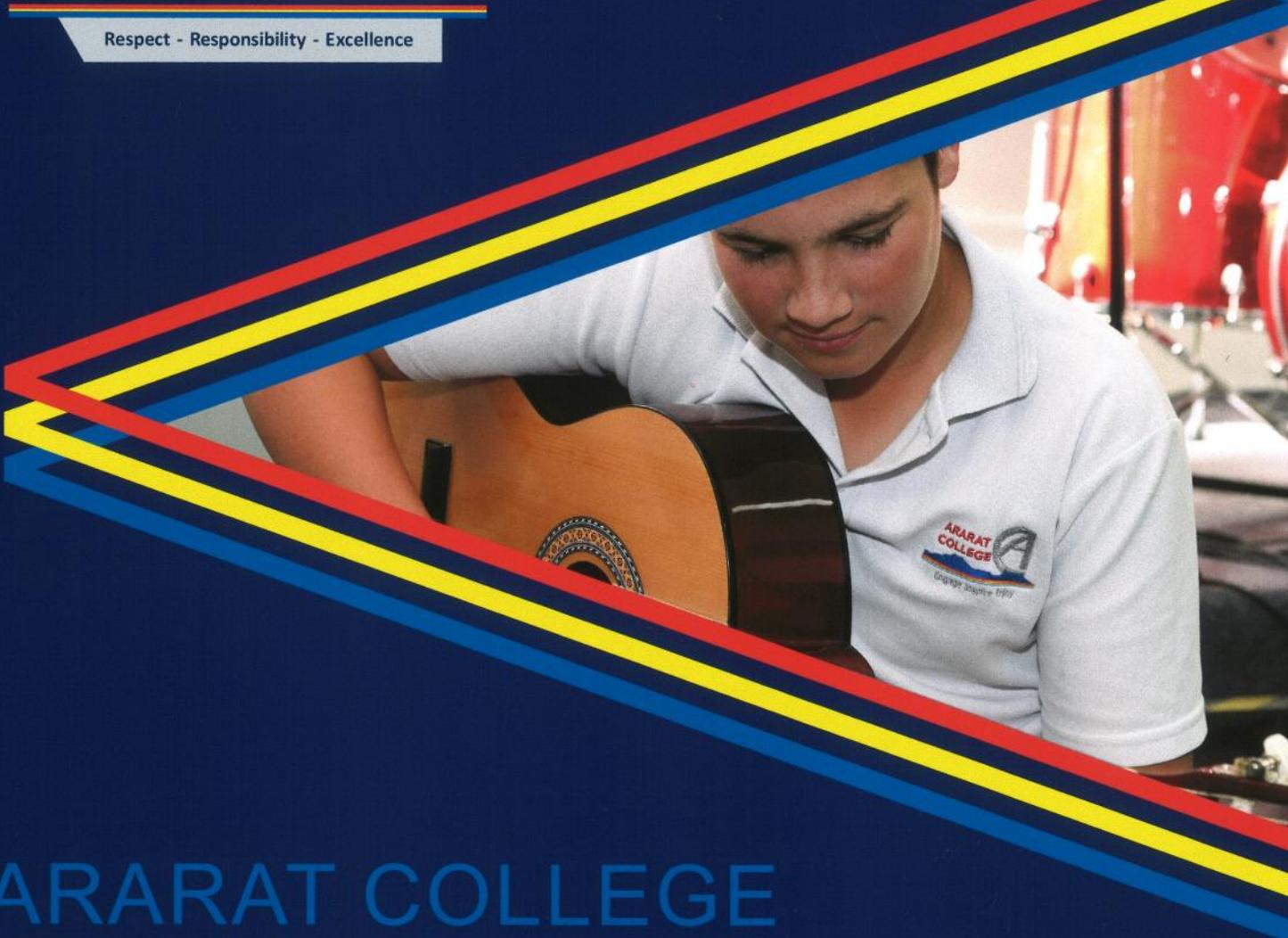




Respect - Responsibility - Excellence



ARARAT COLLEGE

**SUBJECT
SELECTIONS**
2022



SUBJECT SELECTIONS
HANDBOOK
2022

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CHECKLIST

Ensuring your subject selection choices are right is important. Please check you have undertaken each step before finally submitting your selection form.

- Ensure you have completed a Career Action Plan.
- Read all relevant sections of the Subject Selection Handbook.
- Look over subject selection website for more information regarding subjects and programs.
- Senior Students, please ensure you understand the difference between VCE, VCAL and VET.
- Ensure you know which subjects are compulsory and which are electives.
- Consider your future aspirations. Senior students will be asked to identify potential career paths before their form is accepted.
- Talk to family members and teachers about your strengths and interests. Refer to Morrisby report and Career Action Plan.
- Check details of subjects and courses (e.g., recommended prerequisites etc).
- All students who are in Year 9 or Year 10 and wish to do a senior (VCE, VET, VCAL) sequence must submit an expression of interest via <https://forms.gle/LVzMQtLXK7VDWehP7> by 27 August, 4pm.
- Complete the form prior to your meeting in draft form only using paper copy at the back of this book.
- Make an appointment for your subject selection counselling with your designated member of the Ararat College Pathways Team.
- Attend your meeting, bring your subject selection form with a parent signature.
- Submit your form online.

SUBJECT SELECTION PROCESS

Guide to Subject Selection Process

At Ararat College, students in Years 9-11 will have a dedicated time in August to meet with members of the Ararat College pathway team and discuss and submit their subject selections.

Staff

Andrew Sherwell	- Careers Practitioner
Melissa Murnane	- Ararat College Pathway Team Member
Ellie McDougall	- Ararat College Pathway Team Member
Jessica Erhardt	- Ararat College Pathway Team Member
Patrick O'Sullivan	- Ararat College Pathway Team Member
Celia Fairley	- Ararat College Pathway Team Member

How to use this book

This book is divided into sections for Year 9, Year 10, VCAL, VCE and VET. There is introductory information at the start of each section to explain requirements of the different programs and certificates. Students will be asked to fill out a form (included in the final section) that specifies their preferred areas of study for the subsequent year. This form should be signed by a parent and submitted at their subject selection meeting.

University Prerequisites

Students who wish to go to university should undertake a VCE program and ensure that subjects they select enable them to meet the prerequisites for their desired course. If in doubt, please see Mr Sherwell - our Careers Practitioner.

VCE Prerequisites

Some VCE Year 12 subjects require students to undertake prerequisite studies at Yr 11. For this reason, students should read through the full subject descriptions. Many Sciences, Maths and Languages are unable to be commenced at Yr 12, yet these subjects can help students to meet prerequisites or receive bonuses.

Subject Selection Website

This website contains more detailed information regarding our programs and subject offerings in Years 9-12. A lot of this information is in video format.

Further Course and Career Information

The subject selection night (this year this will be pre recorded and available on the subject selection website) is one of many events and services run by Ararat College to assist students with their future pathways in school and beyond school. These include

- Careers counselling.
- Work experience.
- VTAC workshops.
- Career Action Plans.
- Advice on scholarships and special consideration.
- Careers expo.
- Guest speaker programs.
- Year 9 Morrisby testing.

Final Stage to Submit Subject Choices

The last stage of the subject selection process will require students to submit their 2022 subject selections online at the Edval WebChoices portal:

<https://spring.edval.education/login>

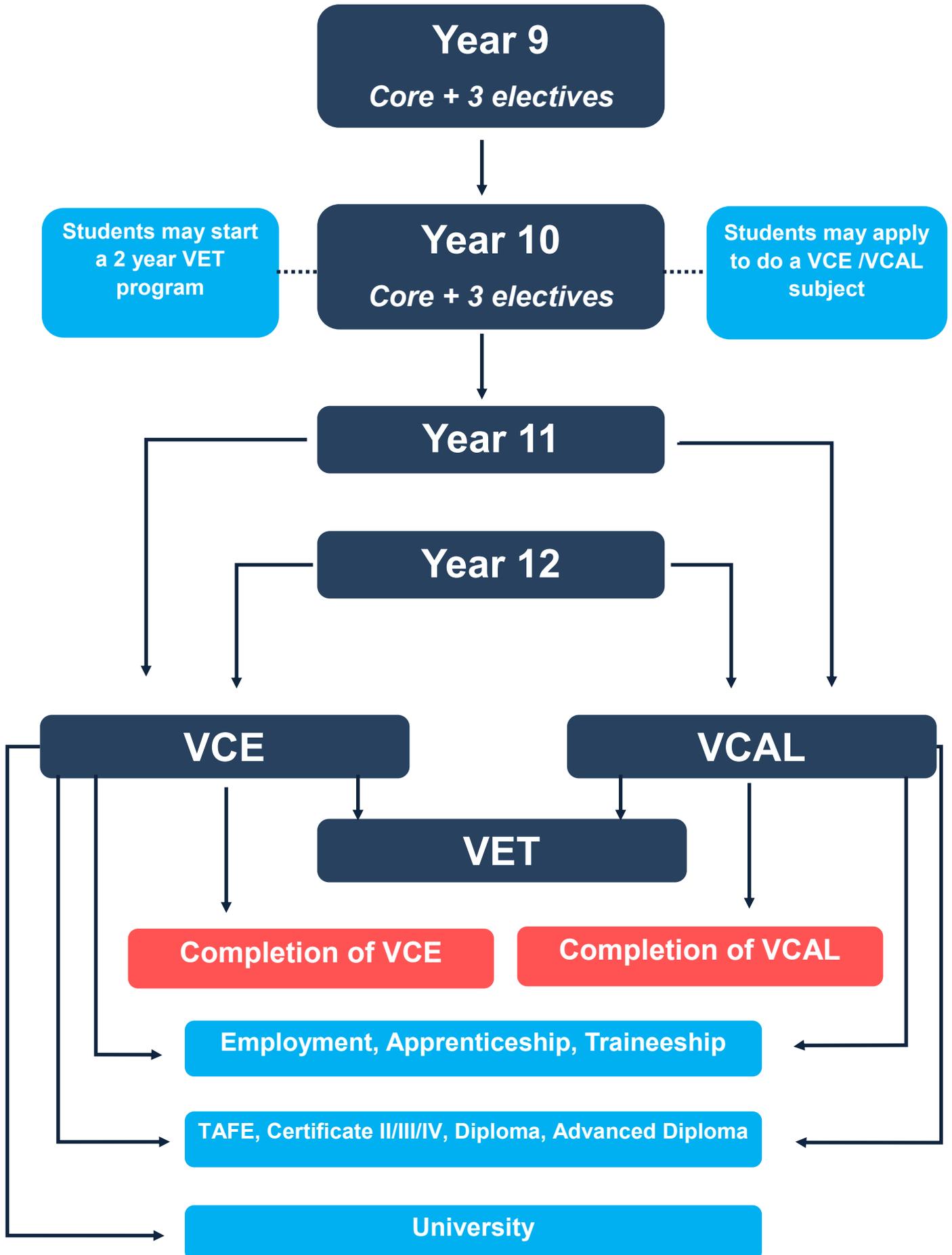
Students will need to enter their webcode to gain access to the portal, this will be provided during their interview.

Once logged into the portal, students will select their subject selections reflecting their Year level paper subject selection form, ensuring Year level requirements are met in their preferences.

The subject selection portal will be open from **Thursday 19th August to Friday 27th August.**

Once students have completed the online form, they should click submit. Remember final selections need to be submitted by **4.00pm Friday 27th August.**

PATHWAYS OUTLINE



YEAR 9 CORE SUBJECTS

English

- Reading and writing.
- Writing.
- Speaking and Listening.
- Differentiated skill development.

Maths

- Number and algebra.
- Statistics and probability.
- Geometry and measurement.

Science

Biology

- The human body and how it responds to its external environment.
- Ecosystems.

Physics

- Electricity and electrical circuits.
- Magnets and magnetic fields.

Chemistry

- The atom and radioactivity.
- The atomic structure and properties of elements used to organise them in the periodic table.

Earth and space science

- Tectonics plates and how they may explain global patterns of geological activity and continental movement.
- Global systems, including the carbon cycle and its impacts on the atmosphere, biosphere, hydrosphere and lithosphere.

Physical Education

- Develop personalised plans for maintaining healthy and active habits.
- Analyse how participation in physical activity and sport influence an individual's identity.
- Explore the role participation plays in shaping cultures.
- Demonstrate leadership, teamwork and collaboration in a range of physical activities.

Humanities

- Allows students to explore and understand who they are in the world.
- Humanities allows students to engage in the past, understand the present, and look toward the future.
- Students will be able to ask big questions about the world around them by undertaking study in each of the following four modules:
 - History.
 - Geography.
 - Business and Careers.
 - Civics and Citizenship.
- These four modules work together to ensure students are given the knowledge to become empowered and active citizens of Australia and the world.

Health

- Personal health and wellbeing.
- Personal identity.
- Mental health.
- Health promotion.
- Sexual health and pregnancy.
- Risk-taking Behaviour.
- Body image and respectful relationships.

