestion. They also investigate the functional properties of food and the changes that occur during food preparation and cooking. They analyse the scientific rationale behind the Australian Dietary Guidelines and the Australian Guide to Healthy Eating and develop their understanding of diverse nutrient requirements. Area of Study 2 focuses on influences on food choice: how communities, families and individuals change their eating patterns over time and how our food values and behaviours develop within social environments. Students inquire into the role of food in shaping and expressing identity and connectedness and the ways in which food information can be filtered and manipulated. They investigate behavioural principles that assist in the establishment of lifelong, healthy dietary patterns. The practical component of this unit enables students to understand food science terminology and to apply specific techniques to the production of everyday food that facilitates the establishment of nutritious and sustainable meal patterns.

#### **Unit 4: Food issues, challenges and futures**

In this unit students examine debates about global and Australian food systems. Area of Study 1 focuses on issues about the environment, ecology, ethics, farming practices, the development and application of technologies, and the challenges of food security, food safety, food wastage, and the use and management of water and land. Area of Study 2 focuses on individual responses to food information and misinformation and the development of food knowledge, skills and habits to empower consumers to make discerning food choices. Students consider how to assess information and draw evidence-based conclusions. They apply this methodology to navigate contemporary food fads, trends and diets. They practise and improve their food selection skills by interpreting food labels and analysing the marketing terms used on food packaging. The practical component of this unit provides students with opportunities to apply their responses to environmental and ethical food issues, and to extend their food production repertoire reflecting the Australian Dietary Guidelines and the Australian Guide to Healthy Eating.

### **Pathways**

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The study may provide a foundation for pathways to food science and technology, consumer science, home economics, childcare and education, community services and aged care, the hospitality and food manufacturing industries, and nutrition and health studies.

## Human Health & Development

Through the study of VCE Health and Human Development, students investigate health and human development in local, Australian and global communities.

### **Unit 1: Understanding health and wellbeing**

In this unit students identify personal perspectives and priorities relating to health and wellbeing, and enquire into factors that influence health attitudes, beliefs and practices, including among Aboriginal and Torres Strait Islanders. Students look at multiple dimensions of health and wellbeing, the complex interplay of influences on health and wellbeing and the indicators used to measure and evaluate health status. With a focus on youth, students consider their own health as individuals and as a cohort. They build health literacy through interpreting and using data, through investigating the role of food, and through extended inquiry into one youth health focus area.

### **Unit 2: Managing health and development**

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

### **Unit 3: Australia's health in a globalised world**

Students look at the fundamental conditions required for health improvement, as stated by the World Health Organization (WHO). They use this knowledge as background to their analysis and evaluation of variations in the health status of Australians. Area of Study 2 focuses on health promotion and improvements in population health over time. Students look at various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs. While the emphasis is on the Australian health system, the progression of change in public health approaches should be seen within a global context.

### **Unit 4: Health and human development in a global context**

This unit examines health and wellbeing, and human development in a global context. Students use data to investigate health status and burden of disease in different countries, exploring factors that contribute to health inequalities between and within countries, including the physical, social and economic conditions in which people live. They consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people. Area of Study 2 looks at global action to improve health and wellbeing and human development, focusing on the United Nations' (UN's) Sustainable Development Goals (SDGs) and the work of the World Health Organization (WHO). Students also investigate the role of non-government

organisations and Australia's overseas aid program. Students evaluate the effectiveness of health initiatives and programs in a global context and reflect on their capacity to take action.

### **Pathways**

Can lead to careers in nursing, psychology, community work and teaching.

## **Legal Studies**

VCE Legal Studies investigates the ways in which the law and the legal system relate to and serve individuals and the community. This knowledge is central to understanding the workings of contemporary Australian society.

Students develop an understanding of the complexity of the law and the legal system and the challenges faced by our law-makers and dispute resolution bodies. They investigate the workings of the Australian legal system and undertake comparisons with international structures and procedures. Students are encouraged to question these systems and develop informed judgments about their effectiveness, as well as consider reforms to the law and the legal system.

### **Unit 1: Criminal law in action**

The law influences all aspects of society – at home, at work and in the wider community. Laws are used by society to preserve social cohesion and to ensure the protection of people from harm and from the infringement of their rights. These laws can be grouped according to their source and whether they are criminal or civil in nature. Following an overview of the law in general, this unit focuses on criminal law.

### **Unit 2: Issues in civil law**

The civil law regulates the rights and responsibilities that exist between individuals, groups and organisations. If legal rights have been infringed, the aggrieved party may pursue legal action through the court system, through a tribunal, or by using one of the methods of dispute resolution. Students examine the rights that are protected by civil law, as well as obligations that laws impose. They investigate types of civil laws and related cases and issues and develop an appreciation of the role of civil law in society and how it affects them as individuals.

### **Unit 3: Law-making**

In this unit, students develop an understanding of the institutions that determine our laws, and their law-making powers and processes. They undertake an informed evaluation of the effectiveness of law-making bodies and examine the need for the law to keep up to date with changes in society.

### **Unit 4: Resolution and justice**

The legal system provides mechanisms by which legal disputes of both a criminal and a civil nature can be resolved in a fair and just manner. Dispute resolution bodies such as courts and tribunals employ a range of means and processes that enables the resolution of legal disputes.

### **Pathways**

Legal Studies prepares students for further study in the areas of Law, Humanities, Arts, and social sciences. It can lead to employment in government, legal fields and associated areas. It

is also recommended for those considering the Police Force.

## Literature

VCE Literature provides opportunities for students to develop their awareness of other people, places and cultures and explore the way texts represent the complexity of human experience. Students examine the evolving and dialogic nature of texts, the changing contexts in which they were produced and notions of value. They develop an understanding and appreciation of literature, and an ability to reflect critically on the aesthetic and intellectual aspects of texts.