Minimum subject requirements for electives

Students must select one elective for the year from the following domains:

- The Arts.
- Technology Food.
- Technology Workshop.

ELECTIVES: THE ARTS

A consumables cost may apply for the following electives. This should not inhibit student participation.

The 2D Artist

- Discover painting techniques.
- Drawing techniques and skills.
- Printmaking.
- Investigate current social issues.
- Artist exploration.
- Exhibition experiences .

The 3D Artist

- Ceramic explorations.
- Mask making.
- Modelling (junk art focus).
- Sculpture techniques.
- Cultural examination.
- Artist exploration.

The Actor

- Performance skills (voice, speech and body).
- Improvisation.
- Performance analysis.
- Dramatic elements.
- Stagecraft (make up, sets, props, costume, lighting and sound).
- Script writing.
- Naturalistic and non-naturalistic techniques.

The Photographer

- Composition and layout.
- Photographic series.
- Design elements and principles.
- Folio presentation.
- Photography styles and techniques.
- Photoshop editing.

Discovering Media

- Explore how social media is changing the world we live in.
- Learn characteristics of different media forms including photography and film.
- Develop media production skills to create media artworks.
- Plan and produce own media production.

Discovering Music

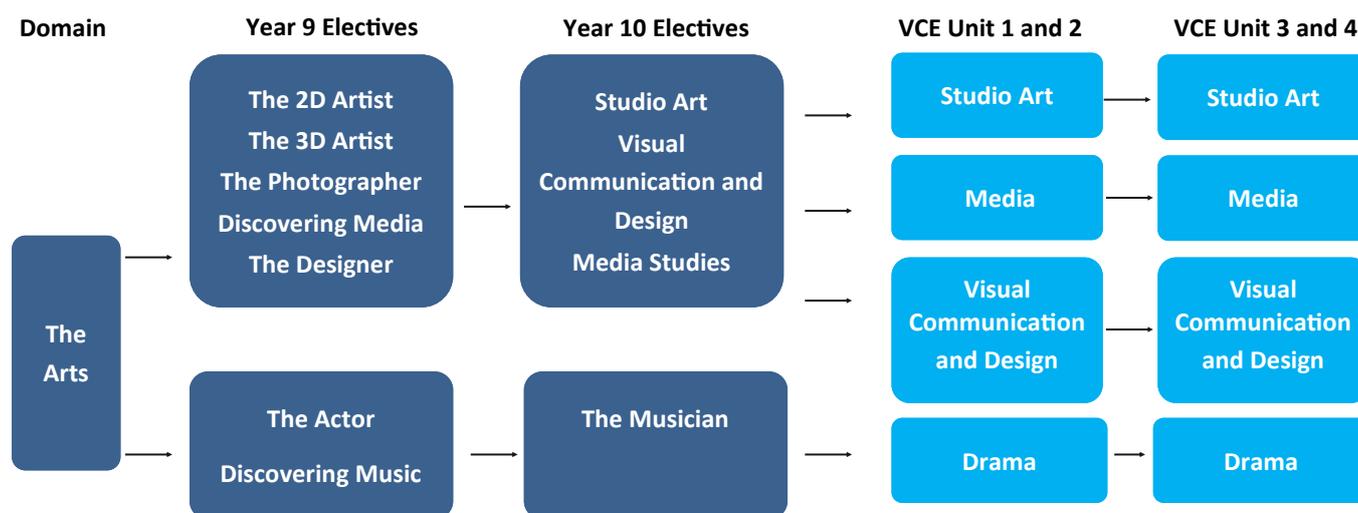
- Music/sound experimentation.
- Genre exploration.
- Electronic and instrumental practice on each student's choice of instrument.
- World music investigation.

The Designer

- Create designs by responding to a brief.
- Use the design process for own creative designing.
- Develop skills in manual and digital drawing methods.
- Analyse and create within the fields of Industrial, Communication and Environmental Design.
- Keep a design folio.
- Explore Adobe Suite.

ELECTIVES: THE ARTS

2022 Subject Pathways to VCE



ELECTIVES: ENGLISH

Completed in addition to core English

Journalism

- Develop teamwork, writing and media production skills through project-based journalism.
- Work well in a team to produce a portfolio of print and TV news reports.
- Gain experience with tracking and selecting relevant news stories and media production elements such as camera work, lighting and editing.
- Develop writing skills as a part of this unit, including contributing to our school magazine, parent 'Concord' newsletter and school Facebook page.

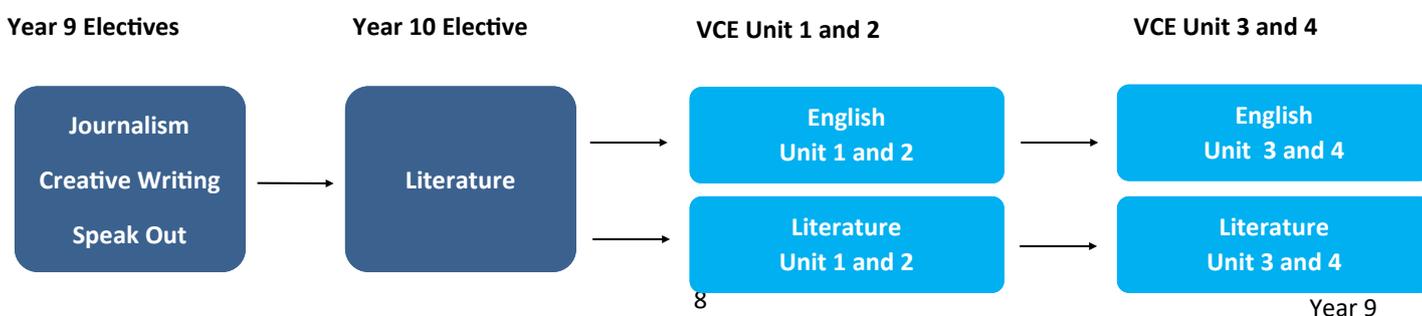
Creative Writing

- Develop the skills needed to produce creative work.
- Opportunity to learn about the different forms of writing including poetry, song lyrics, free writing, storytelling, scripts and many more.
- Form an understanding of the structures and language features of literary texts and how to use these to influence an audience.
- Opportunity to produce a portfolio of creative writing which reflects student's own personal style.
- Introduction to the study of literature and the meaning behind texts and authorial intent.

Speak Out

- Learn skills that will be useful in VCE oral presentations, job interviews and future careers.
- Improve ability to communicate with a variety of audiences.

2022 Subject Pathways to VCE:



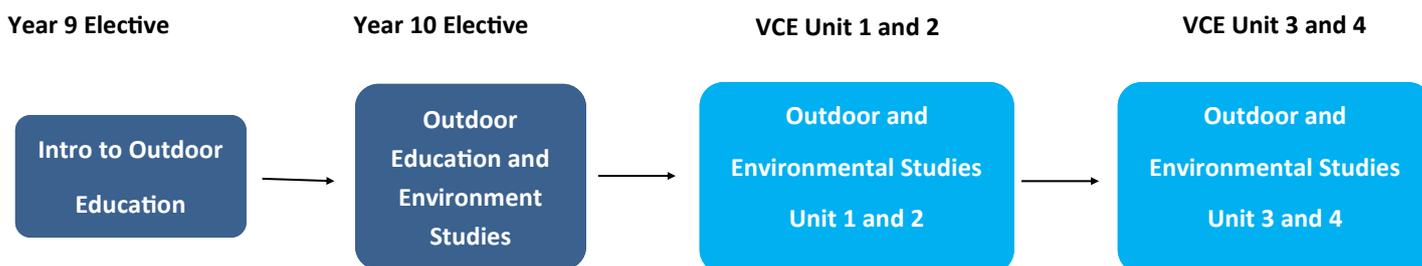
ELECTIVES: HEALTH AND PHYSICAL EDUCATION

Introduction to Outdoor Recreation and Outdoor Skills

A estimated consumables cost for this elective is \$250. This should not inhibit student participation.

- Aimed towards students who have limited experience and knowledge of Outdoor Recreation or the environment.
- An opportunity to develop a greater understanding of the skills and knowledge required to participate in an Outdoor Recreation activity, such as how we keep people safe, what are some of the factors we must consider when making decisions during a particular activity and how do we make sure that we are able to participate in these activities in a sustainable manner.
- Purpose is to give students an opportunity to learn through doing. This will involve a mixture of activities that will take place at school as well as external day trips. For the semester there will be a total of 3 to 4 external day trips. The selection of these activities will be done as a class.

2022 Subject Pathways to VCE:

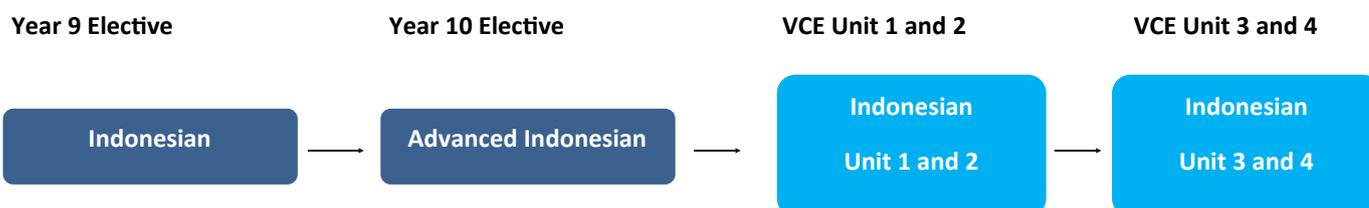


ELECTIVES: LANGUAGES OTHER THAN ENGLISH

Indonesian

- Focus will be on practical and useful communication.
- Exploring everyday topics such as shopping, food, and building inter-cultural understanding among other topics.
- This is an elective for students who are curious about the world and who want to gain a global perspective.

2022 Subject Pathways to VCE:



ELECTIVES: SCIENCE

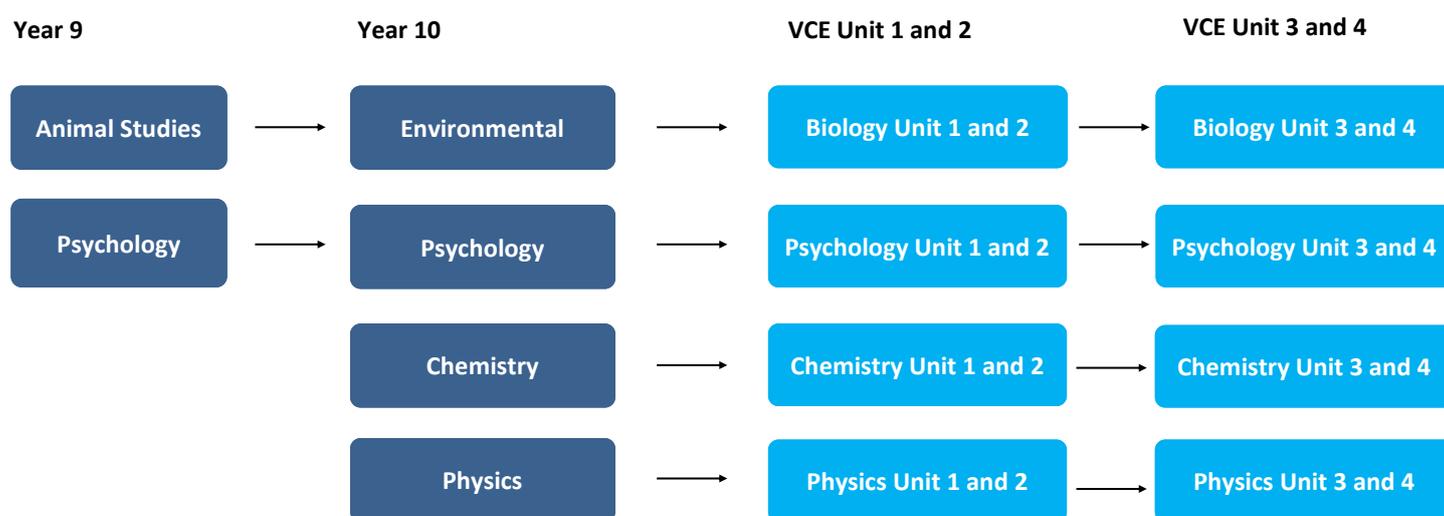
Psychology: 'How to make your brain limitless'

- Strategies to learn and remember backed by Psychology.
- This will be focused on brain structure, general behaviour and strategies to improve learning and memory generally.

Animal studies

- Excursions to the Ballarat Wildlife park, Walker swamp in Dunkeld and incursions from local wildlife experts.
- Study the anatomy of mammals, amphibians, reptiles, birds and fish.
- Design and prototype an enclosure for a chosen animal by applying the knowledge and skills throughout the unit.

2022 Subject Pathways to VCE



ELECTIVES: TECHNOLOGY - FOOD

A consumables cost may apply for the following electives. This should not inhibit student participation.

Cultural cooking

- Develop a range of cultural cooking techniques and processes safely and hygienically.
- Produce a variety of cuisines from around the world including Australia, France, Morocco and Japan.
- Identify an individual cuisine's historical, religious and social significance.
- Understand native foods from various countries.
- Investigate, design, produce and evaluate a variety of cuisines.

Food for Life

- Produce budget friendly dishes on a weekly basis, demonstrating kitchen safety and further developing cooking skills
- Students will further their understanding of following a recipe.
- Students will produce their own cookbook, including breakfast, snacks, mains and sides.
- Develop an understanding of healthy eating.
- Students will design their own recipes using staple foods, including pasta, rice, meats and vegetables.
- Learn to budget.
- Students will build their knowledge and skills whilst caring for the school vegetable garden.

Baker's Bounty

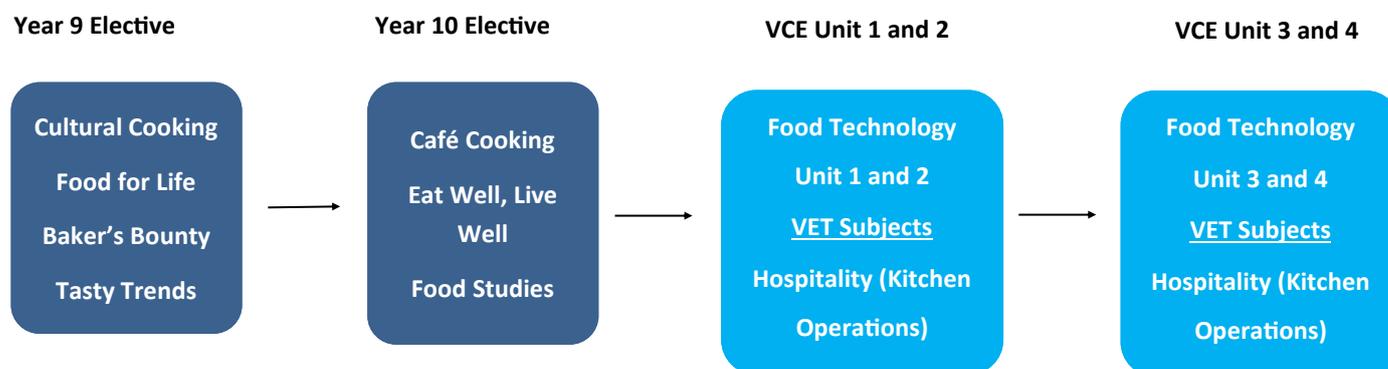
- Produce a variety of bakery recipes safely and hygienically.
- Develop a range of complex cooking techniques and processes.
- Improve product processes with consideration to ingredients and sustainability.
- Develop an understanding of sensory evaluations.
- Research various food based allergies and intolerances, and learn about foods that can be used as substitutes whilst baking.
- Produce cake, bread, pastry and biscuits.

ELECTIVES: TECHNOLOGY - FOOD

Tasty Trends

- Produce a variety of trending food dishes.
- Investigate current food trends observed within society.
- Explore how various media platforms are utilised in the promotion of food trends.
- Understand the importance of sensory evaluations.

2022 Subject Pathways to VCE:



ELECTIVES: TECHNOLOGY - WORKSHOP

A consumables cost may apply for the following electives. This should not inhibit student participation.

Metal and Mechanisms

- A focus on metal, mechanical items and movement, what causes it, how its direction can be changed, the speeds and forces of components within the mechanism.
- There is a theory component- this is largely taught through the development of the practical items produced in this subject i.e. The Catapult/Trebuchet and the Mouse Trap race car which will be fabricated from metal.
- Two items have a prize attached where the most successful student receives a monetary voucher at the canteen.

Basic Electronics

- Allows you to develop skills, knowledge and understanding in basic electrical theory and electronics in general.
- If you enjoy the cleaner technologies, but still like using your hands in making things, this elective is for you.
- Topics to be covered are based around 4 design briefs:
 - Continuity Tester.
 - Electronics Fun Kit.
 - Moisture Tester.
 - Slot Car assembly and testing.

Wood and Turning

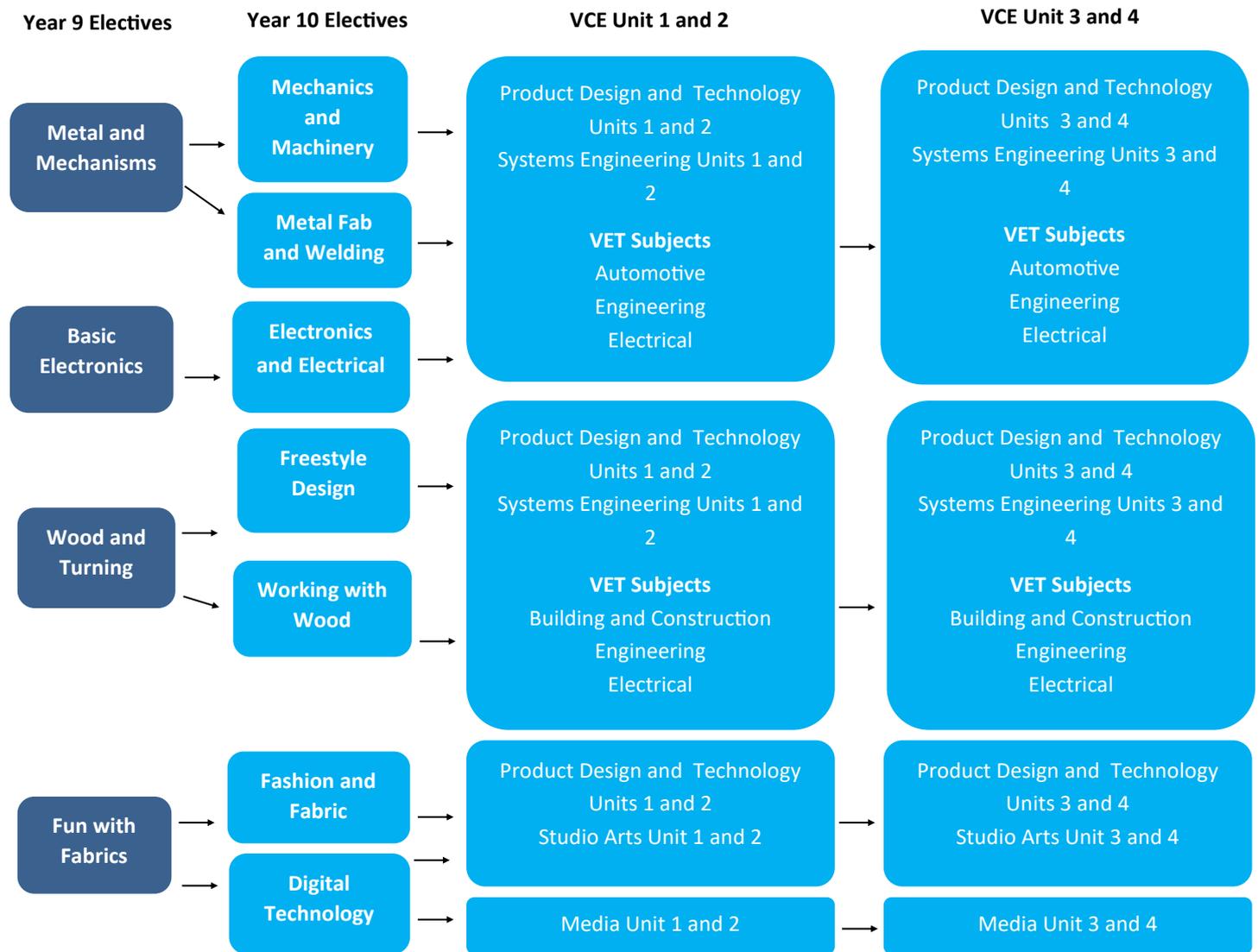
- Develop skills, knowledge and an understanding in designing and working with timber. This elective covers carpentry and wood turning, and is focused on using timber and timber working equipment and products safely.
- Takes a 'hands on' approach to introduce you to new concepts and techniques and is aimed to extend your current knowledge and skills.
- Use a variety of hand tools and machines while making your products while showing that you understand how to maintain a safe working environment.
- The activities will vary depending on your knowledge, skills and abilities.
- Possible products could be: laminated cutting board, decorative turned bowl, colonial styled Bread Box, salt and pepper shakers (turned or machined) or a small coffee table.

ELECTIVES: TECHNOLOGY - WORKSHOP

Fun with Fabrics

- Develop the basic sewing skills learned in Year 8, through making and repurposing items of clothing.
- Learn to sew, patch, construct, create, repair or repurpose and to develop handcrafting skills such as knitting, embroidery, crochet and felting.
- Create several wearable items or toys and soft furnishings using a range of fabrics and techniques, focusing on embellishment using applique, dyeing and printing.

2022 Subject Pathways to VCE



YEAR 10 CORE SUBJECTS

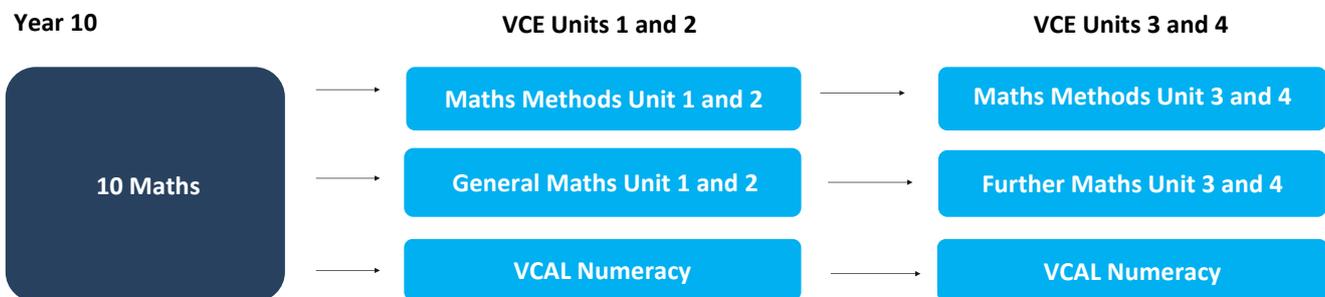
English

- Reading and writing.
- Writing.
- Speaking and Listening.
- Differentiated skill development.

Maths

- Number and algebra.
- Statistics and probability.
- Geometry and measurement.

2022 Subject pathway to VCE and VCAL



Physical Education

- Develop personalised plans for maintaining healthy and active habits.
- Analyse how participation in physical activity and sport influence an individual's identity.
- Explore the role participation plays in shaping cultures.
- Demonstrate leadership, teamwork and collaboration in a range of physical activities.

Careers

- Contributing to the workplace
- Developing work-related skills
- Workplace effectiveness
- Year 10 Work Experience preparation

ELECTIVES: THE ARTS

A consumables cost may apply for the following electives. This should not inhibit student participation.

Studio Art

- Portraiture.
- Technical drawing.
- Artist and cultural exploration.
- Exhibition experience.
- Folio creation.
- Art appreciation and critique.

Visual Communication and Design

- Follow a design process to develop and refine design ideas.
- Learn drawing conventions and presentation techniques.
- Use Adobe Suite for professional presentation.
- Analyse design trends and styles.
- Folio presentation techniques.

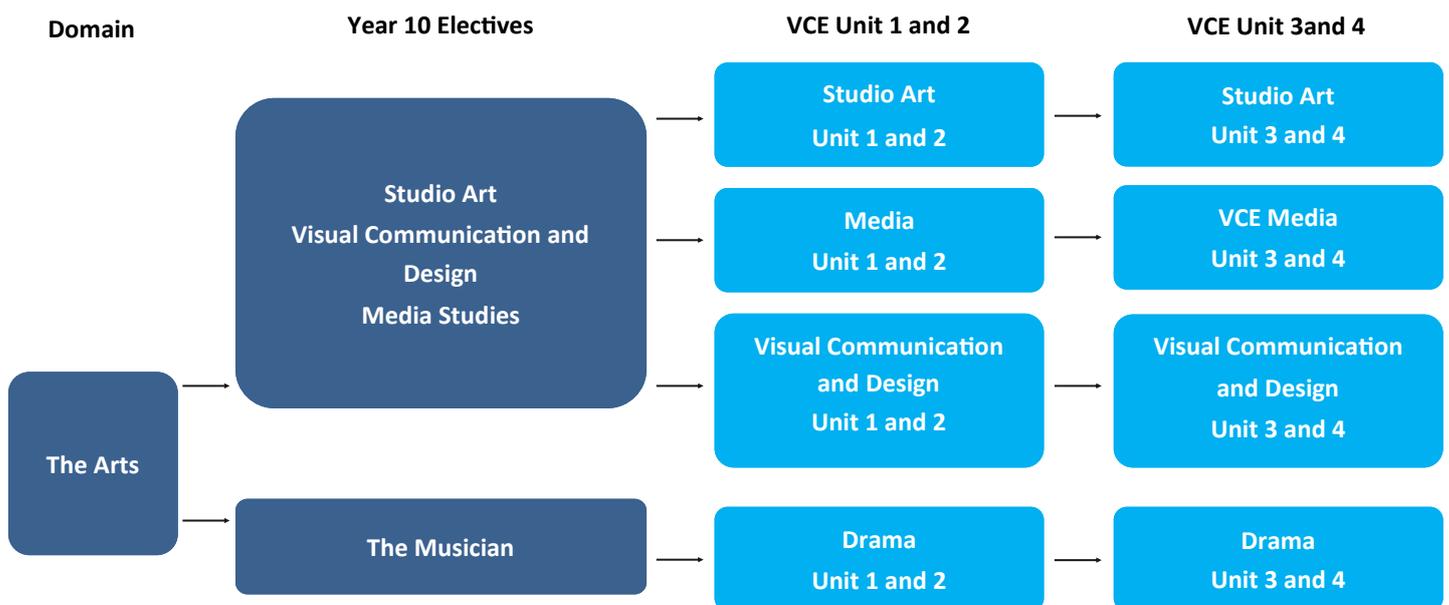
The Musician

- Song writing.
- Performance – solo and group.
- Beginnings of Rock investigation.
- Artist critiques.