The study of Literature enables students to consider the power and complexity of language, the ways literary features and techniques contribute to meaning and the significance of form and structure. They develop their capacity to read and interpret texts and reflect on their interpretations and those of others, and in turn reflect on their personal experience and the experience of others, cultivating an awareness that there are multiple readings of texts and that the nature of language and text is dynamic. They are encouraged to be independent, innovative and creative, developing the ability to read deeply and widely and to establish and articulate their views through creative and analytical responses.

### **Unit 1: Approaches to literature**

In this unit, students focus on the ways in which the interaction between text and reader creates meaning. Students' analyses of the features and conventions of texts help them develop increasingly discriminating responses to a range of literary forms and styles. Students respond critically, creatively and reflectively to the ideas and concerns of texts and gain insights into how texts function as representations of human experience. They develop familiarity with key terms, concepts and practices that equip them for further studies in literature. They develop an awareness of how the views and values that readers hold may influence the reading of a text.

### **Unit 2: Context and connections**

In this unit, students explore the ways literary texts connect with each other and with the world. They deepen their examination of the ways their own culture and the cultures represented in texts can influence their interpretations and shape different meanings. Drawing on a range of literary texts, students consider the relationships between authors, audiences and contexts. Ideas, language and structures of different texts from past and present eras and/or cultures are compared and contrasted. Students analyse the similarities and differences across texts and establish connections between them. They engage in close reading of texts and create analytical responses that are evidence-based. By experimenting with textual structures and language features, students understand how imaginative texts are informed by close analysis.

### **Unit 3: Form and transformation**

In this unit, students consider how the form of a text affects meaning, and how writers construct their texts. They investigate ways writers adapt and transform texts and how meaning is affected as texts are adapted and transformed. They consider how the perspectives of those adapting texts may inform or influence the adaptations. Students draw on their study of adaptations and transformations to develop creative responses to texts. Students develop their skills in communicating ideas in both written and oral forms.

**Unit 4: Interpreting texts**

In this unit, students develop critical and analytic responses to texts. They consider the context of their responses to texts as well as the ideas explored in the texts, the style of the language and points of view. They investigate literary criticism informing both the reading and writing of texts. Students develop an informed and sustained interpretation supported by close textual analysis. For the purposes of this unit, literary criticism is characterised by extended, informed and substantiated views on texts and may include reviews, peer-reviewed articles and transcripts of speeches.

**Pathways**

Literature can be studied in place of compulsory VCE English, or in addition to it. Literature can lead to tertiary courses in the arts, business, music, teaching, media, journalism, communications, psychology and international studies. A pass in English or Literature is a prerequisite for most tertiary courses and is necessary for students to attain a VCE certificate. Students may elect to study one or both of these studies.

## **LOTE – Languages Other Than English – Japanese**

The study of a language other than English contributes to the overall education of students, most particularly in the area of communication, but also in the areas of cross-cultural understanding, intercultural learning, cognitive development, literacy and general knowledge. It provides access to the culture of communities, which use the language and promotes understanding of different attitudes and values within the wider Australian community and beyond.

Japanese is one of the most widely taught languages from the Asia-Pacific region in Australian schools. This recognises the close economic and cultural ties between the two countries. The language to be studied and assessed is modern standard Japanese in both written and spoken forms. Some dialect variations in pronunciation and accent are acceptable. Students should be familiar with informal and formal levels of language as prescribed in this syllabus. Hiragana and Katakana syllabaries and a prescribed number of Kanji (Chinese characters) will be studied.

### **Unit 1**

On completion of this unit, the student should be able to establish and maintain a spoken or written exchange related to personal areas of experience. Listen to, read and obtain information from spoken and written texts and produce a personal response to a text focusing on real or imaginary experience.

### **Unit 2**

On completion of this unit, the student should be able to participate in a spoken or written exchange related to making arrangements and completing transactions. Listen to, read, and extract and use information and ideas from spoken and written texts and give expression to real or imaginary experience in spoken or written form.

### **Unit 3**

On completion of this unit, the student should be able to express ideas through the production of original texts. Analyse and use information from spoken texts and be able to exchange information, opinions and experiences.

### **Unit 4**

On completion of this unit, the student should be able to analyse and use information from written texts and respond critically to spoken and written texts, which reflect aspects of the language and culture of Japanese-speaking communities.

Note: If there are a small number of students who choose to enrol in Japanese, the college will enrol students in a distance education course through the Victorian School of Languages.

### **Pathways**

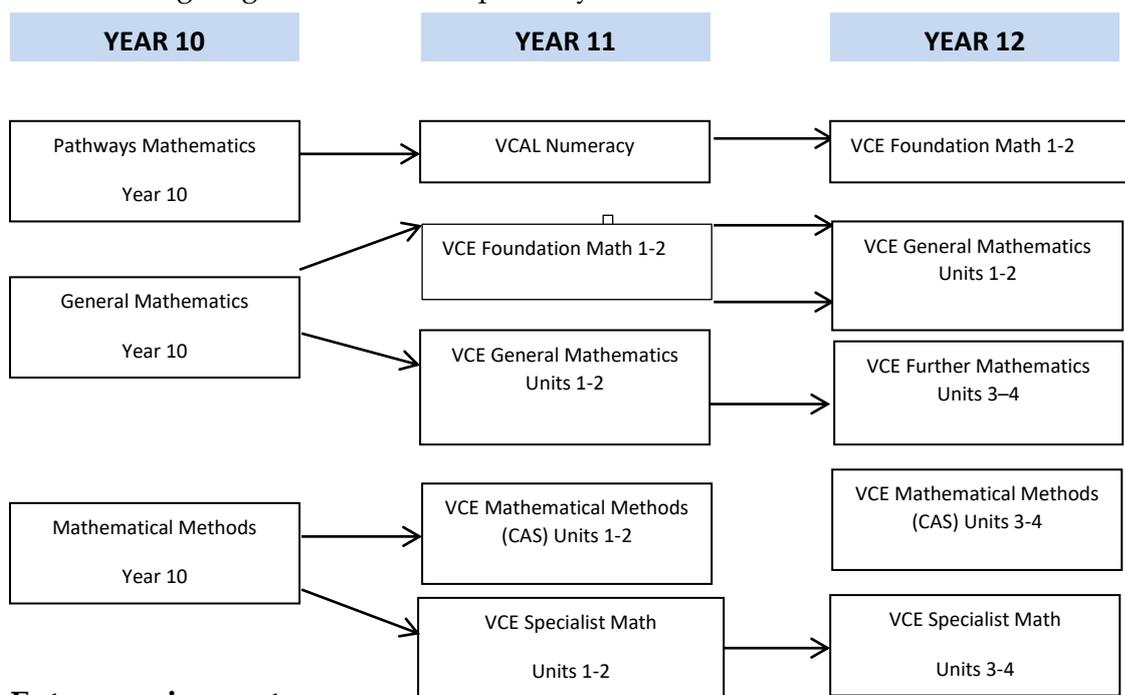
The ability to communicate in another language, in conjunction with other skills, may provide opportunities for employment in the fields of interpreting, social services, ethnic affairs, the tourism and hospitality industries, international relations, the arts, commerce, technology, science, education.