Media Studies

- Analyse current media trends.
- Plan and produce a media production – in film and photography.
- Film analysis.
- Explore film making techniques.
- Investigate genres in film narratives.

2022 Subject Pathways to VCE



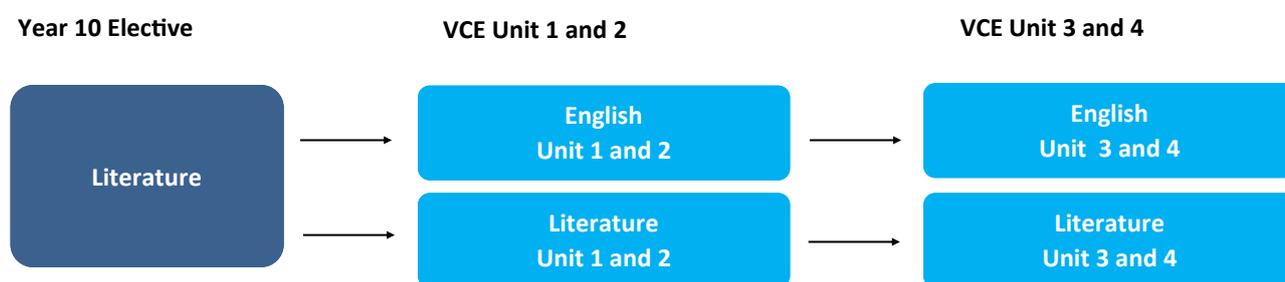
ELECTIVES: ENGLISH

Completed in addition to core English

Literature

- Develop an enjoyment of a range of different forms of literature.
- Involves reading widely, imaginatively, critically and independently.
- Study a range of text types: a novel, a film, a play-script, a collection of short stories and a collection of poems.
- Develop the skills of reading closely and critically, and discuss various ways of interpreting and understanding texts.
- Build the skills to write analytical and creative responses to texts. It is intended that students will attend a live performance of a text.
- Draw on different texts (poetry, short stories, novel and film) from different cultures, making comparisons between them and drawing conclusions.

2022 Subject Pathways to VCE:



ELECTIVES: HEALTH AND PHYSICAL EDUCATION

ADVANCE

- This course is presented by an external facilitator and includes theory and practical components of three Australia-wide recognised courses, these being Pool Lifeguard, Level 2 First Aid and CPR.
- Students are trained during the semester and those deemed competent are able to sit the theory and practical exam for one, two or all three qualifications.
- Students should expect to swim at the indoor pool in their double and complete theory or practical sessions back at school in the single lessons every week. Initially it is hoped we provide pool lifeguards for our district pools to replace older students leaving the district.
- Students acquire life-long skills that can be used to gain employment or offer volunteer work to the community. As part of the course students will be expected to complete a timed casualty tow and 400m swim which may require them to train outside class time. Students are also expected to be involved in a community project.

Introduction to Health and Human Development

- Introduction to VCE Health and Human Development.
- Analyse health related data to improve understanding of Australia's current health status and the wellbeing of a range of population groups within Australia.
- Investigate the major health issues facing Australians and look at health promotion strategies that can be implemented to address these issues.
- Gain a deeper understanding of the stages of the lifespan and human development from a physical, intellectual, emotional and social perspective.

Sports Science

- Introduction to the VCE Physical Education or Sport and Recreation content.
- Theory and practical components designed to explore topics such as: the Skeletal, Muscular, Respiratory, Cardiovascular and Energy Systems, as well as individual Physical Fitness, Coaching and Training program design to improve performance in competitive sport.
- Equips students with the appropriate knowledge and skills to plan, develop and maintain their involvement in physical activity, sport and exercise across their lifespan and provides foundational knowledge for students who might be interested in the related fields of exercise and sport science, health science, education, recreation, sport development and coaching, or health promotion.

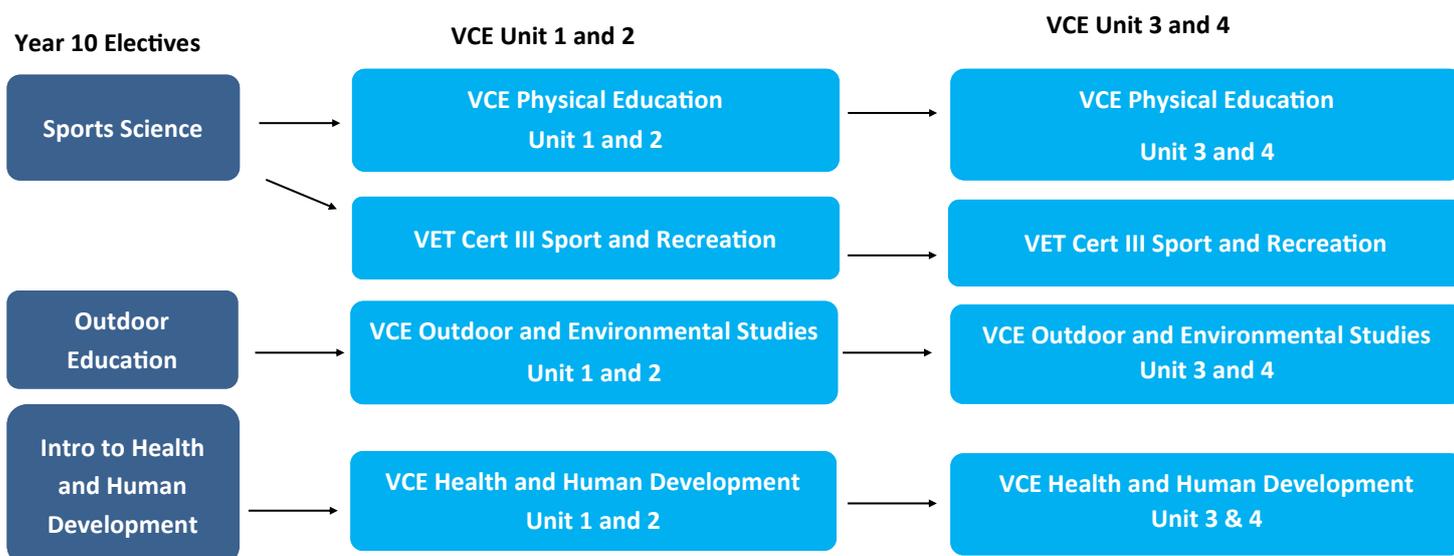
ELECTIVES: HEALTH AND PHYSICAL EDUCATION

Outdoor Education and Environmental Studies

A estimated consumables cost for this elective is \$250. This should not inhibit student participation.

- An opportunity to gain the basic knowledge and skills required to go on to study VCE Outdoor and Environmental Studies, or to explore a career in the outdoor recreation or land management industry.
- This subject will involve a mixture of exploring topics in a school setting and then applying this knowledge in an outdoor setting.
- Theory topics covered will include: Risk Management, Leadership Styles, Environmental Sustainability, Activity Specific Theory (e.g. the theory behind emergency response), Basic Wilderness First Aid and Contemporary Human Relationship with the Environment (How modern Australians interact with the outdoors and how this is impacting on the environment).
- Students will be responsible for designing and implementing their own trips. We will be going on 2 overnight, journey based trips, with additional day trips.

2022 Subject Pathways to VCE



ELECTIVES: HUMANITIES

Accounting

- Aims to help students understand the systems and processes of money management.
- Introduction to the roles of professionals such as accountants and business advisors.
- Learn how to avoid making bad financial decisions, and recognise factors that lead to success or failure of a business.
- Explore the concepts of earning and managing money.
- Engage in learning activities related to financial goal setting, sources of income, paying and calculating tax and budgeting.

Business

- Learn what it takes to be a business owner and how to operate successfully in our expanding business world. Business empowers students to shape their social and economic futures.
- Research the way the work environment is changing in modern Australia and across the globe. Students will discover how to navigate the challenges of setting up and running a small business.
- Create a business plan including a business name, logo, product or service design, and a marketing plan. Business provides opportunities to develop behaviours and capabilities that will equip students to face challenges in their lifetime.

ELECTIVES: HUMANITIES

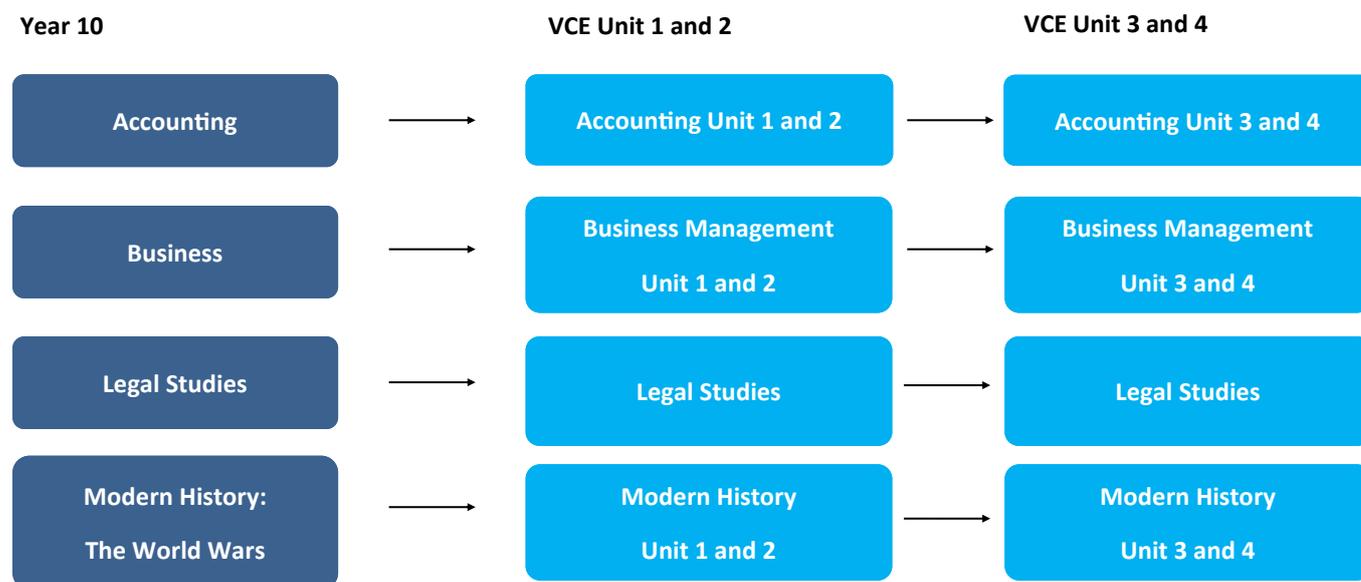
Legal Studies

- Investigates Australian citizens' legal rights and responsibilities, our system of criminal and civil law, and the resolution of disputes. This elective also delves into the Constitution and how laws are made and altered to deal with the changes in our society.
- Analyse the political system of Australia, working through the structure of Government, how decisions are made and how decisions are stalled.
- Investigate the legal system and the concept of 'the rule of law' in contemporary Australia. Students will investigate the key features of criminal law, how it is enforced and adjudicated and possible outcomes and impacts of crime. Through a consideration of contemporary cases and issues, students learn about different types of crimes and explore rights and responsibilities under criminal law.

Modern History: The World Wars

- To understand the past is to understand the present. The World Wars violently shaped the twentieth century into the modern world we know today. When studying Year 10 Modern History, students will engage in a thorough examination of both World War 1 and World War 2. Students will ask key questions that are essential to understanding the time period. Such as:
 1. How did the nature of global conflict change during the twentieth century?
 2. What were the causes and consequences of World War 1 and World War 2 and how did these consequences shape the modern world?
 3. How was Australian society affected by other significant global events and changes in the period?