## Mathematics

Mathematics is the study of function and pattern in number, logic, space and structure. It provides both a framework for thinking and a means of symbolic communication that is powerful, logical, concise and precise. It also provides a means by which people can understand and manage their environment. Essential mathematical activities include calculating and computing, abstracting, conjecturing, proving, applying, investigating, modelling, and problem posing and solving.

This study is designed to provide access to worthwhile and challenging mathematical learning in a way that takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques and processes.

The following diagram outlines the pathways in Mathematics.



### Entry requirements

There are no prerequisites for entry to VCAL Numeracy, Foundation Mathematics Units 1 and 2 or General Mathematics Units 1 and 2 or Mathematical Methods (CAS) Units 1 and 2. However, students attempting Mathematical Methods (CAS) are expected to have a sound background in number, algebra, function, and probability. Some additional preparatory work will be advisable for any student who is undertaking Mathematical Methods (CAS) Unit 2 without completing Mathematical Methods (CAS) Unit 1. Enrolment in Specialist Mathematics Units 3 and 4 assumes a current enrolment in, or previous completion of, Mathematical Methods (CAS) Units 3 and 4.

## **The structure of VCE Mathematics summarised.**

### **Mathematic subject descriptions:**

#### **Units 1 and 2: Foundation Mathematics**

Foundation Mathematics provides for the continuing mathematical development of students entering VCE and who do not necessarily intend to undertake Unit 3 and 4 studies in VCE Mathematics in the following year. This course is designed to complement General Mathematics and Mathematical Methods. Students completing this course would need to undertake additional targeted mathematical study in order to attempt Further Mathematics Units 3 and 4.

In Foundation Mathematics, there is a strong emphasis on the use of mathematics in practical contexts encountered in everyday life in the community, at work and at study. The areas of study for Units 1 and 2 of Foundation Mathematics are 'Space, shape and design', 'Patterns and number', 'Data' and 'Measurement'. All four areas of study are to be completed over the two units. The content should be developed using contexts present in students' other studies, work and personal or other familiar situations.

#### **Units 1 and 2: General Mathematics**

Mathematics at Unit 3 and 4 level. The areas of study for General Mathematics Unit 1 and Unit 2 are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

In undertaking these units, 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, algebraic manipulation, equations and graphs 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, financial and statistical functionality of technology for teaching and learning mathematics, for working mathematically, and

in related assessment, is to be incorporated throughout each unit as applicable

#### **Units 1 and 2: Mathematical Methods (CAS)**

Mathematical Methods Units 1 and 2 provide an introductory study of simple elementary functions of a single real variable, algebra, calculus, probability and statistics and their applications in a variety of practical and theoretical contexts. They are designed as preparation for Mathematical Methods Units 3 and 4 and contain assumed knowledge and skills for these units. The areas of study are 'Functions and graphs', 'Algebra', 'Calculus' and 'Probability and statistics'.

#### **Units 3 and 4: Further Mathematics**

Further Mathematics consists of two areas of study, a compulsory Core area of study to be completed in Unit 3 and an Applications area of study to be completed in Unit 4. The Core comprises 'Data analysis' and 'Recursion and financial modelling'. The Applications comprises two modules to be completed in their entirety, from a selection of four possible modules: 'Matrices', 'Networks and decision mathematics', 'Geometry and measurement' and 'Graphs and relations'. 'Data analysis' comprises 40 per cent of the content to be covered, 'Recursion and financial modelling' comprises 20 per cent of the content to be covered, and each selected module comprises 20 per cent of the content to be covered.

In particular, students are encouraged to use graphics or CAS calculators, computer algebra systems, spreadsheets or statistical software in 'Data analysis', dynamic geometry systems in 'Geometry and trigonometry' and graphics calculators, graphing packages or computer algebra systems both in the learning of new material and the application of this material in a variety of different contexts. The three applications modules are selected from: Number patterns, Geometry and trigonometry, Graphs and relations, Business-related mathematics, Networks and decision mathematics or Matrices.

### **Units 3 and 4: Mathematical Methods (CAS)**

Mathematical Methods Units 3 and 4 are completely prescribed and extend the introductory study of simple elementary functions of a single real variable, to include combinations of these functions, algebra, calculus, probability and statistics, and their applications in a variety of practical and theoretical contexts. Units 3 and 4 consists of the areas of study 'Functions and graphs', 'Calculus', 'Algebra' and 'Probability and statistics', which must be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4. In undertaking these units, 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, algebraic manipulation, equations, graphs, differentiation, anti-differentiation, integration and inference with and without the use of technology.

### **Units 1 and 2: Specialist Mathematics**

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

Mathematical Methods Units 1 and 2 and Specialist Mathematics Units 1 and 2, taken in conjunction, provide comprehensive preparation for Specialist Mathematics Units 3 and 4. The areas of study for Units 1 and 2 of Specialist Mathematics are 'Algebra and structure', 'Arithmetic and number', 'Discrete mathematics', 'Geometry, measurement and trigonometry', 'Graphs of linear and non-linear relations' and 'Statistics'.

In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic manipulation, equations and graphs with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

### **Units 3 and 4: Specialist Mathematics**

Specialist Mathematics Units 3 and 4 consists of the areas of study: 'Functions and graphs', 'Algebra', 'Calculus', 'Vectors', 'Mechanics' and 'Probability and statistics'. The development of course content should highlight for the outcomes. In undertaking these units, students are expected to be able to apply techniques, routines and processes involving rational, real and complex arithmetic, sets, lists and tables, diagrams and geometric constructions, algebraic

manipulation, equations, graphs, differentiation, anti-differentiation and integration and inference with and without the use of technology. They should have facility with relevant mental and by-hand approaches to estimation and computation.

## **VCAL – Numeracy**

Students may select VCAL Numeracy or any VCE Mathematics units to satisfy VCAL requirements.

Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields. Numeracy develops skills to facilitate the practical application of mathematics at home, work and in the community.

Rather than the learning outcomes having as their focus the traditional mathematical areas (number, space and shape, data, measurement, and algebra) the purposes or functions to which the mathematics may be put, are given prominence. The learning outcomes still ensure that the skills and knowledge of the mathematics strands are included, but they are arranged under a different organisational structure. The specific mathematical skills and knowledge required are embedded in the learning outcomes and specified within the elements.

The four domains of Numeracy are:

- Practical Purposes addresses aspects of the physical world to do with designing, making and measuring.
- Interpreting Society relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or community.
- Personal Organisation focuses on the numeracy requirements for personal organisational matters involving money, time and travel.
- Knowledge deals with mathematical skills needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions.

## Outdoor & Environmental Studies

VCE Outdoor and Environmental Studies is concerned with the ways humans interact with and relate to outdoor environments. 'Outdoor environments' include environments that have minimum influence from humans, as well as those environments that have been subject to different levels of human intervention. The study enables students to make a critically informed comment on questions of environmental sustainability and to understand the importance of environmental health, particularly in local contexts.

VCE Outdoor and Environmental Studies provide students with the skills and knowledge to safely participate in activities in outdoor environments and to respect and value diverse environments. The blend of direct practical experience of outdoor environments with more theoretical ways of knowing enables informed understanding of human relationships with nature.

### **Unit 1: Exploring outdoor experience**

This unit examines some of the ways in which humans understand and relate to nature through experiences of outdoor environments. The focus is on individuals and their personal responses to and experiences of outdoor environments.

### **Unit 2: Discovering outdoor environments**

This unit focuses on the characteristics of outdoor environments and different ways of understanding them, as well as the human impacts on outdoor environments.

In this unit, students study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments. Students develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.

### **Unit 3: Relationships with outdoor environments**

The focus of this unit is the ecological, historical and social contexts of relationships between humans and outdoor environments in Australia. Case studies of impacts on outdoor environments are examined in the context of the changing nature of human relationships with outdoor environments in Australia.

### **Unit 4: Sustainable outdoor relationships**

In this unit, students explore the sustainable use and management of outdoor environments. They examine the contemporary state of environments in Australia, consider the importance of healthy outdoor environments, and examine the issues in relation to the capacity of outdoor environments to support the future needs of the Australian population.

Camps are a part of all of these units. Approximately \$350.00 per unit.

### **Pathways**

Outdoor and Environmental Studies offers students a range of pathways and caters to those who wish to pursue further formal study in areas where interaction with outdoor environments is central, such as natural resource management, nature-based tourism, outdoor leading and guiding, environmental research and policy, education, and agriculture.

## Physical Education

VCE Physical Education examines the biological, physiological, psychological, social and cultural influences on performance and participation in physical activity. It focuses on the interrelationship between motor learning and psychological, biomechanical, physiological and sociological factors that influence physical performances, and participation in physical activity. The study of physical activity and sedentary behaviour is significant for the understanding of health, wellbeing and performance of people.

### **Unit 1: The human body in motion**

In this unit students investigate how the musculoskeletal and cardiorespiratory systems work together to produce movement. Through practical activities students explore the relationships between the body systems and physical activity, sport and exercise, and how the systems adapt and adjust to the demands of the activity. Students investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. They explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity. Students evaluate the social, cultural and environmental influences on movement. They investigate the implications of the use of legal and illegal practices to improve the performance of the musculoskeletal and cardiorespiratory systems, evaluating perceived benefits and describing potential harms. They also recommend and implement strategies to minimise the risk of illness or injury to each system.

### **Unit 2: Physical activity, sport and society**

In this unit students are introduced to types of physical activity and the role participation in physical activity and sedentary behaviour plays in their own health and wellbeing as well as in other people's lives in different population groups. Through practical activities, students experience and explore different types of physical activity promoted in their own and different population groups. They gain an appreciation of the level of physical activity required for health benefits. Students investigate how participation in physical activity varies across the lifespan. They explore a range of factors that influence and facilitate participation in regular physical activity. Students collect data to determine perceived enablers of and barriers to physical activity and the ways in which opportunities for participation in physical activity can be extended in various communities, social, cultural and environmental contexts. Students investigate individual and population-based consequences of physical inactivity and sedentary behaviour. Students create and participate in an activity plan that meets the physical activity and sedentary behaviour guidelines relevant to the particular population group being studied. Students apply various methods to assess physical activity and sedentary behaviour levels at the individual and population level, and analyse the data in relation to physical activity and sedentary behaviour guidelines. Students study and apply the social-ecological model and/or the Youth Physical Activity Promotion Model to critique a range of individual- and settings-based strategies that are effective in promoting participation in some form of regular physical activity.