2022 Subject Pathways to VCE



ELECTIVES: LANGUAGES OTHER THAN ENGLISH

Indonesian

- Focus on language useful for travelling. Useful, if you see yourself travelling or going on a gap year to Bali, Java, Lombok or any of the other beautiful Indonesian islands, this elective is for you!
- This will also prepare you for student exchange in Indonesia if you plan this in the next few years.
- Preparation for VCE Indonesian studies.

2022 Subject Pathways to VCE:

Year 10 Elective

VCE Unit 1 and 2

VCE Unit 3 and 4



ELECTIVES: SCIENCE

Environmental Science

- Explore the native flora endemic to our local region, including The Grampians and Green Hill Lake.
- Investigate how our natural environment functions and how humans have 'managed' it over time.
- Explore how fire, flood and drought in the Australian environment affect the ecosystems and how plants and animals have adapted to survive.

Chemistry: Predicating and Conducting Experiments

- Students will independently conduct complex chemistry experiments using specialised lab equipment used in senior science.
- Students are introduced to the chemical techniques used by forensic scientists to assist the judicial system to help solve crimes.
- Investigate how chemical reactions result in the production of a range of useful substances, for example, fuels, metals and pharmaceuticals.

Physics: Motion and Force

- Explore the principles of Newtonian motion using motion carts and the human body.
- Investigate the principles of flight using bottle rockets, kites and paper planes to model Bernoulli's principle.
- Calculate the force needed in the mechanics of ball sports to optimise performance.

Psychology: Emotions, Feelings, Actions

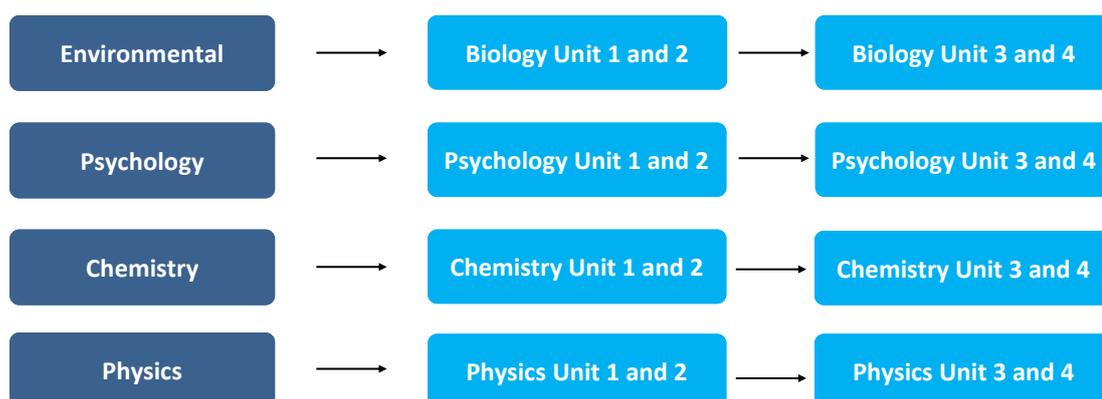
- Learn what happens in our adolescence.
- This will be heavily focused on social psychology and adolescent development - with a strong basis on preparing for Unit 1 and 2 Psychology, with a small class exercise based on conformity and ethics

2022 Subject Pathways to VCE

Year 10

VCE Unit 1 and 2

VCE Unit 3 and 4



ELECTIVES: TECHNOLOGY - FOOD

A consumables cost may apply for the following electives. This should not inhibit student participation.

Café Cooking

- Produce a variety of cafe-style quality recipes, on a weekly basis.
- Develop a range of complex cooking techniques and processes.
- Improve quality with the consideration of ingredients and understand the importance of using local foods.
- Develop an understanding of the senses when selling products. Including taste, texture, smell and appearance.
- Develop a business plan and run a café at school.
- Understand the importance of food trends in the hospitality industry.
- PATHWAYS: VET Kitchen Operations, VCE Food Studies Unit 1 and 2, VCAL.

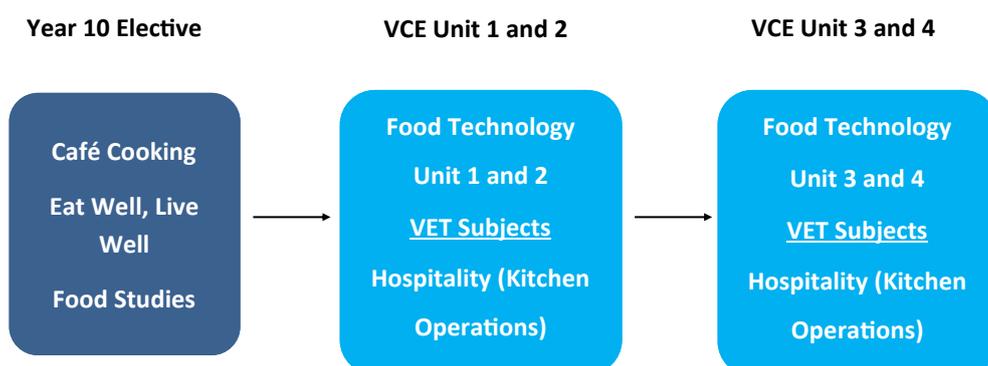
Eat Well, Live Well

- Produce a range of snacks, meals and desserts on a weekly basis using various equipment, materials and ingredients.
- Produce, analyse and evaluate a variety of foods
- Research to identify how foods benefit or impact on a healthy balanced diet.
- Students will consider special dietary needs and ways of improving their own diet. They will learn the importance of eating healthily with consideration to the specific nutrients and their food sources required across life spans to support optimal growth, development and maintaining good health.
- Develop an understanding of nutrition and healthy eating models including Australian Healthy Guide to Nutrition, reading labels and star ratings.
- Understand the difference between macro and micronutrients.
- PATHWAYS: VET Hospitality VCE Food Studies Units 1 and 2, VCE Health and Human Development Units 1 and 2, VCAL.

Food Studies

- Appropriate use of equipment and techniques, whilst displaying correct hygiene and food safety.
- Develop an understanding of the origins of food, including the development of farming in Australia, and the trading of foods.
- The factors influencing the development of food production, processing and manufacturing industries.
- Students will develop their own product prototype which will include developing advertisement, nutritional labelling, and researching potential large scale production.
- Develop an understanding of Food Science and Technology.
- PATHWAY: VCE Food Studies Unit 1 and 2 VET Kitchen Operations

2022 Subject Pathways to VCE:



ELECTIVES: TECHNOLOGY - WORKSHOP

A consumables cost may apply for the following electives. This should not inhibit student participation.

Freestyle Design

- Develop skills, knowledge and understanding in designing and making products from wood, metal and plastic. Each task will have a design brief.
- If you enjoy drawing and making things, this designing elective is for you.
- Learn how to communicate through sketching and technical drawing and finish by making a product that you have been able to personalize to your own taste.
- Builds on the design work introduced in Years 7 -9 Technology. Has a focus on designing to meet an end-user's needs.
- Safely use a variety of hand tools and machines in the making of your products and show that you understand how to maintain a safe working environment.
- The formative activities will vary depending on your knowledge, skills and abilities.
- Possible products could be: clock, designer box, game or children's toy, picture frame or utility box.
- This subject is ideal for students wishing to study Product Design and Technology at VCE level.

Electronics and Electrical

- Further develop skills, knowledge and understanding of electrical theories and electronics components in general.
- If you wish to work in the service industry or intend to study VCE Systems, Physics or just have a personal interest this elective is for you.
- Topics to be covered are based around the following design briefs: eLabtronics Fun Kit, the production of a basic electric motor, AM/FM Radio, Hybrid Electric Vehicle and Renewable Energy project.

Mechanics and Machinery

- Develop an understanding of mechanical principles, component function and their applications.
- The practical areas of study from which students may choose will include:
 - identification, operation and function of motor vehicle, motorcycle and lawn mower components.
 - detailed operation of engines, engine tuning, testing and fault finding, using the motor vehicle and its components.
 - servicing and maintenance of cars and motorcycles.
 - the development of machining, fabricating and welding skills while producing and repairing componentry.
- Students will have the opportunity to negotiate with their teacher the areas of study they desire. Assessment will include detailed objectives, plans, procedures and evaluation.
- This subject is ideal for students studying or wishing to study Systems Design or VET Automotive or VET Engineering.

Metal Fab and Welding

- The opportunity to further develop the skills that have been learnt in the junior metal classes.
- Use a variety of new materials and profiles during the production stage of projects.
- Students will be exposed to new equipment and machinery that will aid them to develop better forming and sequencing skills.
- Students will have the opportunity to learn and use multiple types of welding processes as a means of joining their work.
- Students will be encouraged to display their creative flair during the design and production stages and personalise their projects to suit their own personal needs.
- Students will be required to complete the set theory components and work within a design brief.
- This subject would suit students wishing to create a pathway to Product Design and Technology (Metal), Systems Engineering at VCE level and VET Engineering or Automotive.

ELECTIVES: TECHNOLOGY - WORKSHOP

A consumables cost may apply for the following electives. This should not inhibit student participation.

Working with Wood

- Develop skills, knowledge and an understanding of different timbers and their properties.
- Learn wood joining techniques used in the construction and furnishing industry that will enable students to produce a range of useful items.
- If you enjoy using your hands for making things or wish to work as a Carpenter or Joiner this elective is for you.
- Students will be expected to use a variety of hand tools and machines while making products and show an understanding of how to maintain a safe working environment.
- The activities will vary depending on your knowledge, skills and abilities.
- Possible products could be: decorative wooden stool, bed side table, wine rack, book case, small coffee table and there will also be an opportunity to negotiate a free choice with the teacher.

Fashion and Fabric

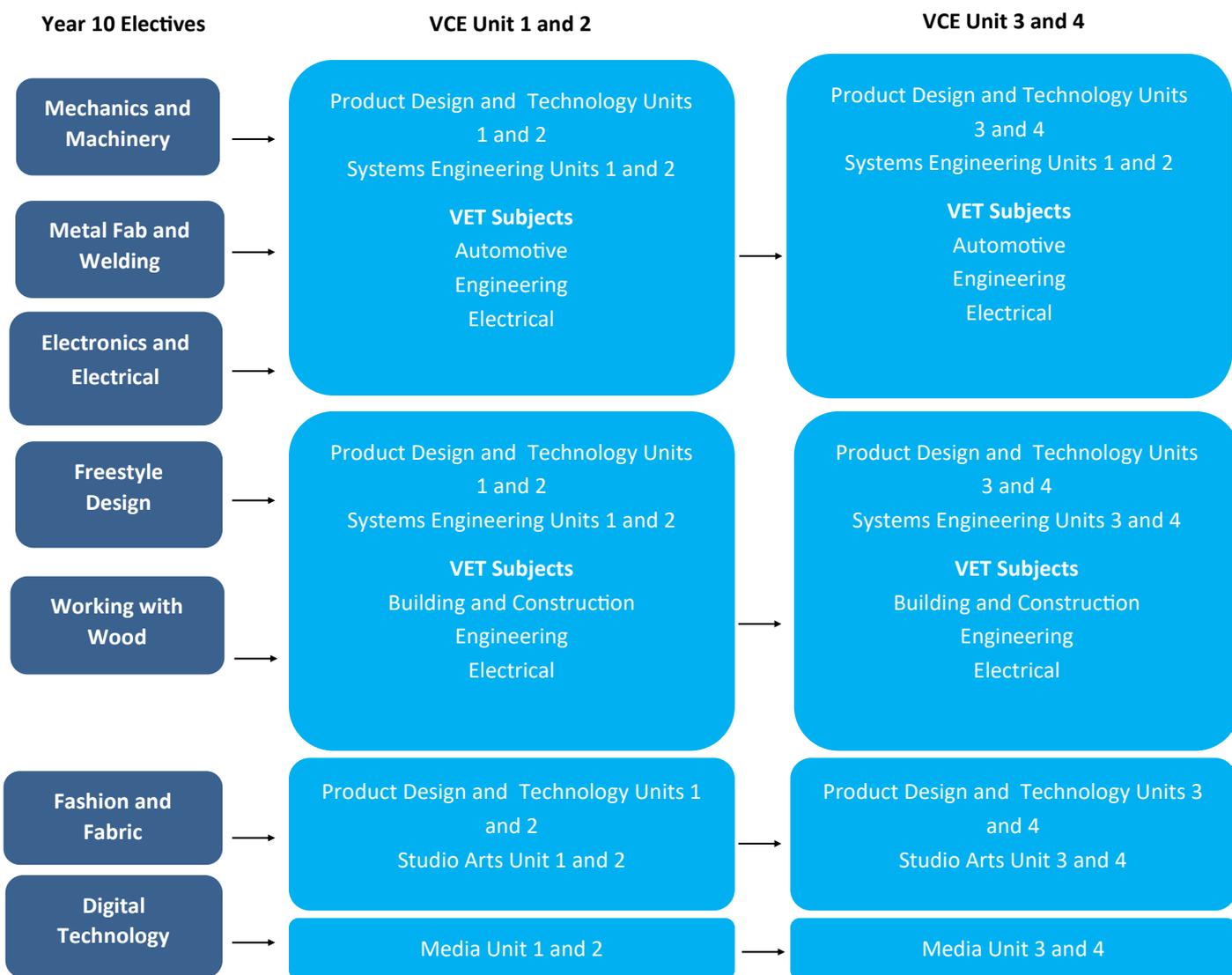
- Focus on developing techniques to a high standard and following the design process to create several projects.
- Design items, create or alter patterns, learn advanced sewing techniques and use sewing machines and overlocker, learn about the origins and uses of different fibres and fabrics.
- Explore sustainable production of both natural and synthetic fibres and fabrics, the lifecycle of textiles including recycling, upcycling, repairing and the impacts of fast fashion.
- Textiles can be continued into VCE by choosing VCE Product Design and focussing on fabrics and fibres to design and produce items OR through VCE Art focussing on textiles art and associated techniques (for example: silk stitching, screen printing or hand dyeing fabrics).