### **Unit 3: Movement skills and energy for physical activity**

This unit introduces students to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective. Students use a variety of tools and techniques to analyse movement skills and apply

biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. They use practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport. Students investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise. In particular, they investigate the characteristics of each system and the interplay of the systems during physical activity. Students explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

#### **Unit 4: Training to improve performance**

In this unit students analyse movement skills from a physiological, psychological and sociocultural perspective, and apply relevant training principles and methods to improve performance within physical activity at an individual, club and elite level. Improvements in performance, in particular fitness, depend on the ability of the individual and/ or coach to gain, apply and evaluate knowledge and understanding of training. Students analyse skill frequencies, movement patterns, heart rates and work to rest ratios to determine the requirements of an activity. Students consider the physiological, psychological and sociological requirements of training to design and evaluate an effective training program. Students participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods. Students critique the effectiveness of the implementation of training principles and methods to meet the needs of the individual, and evaluate the chronic adaptations to training from a theoretical perspective.

#### **Pathways**

The study prepares students for such fields as the health sciences, exercise science and education, as well as providing valuable knowledge and skills for participating in their own sporting and physical activity pursuits to develop as critical practitioners and lifelong learners.

## **Physics**

Physics is a theoretical and empirical science, which contributes to our understanding of the physical universe from the minute building blocks of matter to the unimaginably broad expanses of the Universe. This understanding has significance for the way we understand our place in the Universe.

#### **Unit 1: What ideas explain the physical world?**

Ideas in physics are dynamic. As physicists explore concepts, theories evolve. Often this requires the detection, description and explanation of things that cannot be seen. In this unit, students explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye. They examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world. Students consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins and formation of matter.

#### **Unit 2: What do experiments reveal about the physical 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. Students make direct observations of physics phenomena and examine the ways in which phenomena that may not be directly observable can be explored through indirect observations.

In the core component of this unit, students investigate the ways in which forces are involved both in moving objects and in keeping objects stationary. Students choose one of twelve options related to astrobiology, astrophysics, bioelectricity, biomechanics, electronics, flight, medical physics, nuclear energy, nuclear physics, optics, sound and sports science.

### **Unit 3: How do fields explain motion and electricity?**

This unit focuses on the ideas that underpin much of the technology found in areas such as communications, engineering, commerce and industry. Motion in one and two dimensions is introduced and applied to moving objects on Earth and in space. Circuit models are applied to further aspects of electricity and electronics, and the operation and use of photonic devices are introduced. The detailed studies offer examples of theoretical and practical applications of these technologies.

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

This unit focuses on the development and limitations of models in explaining physical phenomena. A field model of electromagnetism is applied to the generation of electricity, and the development of models that explain the complex interactions of light and matter are considered. The detailed studies provide examples of innovative technologies used for research and communication.

### **Pathways**

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The knowledge gained through physics will enhance students' ability to be innovative and contribute to the intelligent and careful use of resources. This knowledge can be used, for example, in industrial, medical, engineering and technical applications.

## Product Design & Technology - Wood

Central to VCE Product Design and Technology is the Product design process, which provides a structure for students to develop effective design practice. The design process involves the identification of a real need that is then articulated in a design brief. The need is investigated and informed by research to aid the development of solutions that take the form of physical, three-dimensional functional products.

### Unit 1: Product re-design and sustainability

This unit focuses on the analysis, modification and improvement of a product design with consideration of the materials used and issues of sustainability. Finite resources and the proliferation of waste require sustainable product design thinking. Many products in use today have been redesigned to suit the changing needs and demands of users but with little consideration of their sustainability.

### Unit 2: Collaborative design

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

### Unit 3: Applying the Product design process

In this unit, students are engaged in the design and development of a product that meets the needs and expectations of a client and/or an end-user, developed through a design process and influenced by a range of complex factors. These factors include the purpose, function and context of the product; human-centred design factors; innovation and creativity; visual, tactile and aesthetic factors; sustainability concerns; economic limitations; legal responsibilities; material characteristics and properties; and technology. This unit examines different settings and takes students through the Product design process as they design for others.

### Unit 4: Product development and evaluation

In this unit, students learn that evaluations are made at various points of product design, development and production. In the role of designer, students judge the suitability and viability of design ideas and options referring to the design brief and evaluation criteria in collaboration with a client and/or an end-user. Comparisons between similar products help to judge the success of a product in relation to a range of Product design factors. The environmental, economic and social impact of products throughout their life cycle can be analysed and evaluated with reference to the Product design factors.

### Pathways

VCE Product Design and Technology can provide a pathway to a range of related fields such as industrial, product, interior and exhibition design, engineering, and fashion, furniture, jewellery, textile and ceramic design at both professional and vocational levels.

## Psychology

Psychology is the scientific study of mental processes and behaviour in humans. Biological, behavioural, cognitive and socio-cultural perspectives inform the way psychologists approach their research into the human condition.

### **Unit 1: How are behaviour and mental processes shaped?**

Human development involves changes in thoughts, feelings and behaviours. In this unit, students investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system. Students explore brain plasticity and the influence that brain damage may have on a person's psychological functioning. They consider the complex nature of psychological development, including situations where psychological development may not occur as expected. Students examine the contribution that classical and contemporary studies have made to an understanding of the human brain and its functions, and to the development of different psychological models and theories used to predict and explain the development of thoughts, feelings and behaviours.

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

A person's thoughts, feelings and behaviours are influenced by a variety of biological, psychological and social factors. In this unit, 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. They evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others. Students explore a variety of factors and contexts that can influence the behaviour of an individual and groups. They examine the contribution that classical and contemporary research has made to the understanding of human perception and why individuals and groups behave in specific ways.

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

In this unit, students examine both macro-level and micro-level functioning of the nervous system to explain how the human nervous system enables a person to interact with the world around them. They explore how stress may affect a person's psychological functioning and consider the causes and management of stress. Students investigate how mechanisms of memory and learning lead to the acquisition of knowledge, the development of new capacities and changed behaviours. Students examine the contribution that classical and contemporary research has made to the understanding of the structure and function of the nervous system, and to the understanding of biological, psychological and social factors that influence learning and memory.

### **Unit 4: How is wellbeing developed and maintained?**

In this unit, students examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour. They consider the role of sleep and the impact that sleep disturbances may have on a person's functioning. Students explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder. They use specific phobia to illustrate how the development and management of a mental disorder can be considered as an interaction between biological, psychological and social factors. Students examine the contribution that classical and contemporary research has made to the understanding of consciousness, including sleep, and the development of an individual's mental functioning and wellbeing.

A student practical investigation related to mental processes and psychological functioning is undertaken in either Unit 3 or Unit 4.

### **Pathways**

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The study of Psychology leads to opportunities in a range of careers that involve working with children, adults, families and communities in a variety of settings. These include academic and research institutions, management and human resources, and government, corporate and private enterprises. Fields of applied psychology include educational, environmental, forensic, health, sport and organisational psychology. Specialist fields of psychology include counselling and clinical contexts, as well as neuropsychology, social psychology and developmental psychology.

## Studio Arts

VCE Studio Arts encourages and supports students to recognise their individual potential as art makers and presents a guided process to assist their understanding and development of artmaking. The study establishes effective art practices through the application of an individual design process to assist the student's production of a folio of artworks.

### **Unit 1: Artistic inspiration and techniques**

This unit focuses on using sources of inspiration and individual ideas as the basis for developing artworks and exploring a wide range of materials and techniques as tools for communicating ideas, observations and experiences through artmaking. Students also explore and research the ways in which artists from different times and cultures have interpreted and expressed ideas, sourced inspiration and used materials and techniques in the production of artworks.

### **Unit 2: Design exploration and concepts**

This unit focuses on students establishing and using a design process to produce artworks. The design process includes the formulation and use of an individual approach to locating sources of inspiration, experimentation with materials and techniques, and the development of aesthetic qualities, directions and solutions prior to the production of artworks.

### **Unit 3: Studio production and professional art practices**

This unit focuses on the implementation of an individual design process leading to the production of a range of potential directions and solutions. Students develop and use an exploration proposal to define an area of creative exploration. They plan and apply a design process to explore and develop their individual ideas. Analysis of these explorations and the development of the potential directions is an intrinsic part of the design process to support the making of finished artworks in Unit 4.

### **Unit 4: Studio production and art industry contexts**

This unit focuses on the production of a cohesive folio of finished artworks. To support the creation of the folio, students present visual and written documentation explaining how selected potential directions generated in Unit 3 were used to produce the cohesive folio of finished artworks. These artworks should reflect the skilful application of materials and techniques and the resolution of ideas and aesthetic qualities.

This unit also investigates aspects of artists' involvement in the art industry, focusing on a variety of exhibition spaces and the methods and considerations involved in the preparation, presentation and conservation of artworks. Students examine a range of environments for the presentation of artworks exhibited in contemporary settings. Students are expected to visit at least two different exhibition spaces in their current year of study

### **Pathways**

Studio Arts can lead to becoming an artist, illustrator and photographer. It can also lead to tertiary study in art, visual art, media and photography.

## Systems Engineering

VCE Systems Engineering involves the design, creation, operation and evaluation of integrated systems, which mediate and control many aspects of human experience. Integral to Systems Engineering is the identification and quantification of systems goals, the development of alternative system designs concepts, trial and error, design tradeoffs, selection and implementation of the best design, testing and verifying that the system is well built and integrated, and evaluating how well the completed system meets the intended goals. VCE Systems Engineering promotes innovative systems thinking and problem-solving skills through the Systems Engineering Process, which takes a project-management approach. It focuses on mechanical and electrotechnology engineered systems.

### **Unit 1: Introduction to mechanical systems**

This unit focuses on engineering fundamentals as the basis of understanding underlying principles and the building blocks that operate in simple to more complex mechanical devices.

### **Unit 2: Introduction to electrotechnology systems**

Students study fundamental electrotechnology engineering principles. Through the application of their knowledge and the Systems Engineering Process, students produce operational systems that may also include mechanical components. In addition, students conduct research and produce technical reports.

### **Unit 3: Integrated systems engineering and energy**

Students study the engineering principles that are used to explain the physical properties of integrated systems and how they work. Through the application of their knowledge, students design and plan an operational, mechanical electrotechnology integrated and controlled system. They learn about the technologies used to harness energy sources to provide power for engineered systems.

### **Unit 4: Systems control and new and emerging technologies**

Students complete the production work and test and evaluate the integrated controlled system they designed in Unit 3. Students investigate new and emerging technologies, consider reasons for their development and analyse their impacts.

### **Pathways**

This study can be applied to a diverse range of engineering fields such as manufacturing, land, water, air and space transportation, automation, control technologies, mechanisms and mechatronics, electrotechnology, robotics, pneumatics, hydraulics, and energy management. It prepares students for careers in engineering, manufacturing and design through either a university or TAFE vocational study pathway, employment, apprenticeships and traineeships.

## **VCAL – Class**

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for students in Years 11 and 12. The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE), VCAL is an accredited secondary certificate.

### **Personal Development Skills – Compulsory**

Unit 1 focuses on the development of appropriate knowledge, skills and attributes in relation to self, personal organisation and planning skills and problem-solving and interpersonal skills. This can be achieved through participation in activities related to person, health and wellbeing, educational, social or family experiences of a practical nature.

Unit 2 focuses on the development of appropriate knowledge, skills and attributes in relation to community engagement, social awareness, interpersonal skills and planning and organisational skills. This can be achieved through participation in experiences of a practical nature within the community. The units enable students to develop personal development skills through participation in locally developed curriculum and locally developed projects and leadership activities linked to voluntary community roles or community service projects. There are five learning outcomes in each unit. Students must achieve all learning outcomes to be credited with the unit.