Digital Technology

- Marking Logo, collating images and using Microsoft Paint and other softwares
- Programming – from simple game programming using “Gamemaker” software through to 3D world programming and animation using “Unity 5” or similar software. The aim is to have students using scripts rather than object embedding by Year 10.
- Webpage to website – Creation of webpages from basic information through to frames, learning the purpose and use of Web 2.0 tools such as blogs, wiki and forums. Includes programming using HTML language by Year 10.
- Basic Microsoft Excel inbuilt functions.
- 3D printing – simple programming in 3D and printing to create caricature models of themselves or complex sculpting models such as movable parts within containers.
- Investigation of technology (such as 3D goggles), photo recognition and research on applications leading to careers in technology where experience and qualifications are needed.

ELECTIVES: TECHNOLOGY - WORKSHOP

2022 Subject Pathways to VCE



VICTORIAN CERTIFICATE OF EDUCATION (VCE)

What are the key features of the VCE program?

- The VCE is a senior secondary certificate.
- The VCE qualification is a pathway to further study at university, TAFE and towards employment.
- Units 1-2 are usually completed in Year 11. Units 3-4 are usually completed in Year 12. Students also have the opportunity to apply to undertake certain sequences in Year 9 and Year 10.
- The VCE is designed to be completed over a minimum of two years.
- Students can choose to include a Vocational Education and Training (VET) program. These programs contribute to the VCE in the same way as a VCE subject.
- To graduate, students must satisfactorily complete 16 units. This must include at least three units of a VCE English, including a Unit 3-4 sequence.

ATAR Scores and Study Combinations

- A student's ATAR is calculated by VTAC by adding:
 - the scaled score from one English study.
 - the next best three scaled scores.
 - 10% of a fifth and sixth score.

Years 11 and 12—Final Step

The last stage of the subject selection process will require students to submit their 2022 subject selections online at the Edval WebChoices portal:

<https://spring.edval.education/login>

Students will need to enter their webcode to gain access to the portal, this will be provided during their interview.

Once logged into the portal students will select their chosen course – VCE or VCAL. They will then be able to select their subject preferences for their chosen course.

Notes for VCE students:

- All students must complete two (2) units from the English group.
- Please use this handbook to select the subjects that you would like to do **IN ORDER OF PREFERENCE**.
- In Year 11 Five (5) subjects will be studied after English (each contributing 2 units).
- In Year 12 Four (4) subjects will be studied after English (each contributing 2 units).
- Students must also select three (3) other reserve subjects which they would like to study if they are unable to be in their first 5 preferences.

The subject selection portal will be open from **Thursday 19th August to Friday 27th August**.

Once students have completed the online form, they should click submit. Remember final selections need to be submitted by **4.00pm Friday 27th August**.

VCAA

The Victorian Curriculum and Assessment Authority (VCAA) stipulate the key knowledge and skills for each VCE subject. Our Handbook provides a brief summary of the main content areas. For more detailed information on each subject we would encourage you to visit <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>.

ACCOUNTING

Unit 1: Role of accounting in business

- Explore the factors involved in the establishment of a small business.
- Analyse, interpret and evaluate the performance of the business using financial and non-financial information.
- Record financial data and prepare reports for businesses owned by sole proprietors. Where appropriate, consider the accounting procedures and range of ethical considerations faced by business owners when making decisions.

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

- Develop knowledge of the accounting process for sole proprietors operating a business, with a focus on inventory, accounts receivable, accounts payable and non-current assets.
- Analyse and evaluate the performance of the business relating to inventory, accounts receivable, accounts payable and non-current assets.
- Use relevant financial and other information to predict, budget and compare alternative strategies on the performance of the business. Develop and suggest to the owner strategies to improve business performance.

Units 3 and 4 will be offered in 2023 to those students who have successfully completed Units 1 and 2.

BUSINESS MANAGEMENT

Unit 1 : Planning a Business

- Understand how businesses are formed, created and developed.
- Taking a business idea and planning how to make it a reality are the cornerstones of economic and social development.
- Explore the factors affecting business ideas and the internal and external environments within which businesses operate, and the effect of these on planning a business.

Unit 2: Establishing a Business

- Examine the legal requirements that must be satisfied to establish a business.
- Investigate the essential features of effective marketing.
- Consider the needs of the business in terms of staffing and financial record keeping, analyse various management practices in this area by applying this knowledge to contemporary business case studies from the past four years.

Units 3 and 4 will be offered in 2023 to those students who have successfully completed Units 1 and 2.

BIOLOGY

Unit 1: How do organisms regulate their functions?

- Examine the cell as the structural and functional unit of life, from the single celled to the multicellular organism, including the requirements for sustaining cellular processes.
- Focus on cell growth, replacement and death, and the role of stem cells in differentiation, specialisation and renewal of cells.
- Explore how systems function through cell specialisation in vascular plants and animals, and consider the role homeostatic mechanisms play in maintaining an animal's internal environment.

Unit 2: How does inheritance impact on diversity?

- Explore reproduction and the transmission of biological information from generation to generation and the impact this has on species diversity.
- Apply understanding of chromosomes to explain the process of meiosis.
- Consider how the relationship between genes, and the environment and epigenetic factors influence phenotypic expression. Explain the inheritance of characteristics, analyse patterns of inheritance, interpret pedigree charts and predict outcomes of genetic crosses.
- Analyse the advantages and disadvantages of asexual and sexual reproductive strategies, including the use of reproductive cloning technologies.
- Study structural, physiological and behavioural adaptations that enhance an organism's survival. Students explore interdependences between species, focusing on how keystone species and top predators structure and maintain the distribution, density and size of a population. They also consider the contributions of Aboriginal and Torres Strait Islander knowledge and perspectives in understanding the survival of organisms in Australian ecosystems.

Unit 3 : How do cells maintain life?

- Investigate the workings of the cell from several perspectives.
- Explore the relationship between nucleic acids and proteins as key molecules in cellular processes and analyse the structure and function of nucleic acids as information molecules, gene structure and expression in prokaryotic and eukaryotic cells and proteins as a diverse group of functional molecules.
- Examine the biological consequences of manipulating the DNA molecule and applying biotechnologies.
- Explore the structure, regulation and rate of biochemical pathways, with reference to photosynthesis and cellular respiration. Explore how the application of biotechnologies to biochemical pathways could lead to improvements in agricultural practices.
- Apply knowledge of cellular processes through investigation of a selected case study, data analysis and/or a bioethical issue.

Unit 4: How does life change and respond to challenges?

- Consider the continual change and challenges to which life on Earth has been, and continues to be, subjected.
- Study the human immune system and the interactions between its components to provide immunity to a specific pathogen.
- Consider how the application of biological knowledge can be used to respond to bioethical issues and challenges related to disease.
- Consider how evolutionary biology is based on the accumulation of evidence over time.
- Apply knowledge of how life changes and responds to challenges through investigation of a selected case study, data analysis and/or bioethical issue.

CHEMISTRY

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

- Investigate the chemical properties and practical applications of a range of materials including metals, crystals, polymers, nanomaterials and giant lattices.
- Explore and explain the relationships between properties, structure and bonding forces within and between particles that vary in size from the visible through to nanoparticles, molecules and atoms.
- Introduction to quantitative concepts in chemistry.

Unit 2: The chemistry of water

- Explore the physical and chemical properties of water, the reactions that occur in water and various methods of water analysis.
- Examine the structure and bonding within and between water molecules in order to investigate solubility, concentration, pH and reactions in water including precipitation, acid-base and redox.
- Introduction to stoichiometry and to analytical techniques and instrumental procedures analysis, and how to apply these to determine concentrations of different species in water samples, including chemical contaminants.
- Explore the solvent properties of water in a variety of contexts and analyse selected issues associated with substances dissolved in water.

Units 3 and 4 will be offered in 2023 to those students who have successfully completed Units 1 and 2.

ENGLISH

Unit 1

- Reading and creating texts.
- Explore how meaning is created in a text.
- Identify, discuss and analyse decisions authors have made.
- Explore how authors use structures, conventions and language to represent characters, settings, events, explore themes, and build the world of the text for the reader.
- Investigate how the meaning of a text is affected by the contexts in which it is created and read.
- Analysing and presenting argument.
- Focus on the analysis and construction of texts that attempt to influence an audience.
- Explore the use of language for persuasive effect and the structure and presentation of argument. Consider different types of persuasive language, including written, spoken, and visual, and combinations of these, and how language is used to position the reader.

Unit 2

- Reading and comparing texts.
- Explore how comparing texts can provide a deeper understanding of ideas, issues and themes.
- Investigate how the reader's understanding of one text is broadened and deepened when considered in relation to another text.
- Explore how features of texts reflect and explore the world and human experiences, including historical and social contexts.
- Practise listening and speaking skills through discussion, developing ideas and thinking in relation to the texts studied.
- Analysing and presenting argument.
- Develop understanding of argument and the use of persuasive language in texts.
- Develop an understanding of how texts are constructed for specific persuasive effects.
- Practise developing and presenting reasoned points of view on issues of contemporary social relevance.
- Focus on the logical development of ideas, and select evidence and language to support arguments.

Unit 3

- Reading and creating texts.
- Identify, discuss and analyse how the features of selected texts create meaning and how they influence interpretation.
- Examine the ways in which readers are invited to respond to texts.
- Develop and justify detailed interpretations of texts.
- Produce an analytical interpretation of a selected text, and a creative response to a different selected text.
- Analysing argument.
- Analyse and compare the use of argument and language in recent texts that debate a topical issue.
- Read and view media texts in a variety of forms, and develop an understanding of the way in which language and argument complement one another in positioning the reader.
- Analyse and compare the use of argument and persuasive language in texts that present a point of view on an issue currently debated in the media.

Unit 4

- Reading and comparing texts.
- Explore the meaningful connections between two texts.
- Analyse texts, including the interplay between character and setting, voice and structure, and how ideas, issues and themes are conveyed. Students gain a deeper understanding of the ideas, issues and themes that reflect the world and human experiences.
- Produce a detailed comparison which analyses how two selected texts present ideas, issues and themes.
- Presenting argument.
- Develop understanding of both the analysis and construction of texts that attempt to influence audiences.
- Use knowledge of argument and persuasive language as a basis for the development of persuasive texts in relation to a topical issue that has appeared in the media recently .
- Construct a sustained and reasoned point of view on an issue currently debated in the media.

ENGLISH LITERATURE

Unit 1

- Reading practices.
- Consider how language, structure and stylistic choices are used.
- Consider both print and non-print texts, reflecting on the contribution of form and style to meaning.
- Reflect on the degree to which points of view, experiences and contexts shape responses to text.
- Engage with other views about texts and develop an awareness of how these views may influence and enhance the reading of a text.
- Develop an awareness of initial readings of texts against more considered and complex response to texts.
- Ideas and concerns in texts.
- Investigate the ideas and concerns raised in texts and the ways social and cultural contexts are represented.
- Consider how texts may reflect or comment on the interests of individuals and particular groups in society and how texts may support or question particular aspects of society.
- Learn to select and discuss aspects of the texts that facilitate their interpretation and an understanding of the point of view being presented.
- Consider those facets of human experience that are seen as important within the texts and those that are ignored or disputed. Then examine the ways texts explore different aspects of the human condition.