### **Work-Related Skills**

The purpose of the Work-Related Skills Strand is to develop employability skills, knowledge and attitudes valued within community and work environments as a preparation for employment. The development of employability skills within this strand provides learners with a capacity to consider and choose from the range of pathways.

The Work-Related Skills units are designed to:

- integrate learning about work skills with prior knowledge and experiences
- enhance the development of employability skills through work-related contexts
- develop critical thinking skills that apply to problem-solving in work contexts
- develop planning and work-related organisational skills
- develop OH&S awareness
- develop and apply transferable skills for work-related contexts.

Students can gain credit by completing VCAL Work Related Skills units or by completing VCE Industry and Enterprise, VCE Technology studies or VCE Outdoor and Environmental Studies.

### **Pathways**

VCAL is designed to develop and extend pathways for young people. May lead to undertaking VCE, further education and training at TAFE and employment including apprenticeships and traineeships.

## VCAL – Literacy

Students may select VCAL Literacy or any VCE English units to satisfy VCAL requirements.

The purpose of literacy curriculum selected for this strand is to enable the development of skills, knowledge and attitudes in literacy that allow progression in the main social contexts of family, employment, further learning and citizenship. The broad purpose of the Literacy Skills units is to enable the development of skills, knowledge and attitudes in literacy that allows progression in the main social contexts of family and social life, workplace and institutional settings, education and training contexts and community and civic life.

The four domains of Literacy are:

- Self-expression focuses on aspects of personal and family life, and the cultures which shape these.
- Practical purposes focus on forms of communication mainly used in the workplace and institutional settings and in communication with such organisations.
- Knowledge focuses on sociological, scientific, technological, historical and mechanical theories and concepts that are relevant to education and training.
- Public debate focuses on matters of public concern, and the forms of argument, reason and criticism used in the public arena.

The application of literacy skills cannot be separated from social context. The overall purpose is to provide an applied ‘real-life’ approach to literacy development. Literacy includes reading, writing and oral communication skills.

### READING AND WRITING UNITS

In the Reading and Writing units, the four literacy domains provide a framework by which students can become aware of the social context or areas of social practices in which they operate, the genres relevant to these social contexts and practices, and in which they can develop skills to use the genres effectively.

### ORAL COMMUNICATION UNITS

The Oral Communication units are designed to provide participants with knowledge, understanding and skills in spoken communication for different social purposes. The Oral Communication units reflect the theory that language use varies depending on the social context and purpose of the interaction, and this is its main organising principle. The units identify four primary purposes for oral communication, which reflect the literacy domains and encompass a range of contexts for spoken interaction.

### Pathways

VCAL is designed to develop and extend pathways for young people. May lead to undertaking VCE, further education and training at TAFE and employment including apprenticeships and traineeships.

## VCAL – Numeracy

Students may select VCAL Numeracy or any VCE Mathematics units to satisfy VCAL requirements.

Numeracy is the ability to use mathematical skills in order to carry out purposes and functions within society related to designing, measuring, constructing, using graphical information, money, time and travel, and the underpinning skills and knowledge for further study in mathematics or related fields. Numeracy develops skills to facilitate the practical application of mathematics at home, work and in the community.

Rather than the learning outcomes having as their focus the traditional mathematical areas (number, space and shape, data, measurement, and algebra) the purposes or functions to which the mathematics may be put, are given prominence. The learning outcomes still ensure that the skills and knowledge of the mathematics strands are included, but they are arranged under a different organisational structure. The specific mathematical skills and knowledge required are embedded in the learning outcomes and specified within the elements.

The four domains of Numeracy are:

- Practical Purposes addresses aspects of the physical world to do with designing, making and measuring.
- Interpreting Society relates to interpreting and reflecting on numerical and graphical information of relevance to self, work or community.
- Personal Organisation focuses on the numeracy requirements for personal, organisational matters involving money, time and travel.
- Knowledge deals with mathematical skills needed for further study in mathematics, or other subjects with mathematical underpinnings and/or assumptions.

### **Pathways**

VCAL is designed to develop and extend pathways for young people. May lead to undertaking VCE, further education and training at TAFE and employment including apprenticeships and traineeships.

## VET subjects on offer in 2021

Vocational Education and Training (VET) is usually a two-year program combining general VCE/VCAL studies with accredited vocational education and training. It enables students to complete a nationally recognised vocational qualification (e.g. Certificate III in Sport and Recreation) at the same time as completing their VCE or VCAL. Important industry-specific skills and workplace skills are learnt through the VET program, and the students are usually required to complete work placements as a part of the program, which develops their skills even further.

VET is provided by many providers with our students attending either Shepparton, Seymour or Wangaratta to access courses. We offer Sports and Recreation here at the College.

The VET courses that students from ESC can access are listed below. There may be some later additions to this list, and some courses may be withdrawn, as a course running depends upon the total number of students enrolled.

The materials fees for each course is shown, and it is a requirement that families pay the materials fees **PRIOR** to commencement of the course. Students are also responsible for travel to and from their VET course.

### SUMMARY OF COURSES & MATERIAL FEES

The GOTAFE VET (Vocational Education & Training) Programs for Secondary School students held at Benalla, Seymour, Shepparton and Wangaratta, will be accepting enrolments from students aged 15-19. Students attend classes one day per week and are held over the course of two years. Online options are available for some courses. Some courses provide full completion of the certificate whilst others only provide partial completion. Structured Workplace Learning (SWL) recommendations are commensurate with the Victorian Curriculum & Assessment Authority (VCAA) recommendations for VCE VET programs. Please check the matrix below for course titles, locations, costs, delivery, outcomes, SWL and potential VCE/VCAL credit.