Unit 2

- The text, the reader and their contexts.
- Focus on the interrelationships between the text, readers and their social and cultural contexts.
- Students will reflect upon their own backgrounds and experience in developing responses to texts from a past era and/or another culture.
- Identify the language and the representations in the text that reflect the period or culture, its ideas and concepts.
- Develop an understanding that contextual meaning is already implicitly or explicitly inscribed in a text and that textual details and structures can be scrutinised to illustrate its significance.
- Examine and reflect on how the reader's interpretation is influenced by what they bring to the text.
- Develop the ability to analyse language closely, recognising that words have historical and cultural import.
- Exploring connections between texts.
- Focus on the ways that texts relate to and influence each other. Students learn that meanings of texts are evolving and open to a range of interpretations and change in relation to other texts.
- Consider how the reading of a text can change according to the form of the text and its context.
- Investigate and analyse how different interpretations of texts are influenced by language features and structures.

***Please speak to your English teacher to discuss your suitability to this subject, prior to your selection meeting**

***Units 3 and 4 will be offered in 2023 to students who complete Units 1 and 2 in 2022.**

FOOD STUDIES

A consumables cost may apply for the following subject. This should not inhibit student participation.

Unit 1: Food Origins

- Focus on food from historical and cultural perspectives.
- Investigate the origins and roles of food through time and across the world.
- Area of Study 1 explores 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.
- Area of Study 2 focuses on Australia. Students 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.

Unit 2: Food Makers

- Investigate food systems in contemporary Australia.
- Area of Study 1 focuses on commercial food production industries.
- Area of Study 2 looks at food production in small-scale domestic settings, as both a comparison and complement to commercial production.
- 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 will use practical skills and knowledge to produce foods and consider a range of evaluation measures to compare their foods to commercial products.
- Consider the effective provision and preparation of food in the home, and analyse the benefits and challenges of developing and using practical food skills in daily life.

Units 3 and 4 will be offered in 2023 to those students who have successfully completed Units 1 and 2.

HEALTH AND HUMAN DEVELOPMENT

Unit 1: Understanding health and wellbeing

- 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.
- Explore 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.
- 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

- Investigate transitions in health and wellbeing, and development, from lifespan and societal perspectives.
- Explore changes and expectations that are part of the progression from youth to adulthood.
- Enquire into the Australian healthcare system and extend the capacity to access and analyse health information.
- 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

- Explore fundamental conditions required for health improvement. This knowledge is used as background to the analysis and evaluation of variations in the health status of Australians.
- Focus on health promotion and improvements in population health over time. Students explore various public health approaches and the interdependence of different models as they research health improvements and evaluate successful programs.
- Emphasis is on the Australian health system, and the progression of change in public health approaches seen within a global context.

Unit 4: Health and human development in a global context

- Investigate global health status and burden of disease in different countries, exploring factors that contribute to health inequalities.
- Consider the health implications of increased globalisation and worldwide trends relating to climate change, digital technologies, world trade and the mass movement of people.
- Explore global action to improve health and wellbeing and human development, and evaluate the effectiveness of health initiatives and programs.

HISTORY

Unit 1: Modern History – Change and Conflict

- Explore the nature of political, social and cultural change in the period between the world wars.
- The events, ideologies and movements of the period after World War One, the impact of the treaties that ended the Great War and the rise of Hitler’s National Socialist (Nazi) Party in Germany are a focus.
- The second area of study focuses on changes in social and cultural expression in the 1920s and 1930s and their relation to the technological, political and economic changes of the period.
- Area of Study 1: Ideology and Conflict
- Area of Study 2: Social and Cultural Change

Unit 2: Modern History – The Changing World Order

- Explore the Cold War, its causes and consequences; the competing ideologies that underpinned events, the effects on people, groups and nations and the reasons for the end of this period of ideological conflict.
- In the second Area of Study, a focus on the ways in which traditional ideas, values and political systems were challenged and changed. Students explore the causes of significant political and social events and movements and their consequences. The struggle against Apartheid in South Africa and the Cuban Missile Crisis are a particular focus.
- Area of Study 1: Causes, Course and Consequences of the Cold War
- Area of Study 2: Challenge and Change

Units 3 and 4 will be offered in 2023 to those students who have successfully completed Units 1 and 2.

LEGAL STUDIES

Unit 1: Guilt and Liability

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

Unit 2: Sanctions, Remedies and Rights

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

Unit 3: Rights and Justice

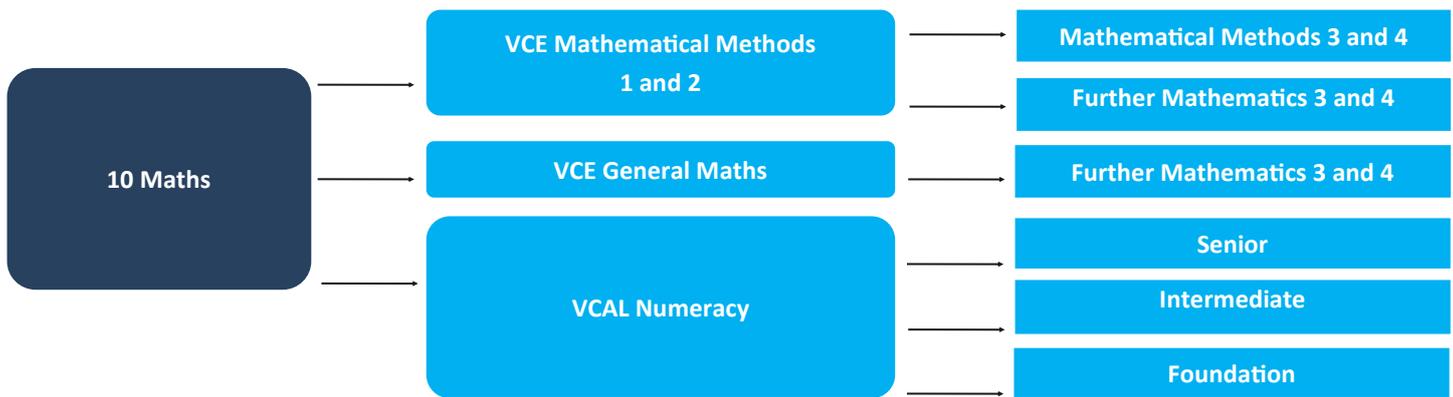
- Study of the Victorian justice system, including the criminal and civil justice systems, which aims to protect the rights of individuals and uphold the principles of justice: fairness, equality and access.
- Examine the methods and institutions in the justice system and consider their appropriateness in determining criminal cases and resolving civil disputes.

Unit 4: The People and the Law

- The study of Australia's laws and legal system, involving an understanding of institutions that make and reform our laws, and the relationship between the Australian people, the Australian Constitution and law-making bodies.
- Explore how the Australian Constitution establishes the law-making powers of the Commonwealth and state parliaments, and protects the Australian people through structures that act as a check on parliament in law-making.

MATHEMATICAL PATHWAYS

A range of mathematical courses are offered to suit different abilities and all career paths. Suggested pathways starting at Year 10.



GENERAL MATHEMATICS

Units 1 and 2

- These units involve the study of statistics, arithmetic, linear functions, algebra, discrete mathematics and geometry.

Outline of Course

- Computation and Practical Arithmetic
- Financial Arithmetic
- Matrices
- Graphs and Networks
- Number Patterns and Recursion
- Linear Graphs and Models
- Investigating and Comparing Data Distributions
- Investigating Relationships Between Two Numerical Variables

General Mathematics contains assumed knowledge for related material in Further Mathematics Units 3 and 4.

A Casio Classpad CAS calculator a requirement.

FURTHER MATHEMATICS

Units 3 and 4

- Further Mathematics can be taken on its own or with Mathematical Methods 3 and 4. It consists of two Areas of Study: A compulsory core Area of Study for Unit 3 covering 'Data Analysis' and 'Recursion and Financial Modelling'. Unit 4 consists of two modules selected from the four topics 'Matrices', 'Networks and Decision Mathematics', 'Geometry and Measurement' and 'Graphs and Relations'.
- Further Mathematics satisfies tertiary entrance requirements for courses requiring a Unit 3 and 4 Mathematics, however, you should make inquiries regarding the specific needs of the tertiary institutions in which you are interested.

Unit 3 Core Modules:

Data Analysis

- Investigating data distributions
- Associations between two variables
- Modelling linear associations
- Modelling time series data

Recursion and Financial Modelling

- Depreciation of assets
- Compound interest investments and loans
- Reducing balance loans
- Annuities and perpetuities

Matrices

- Matrix arithmetic
- Communication and dominance matrices
- Solving simultaneous equations
- Matrix recurrence relations
- Transition matrices

Networks and decision mathematics

- Graphs and networks
- Exploring and travelling problems
- Trees and minimum connector problems
- Flow, shortest path and matching problems
- Scheduling and critical path analysis

Unit
4

MATHEMATICAL METHODS

Units 1 and 2

These units contain the study of:

- Linear Functions.
- Quadratic Functions.
- Cubic Functions.
- Other Functions and Graphs.
- Exponential and Logarithmic Functions.
- Trigonometry.
- Calculus.
- Combinatorics.
- Probability.

Mathematical Methods 1 and 2 may be taken alone or with General Mathematics. These units contain assumed knowledge for Mathematical Methods 3 and 4.

A Casio Classpad CAS calculator is essential.

Units 3 and 4

- 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 consist of the areas of study 'Functions and Graphs', 'Calculus', 'Algebra' and 'Probability and Statistics', which will be covered in progression from Unit 3 to Unit 4, with an appropriate selection of content for each of Unit 3 and Unit 4.

Unit 3 will include topics from the area of study for:

- Functions and Graphs.
- Algebra.
- Calculus.

Unit 4 will include topics from the area of study for:

- Functions and Graphs (the remaining content).
- Algebra (the remaining content).
- Calculus (the remaining content).
- Probability and Statistics.

Mathematical Methods 3 and 4 may be taken alone or with Further Mathematics.

A Casio Classpad CAS calculator a requirement.

Please note: Students must have completed Mathematical Methods Units 1 and 2 in 2021 if they want to select this subject.

***Please speak to your Maths teacher to discuss your suitability to this subject, prior to your selection meeting.**

MEDIA

A consumables cost may apply for the following subject. This should not inhibit student participation.

Unit 1 : Media forms, representations and Australian stories

- Develop an understanding of audiences and the core concepts underpinning the creation of representations and meaning in different media forms.
- Explore media codes and conventions and the construction of meaning in media products.
- Analyse how representations, narrative and media codes and conventions contribute to the construction of the media realities with which audiences engage.
- Develop and produce representations to demonstrate an understanding of the characteristics of each media form, and how they contribute to the communication of meaning. Students can choose to work in film, photography, print or another media form as discussed with their teacher.

Unit 2: Narrative across media forms

- Further develop an understanding of the concept of narrative in media products and forms in different contexts. Narratives in both traditional and newer forms include film, television, sound, news, print, photography, games, and interactive digital forms.
- Analyse the influence of developments in media technologies on individuals and society, examining in a range of media forms the effects of media convergence and hybridisation on the design, production and distribution of narratives in the media and audience engagement, consumption and reception.
- Undertake production activities to design and create narratives that demonstrate an awareness of the structures and media codes and conventions appropriate to corresponding media forms.

Unit 3: Media narratives and pre-production

- Explore stories that circulate in society through media narratives.
- Consider the use of media codes and conventions to structure meaning, and how this construction is influenced by the social, cultural, ideological and institutional contexts of production, distribution, consumption and reception.
- Assess how audiences from different periods of time and contexts are engaged by, consume and read narratives using appropriate media language.
- Use the pre-production stage of the media production process to design the production of a media product for a specified audience.
- Investigate a media form that aligns with the student's interests and intent, developing an understanding of the media codes and conventions appropriate to audience engagement.
- Students will explore and experiment with media technologies to develop skills in their selected media form, reflecting on and documenting their progress.
- Students will undertake pre-production processes appropriate to the selected media form and develop written and visual documentation to support the production and post-production of a media product in Unit 4.

Unit 4: Media production and issues in the media

- Focus on the production and post-production stages of the media production process, bringing the media production design created in Unit 3 to its realisation.
- Students will refine their media production in response to feedback and through personal reflection, documenting the iterations of their production as they work towards completion.
- Explore the relationship between the media and audiences, focusing on the opportunities and challenges afforded by current developments in the media industry.
- Consider the nature of communication between the media and audiences, explore the capacity of the media to be used by governments, institutions and audiences, and analyse the role of the Australian government in regulating the media.

OUTDOOR AND ENVIRONMENTAL STUDIES

A consumables cost may apply for the following subject. This should not inhibit student participation.

Unit 1: Exploring Outdoor Experiences

- Develop a clear understanding of the range of motivations for interfacing with outdoor environments and the factors that affect an individual's access to outdoor experiences and relationships with outdoor environments.
- Develop practical skills and knowledge to help live sustainably in outdoor environments, and understand the links between practical experiences and theoretical investigations, gaining insight into a variety of responses to, and relationships with, nature.