**VET Courses Available to ESC students in 2021.**

COURSE	CAMPUS	MATERIALS FEE	Qualification obtained in 2 years?	Structured Workplace Learning (SWL)**	Possible VCE credit
Certificate II in Agriculture (VCE VET)	O	TBC	Yes	Mandatory 40 hrs p.a.	1 x 10%
Certificate II in Animal Studies (VCE VET)	O	TBC	Yes	Mandatory 40 hrs p.a.	1 x 10%
Certificate II in Automotive Vocational Preparation (VCE VET)	W D	TBC	Yes	Strongly Recommended	1 x 10%
Certificate III in Beauty Services (VCE VET)	F D	TBC	Yes	Strongly Recommended	1 x 10%
Certificate II in Building and Construction (Carpentry) Preapprenticeship (VCE VET) <sup>3</sup>	W D	TBC	No - Partial completion	Strongly Recommended	1 x 10%
Certificate II in Business (Incl. selected units from BSB30115) (VCE VET)	F D	TBC	Yes	Strongly Recommended	Scored Assessment
Certificate II in Community Services (VCE VET)	F D S	TBC	Yes	Strongly Recommended	Credit unit 1 & 2 level.
Certificate III in Design Fundamentals	F D	TBC	No - Partial Completion	Strongly Recommended	1 x 10%
Certificate III in Education Support	F	TBC	No - Partial Completion	Mandatory 50 hrs p.a.	1 x 10%
Certificate II in Electrotechnology (Career Start) (VCE VET) <sup>3</sup>	F D	TBC	Yes	Strongly Recommended	1 x 10%
Certificate II in Engineering Studies (VCE VET)	F D	TBC	Yes	Strongly Recommended	Scored Assessment
Certificate II in Equine Studies (VCE VET)	O	TBC	Yes	Mandatory 40 hrs	Scored Assessment
Certificate III in Events	F D S	TBC	Yes	Strongly Recommended	1 x 10%
Certificate II in Salon Assistant (VCE VET)	F D S	TBC	Yes	Mandatory 40 hrs	Credit Unit 1&2 Level
Certificate III in Health Services Assistance & Certificate III in Allied Health Assistance (VCE VET) <sup>1</sup>	F D M S B	TBC	Yes	Mandatory 120 hrs	Scored Assessment
Certificate III in Information, Digital Media and Technology (VCE VET)	F D	TBC	No - Partial completion	Strongly Recommended	Scored Assessment
Certificate II in Kitchen Operations	F D S	TBC	Yes	Strongly Recommended	Scored Assessment
Certificate II in Landscaping & Certificate II In Horticulture -	W	TBC	Yes	Strongly Recommended	1 x 10%
Certificate II in Plumbing (Pre-Apprenticeship) <sup>3</sup>	W D	TBC	No - Partial completion	Strongly Recommended	Credit Unit 1&2 Level
Certificate III in Sport and Recreation	Euroa SC	TBC	Yes	No	Scored Assessment

Code		Code		Code		Code	
D	Docker St, Wangaratta	F	Fryers St, Shepparton	M	Moirra Education House	1	Includes First Aid training
R	Regional Study Centre, Wangaratta	S	Seymour	O	Online with compulsory on-campus workshops	2	Includes CPR update
W	William Orr, Shepparton	B	Benalla			3	Includes CI Card

If enrolling in a VET course through your school, GOTAFE will charge your school for tuition and materials charges. Each secondary school determines the amount they will pass on to you. The courses listed are offered with every intention that they will operate; however it may be necessary to cancel or postpone courses due to insufficient enrolments or funding changes. The course codes, titles and materials fees are correct at the time of publication and are subject to change without notification.

Please note: VFE block credit may be used in the calculation of the ATAR. Please refer to VTAC for further information.

\*\*Please Note: Structured Workplace Learning (SWL) recommendations & requirements are listed as per the 2017 VCAA SWL Summary and may be subject to change without notification. SWL is strongly recommended for all VET for Secondary Student Programs and mandatory where identified.

This training is delivered with Victorian and Commonwealth Government funding. GOTAFE is the trading name of Goulburn Ovens Institute of TAFE (RTO 3094)

Please contact ESC's VET coordinator Clarissa Pittock if you would like more information.

### **Pathways**

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Students who undertake a VET course, may continue into further training at TAFE or look for an apprenticeship or traineeship in the industry.

## Certificate II in Sport and Recreation

This course develops the fundamental skills for students who seek a career in the sport and recreation industry. Students participate in a range of activities such as Provide First Aid, Work Health and Safety, Officiating, Assisting in conducting Sport & Recreation sessions and developing sport & recreation industry knowledge. Some units of Competence within this qualification may provide credit towards further course of study. This VET study will give you credit for one Unit 1 and one Unit 2 VCE subject. You must complete Certificate II in Sport and recreation to go onto Certificate III in Sport & recreation for the second year as a Year 12 subject.

**Work Placement:** Students will participate in hands on learning experiences within class time at the local primary schools and sporting facilities within the Euroa township. It is encouraged that students undertake a work placement as part of the course to extend their experience and develop employer networks. Work placement is not mandatory but is encouraged. Students should plan to complete their work placement during designated work placements weeks and during school holidays.

**Compulsory dress requirement:** Students are expected to purchase the VET Sport & Recreation T-shirt (this is organised at the beginning of their studies) and there is optional track suit pants and spray jacket available for purchase. Students are expected to wear their uniform every session. You must wear appropriate sporting attire such as track suit pants/sports shorts and sports shoes. A broad brimmed hat must also be worn during terms 1 and 4.

**Career opportunities:** This VET program and associated further study could lead to a career as a: Sports Coach, Personal Trainer, Physical Education Teacher, Outdoor Education teacher, Recreation Manger, Gym/Fitness Instructor or Sports Administrator.

**More details:** Kim Saxon, Kairen Patterson

**Delivery Mode:** Wednesdays at Euroa Secondary College

**Cost-** Approx. \$85 for workbooks & approx. \$130 for full Sport & Recreation uniform