Unit 2: Discovering Outdoor Environments

- Study nature's impact on humans, as well as the ecological, social and economic implications of human impact on outdoor environments.
- Develop a clear understanding of the impact of technologies and changing human lifestyles on outdoor environments.
- Examine a number of case studies of specific outdoor environments, including areas where there is evidence of human intervention.
- Develop the practical skills required to minimise human impact on outdoor environments. Students are provided with practical experiences as the basis for comparison between outdoor environments and reflection to develop theoretical knowledge about natural environments.

Unit 3: Relationships with Outdoor Environments

- Focus on 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. Students are involved in one or more experiences in outdoor environments, including in areas where there is evidence of human interaction.
- Consider a number of factors that influence contemporary relationships with outdoor environments.

Unit 4: Sustainable Outdoor Relationships

- Explore the sustainable use and management of outdoor environments. Students 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.
- Examine the importance of developing a balance between human needs and the conservation of outdoor environments and consider the skills needed to be environmentally responsible citizens.
- Evaluate strategies for sustainability.
- Engage in one or more related experiences in outdoor environments. Learn and apply practical skills and knowledge required to sustain healthy outdoor environments, and evaluate strategies and actions.

PHYSICAL EDUCATION

Unit 1: The Human Body in Motion

- Explore the musculoskeletal and cardiorespiratory systems functions.
- Explore the relationships between the body systems and physical activity.
- Investigate the role and function of the main structures in each system and how they respond to physical activity, sport and exercise. Explore how the capacity and functioning of each system acts as an enabler or barrier to movement and participation in physical activity.
- Evaluate the social, cultural and environmental influences on movement.

Unit 2: Physical Activity, Sport and Society

- Develop an understanding of physical activity, sport and society.
- 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.
- Investigate how participation in physical activity varies across the lifespan and in various contexts.
- 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

- Introduction to the biomechanical and skill acquisition principles used to analyse human movement skills and energy production from a physiological perspective.
- Analyse movement skills and apply biomechanical and skill acquisition principles to improve and refine movement in physical activity, sport and exercise. Use of practical activities to demonstrate how correct application of these principles can lead to improved performance in physical activity and sport.
- Investigate the relative contribution and interplay of the three energy systems to performance in physical activity, sport and exercise.
- Explore the causes of fatigue and consider different strategies used to postpone fatigue and promote recovery.

Unit 4: Training to Improve Performance

- 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.
- Participate in a variety of training sessions designed to improve or maintain fitness and evaluate the effectiveness of different training methods.

PHYSICS

Unit 1: What ideas explain the Physical World?

- Explore how physics explains phenomena, at various scales, which are not always visible to the unaided human eye.
- Examine some of the fundamental ideas and models used by physicists in an attempt to understand and explain the world.
- Consider thermal concepts by investigating heat, probe common analogies used to explain electricity and consider the origins of formation of matter.
- Undertake quantitative investigations involving at least one independent, continuous variable.

Unit 2: What do experiments reveal about the physical world?

- Explore the power of experiments in developing models and theories.
- Students investigate a variety of phenomena by making their own observations and generating questions, which in turn lead to experiments.
- 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.
- Design and undertake investigations involving at least one independent, continuous variable.

Unit 3: How do fields explain motion and electricity?

- Students explore the importance of energy in explaining and describing the physical world.
- Examine the production of electricity and its delivery to homes.
- Consider the field model as a construct that has enabled an understanding of why objects move when they are not apparently in contact with other objects. Applications of concepts related to fields include the transmission of electricity over large distances and the design and operation of particle accelerators.
- Explore the interactions, effects and applications of gravitational, electric and magnetic fields. Students use Newton's laws to investigate motion in one and two dimensions, and are introduced to Einstein's theories to explain the motion of very fast objects.
- Consider how developing technologies can challenge existing explanations of the physical world, requiring a review of conceptual models and theories. Students design and undertake investigations involving at least two continuous independent variables.

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

- Explore the use of wave and particle theories to model the properties of light and matter.
- Examine how the concept of the wave is used to explain the nature of light and explore its limitations in describing light behaviour.
- Further investigate light by using a particle model to explain its behaviour. A wave model is also used to explain the behaviour of matter.
- Learn to think beyond the concepts experienced in everyday life to study the physical world from a new perspective.
- Design and undertake investigations involving at least two continuous independent variables.

PRODUCT DESIGN AND TECHNOLOGY

A consumables cost may apply for the following subject. This should not inhibit student participation.

Unit 1: Sustainable product redevelopment

- Focus on the analysis, modification and improvement of a product's design with considerations to sustainability.
- Consider the sustainability of an existing product and its impact on society and offer improvements.
- Consider how a redeveloped product should attempt to solve any problem related to the original product.
- In Area of Study 1, consider the sustainability of an existing product and acknowledge the intellectual property (IP) rights of the original designer. Working drawings are used to present the preferred design option.
- In Area of Study 2, produce a redeveloped product using tools, equipment, machines and materials, taking into account safety considerations. Compare the product with the original design and evaluate it against the needs and requirements outlined in the design brief.

Unit 2: Collaborative design

- Work collaboratively in a team to design and develop an item in a product range or contribute to the design, planning and production of a group product.
- Focus on factors including the end-users' needs and wants; function, purpose and context for product design; aesthetics; materials and sustainability; and the impact of these factors on a design solution.
- In Area of Study 1, work both individually and as members of a small design team to address a problem, need or opportunity and consider user-centred design factors. Design a product within a range, based on a theme, or a component of a group product.
- In Area of Study 2 the finished product is evaluated.

Unit 3: Applying the product design process

- Engage in the design and development of a product that addresses a personal, local, or global problem or a product that meets the needs and wants of a potential end-user. The product is developed through the design process and is influenced by a range of factors.
- Identify methods which could be used in a low-volume or mass/high-volume production.
- In Area of Study 1, examine how a design brief addresses particular product design factors and how evaluation criteria are developed from the constraints and considerations in the brief. Develop an understanding of techniques in using the design brief as a springboard to direct research and design activities.
- In Area of Study 2, examine how a range of factors, including new and emerging digital technologies, influence the design and development of products within industrial manufacturing settings. Consider issues associated with obsolescence and sustainability.
- In Area of Study 3, commence the application of the product design process for a product design for an end-user, including writing an individual design brief and criteria that will be used to evaluate the product in Unit 4.

Unit 4: Product development and evaluation

- Engage with an end-user to gain feedback throughout the process of production. Make comparisons between similar products to help evaluate 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.
- In Area of Study 1, use comparative analysis and evaluation methods to make judgments about commercial product design and development.
- In Area of Study 2, continue to develop and safely manufacture the product designed in Unit 3, Outcome 3, using materials, tools, equipment and machines, and record and monitor the production processes and modifications to the production plan and product.
- In Area of Study 3, evaluate the quality of the product with reference to criteria and end-user/s' feedback, and make judgments about possible improvements. Produce relevant user instructions or care labels that highlight the product's features for an end-user.

Unit 1: Development of Behaviour

- Investigate the structure and functioning of the human brain and the role it plays in the overall functioning of the human nervous system.
- Explore brain plasticity and the influence that brain damage may have on a person's psychological functioning.
- Consider the complex nature of psychological development.
- 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: Description and Explanation of Human Behaviour

- Investigate how perception of stimuli enables a person to interact with the world around them and how their perception of stimuli can be distorted.
- Evaluate the role social cognition plays in a person's attitudes, perception of themselves and relationships with others.
- Explore a variety of factors and contexts that can influence the behaviour of an individual and groups.
- 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?

- 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.
- 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.
- Consider the limitations and fallibility of memory and how memory can be improved. 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?

- Examine the nature of consciousness and how changes in levels of consciousness can affect mental processes and behaviour.
- Consider the role of sleep and the impact that sleep disturbances may have on a person's functioning.
- Explore the concept of a mental health continuum and apply a biopsychosocial approach, as a scientific model, to analyse mental health and disorder.
- 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.
- 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.

STUDIO ARTS

A consumables cost may apply for the following subject. This should not inhibit student participation.

Unit 1: Studio inspiration and techniques

- Focus on developing an individual understanding of the stages of studio practice and learn how to explore, develop, refine, resolve and present artworks.
- Explore sources of inspiration, research artistic influences, develop individual ideas and explore a range of materials and techniques related to specific art forms.
- Document evidence of a range of skills and inspiration in a visual diary.
- Research and analyse the ways in which artists have used art to express themselves throughout history.
- Areas of study: Nature, Portraiture and Artist Research.

Unit 2: Studio exploration and concepts

- Focus on establishing and using a studio practice to produce artworks.
- Explore and develop ideas and subject matter, create aesthetic qualities and record the development of the work in a visual diary as part of the studio process.
- Develop skills in the visual analysis of artworks. Artworks made by artists from different times and cultures are analysed to understand developments in studio practice. Analysis is used to understand the artists' ideas and how they have created aesthetic qualities and subject matter.
- Areas of study: Dreams and Nightmares, War and Conflict, Analysis of Historical Artworks and Movements.

Unit 3: Studio practices and processes

- Develop an exploration proposal to define an area of creative exploration.
- Plan and apply a studio process to explore and develop the proposal into two final artworks.
- Follow the studio process to develop potential directions for two artworks that will be completed in Unit 4.
- Be able to examine the practice of at least two artists, with reference to two artworks by each artist, referencing the different historical and cultural context of each artwork.
- Areas of Study: Exploration Proposal, Folio Development, Potential Directions and Artists Analysis Essay.

Unit 4: Studio practice and art industry contexts

- Focus on the planning, production and evaluation required to develop, refine and present artworks planned in Unit 3.
- Development of these artworks should reflect refinement and skillful application of materials and techniques, and the resolution of ideas and aesthetic qualities discussed in the exploration proposal in Unit 3.
- Provide an evaluation about the cohesive relationship between the artworks.
- Investigate aspects of artists' involvement in the art industry, focusing on a least two different exhibitions, that the student has visited in the current year of study, with reference to specific artworks in those exhibitions.
- Areas of study: Completion of two final artworks, Artwork Evaluation, Analysis of Artists in the Industry.

SYSTEMS ENGINEERING

Unit 1: Mechanical systems

- Focus on engineering fundamentals as the basis of understanding concepts, principles and components that operate in mechanical systems.
- Create an operational system using the systems engineering process.
- Research and quantify how systems use or convert the energy supplied to them.
- Introduction to mechanical engineering principles including mechanical subsystems and devices, their motions, elementary applied physics, and related mathematical calculations that can be applied to define and explain the physical characteristics of these systems

Unit 2: Electro Technological Systems

- Study fundamental electrotechnological engineering principles.
- Focus is on the creation of electrotechnological systems, drawing heavily upon design and innovation processes.
- Study fundamental electrotechnological principles including applied electrical theory, standard representation of electronic components and devices, elementary applied physics in electrical circuits and mathematical processes that can be applied to define and explain the electrical characteristics of circuits.
- Offers opportunities for students to develop, apply and refine their knowledge in the creation of an operational system.

Units 3 and 4 will be offered in 2023 to those students who have successfully completed Units 1 and 2.

VISUAL COMMUNICATION AND DESIGN

A consumables cost may apply for the following subject. This should not inhibit student participation.

Unit 1: Introduction to visual communication design

- Students practise the ability to draw what they observe and use visualisation drawing methods to explore their own ideas and concepts.
- Students develop an understanding of how they affect the visual message and the way information and ideas are read and perceived.
- Review the contextual background of visual communication through an investigation of design styles.
- Introduction to the importance of copyright and intellectual property and the conventions for acknowledging sources of inspiration.

This unit focuses on using visual language to communicate messages, ideas and concepts. This involves:

- acquiring and applying design thinking skills
- drawing skills to create messages
- ideas and concepts, both visible and tangible.

Students are introduced to four stages of the design process:

- research
- generation of ideas
- development of concepts
- refinement of visual communications

Unit 2: Applications of visual communication within design fields

- Focuses on the application of visual communication design knowledge, design thinking and drawing methods to create visual communications to meet specific purposes in designated design fields.
- Use presentation drawing methods that incorporate the use of technical drawing conventions to communicate information and ideas associated with the environmental or industrial fields of design.
- Investigate how typography and imagery are used in these fields as well as the communication field of design.
- Apply design thinking skills when exploring ways in which images and type can be manipulated to communicate ideas and concepts in different ways in the communication design field.
- Develop an understanding of the design process as a means of organizing thinking about approaches to solving design problems and presenting ideas.
- Engage in the stages of research, generation of ideas and development and refinement of concepts to create visual communications.

Units 3 and 4 will be offered in 2023 to those students who have successfully completed Units 1 and 2.

VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

What are the key features of the VCAL Program?

- The VCAL is a senior secondary certificate
- The VCAL qualification is a pathway to TAFE, an apprenticeship or employment
- Strong emphasis on applied learning with a 'hands on' approach, programs can be flexible to align with student's personal areas of interest
- The VCAL has 3 levels of attainment; Foundation, Intermediate and Senior
- Involves competency based assessment, reliant on demonstration of skills
- Enrolment in a VET program is compulsory
- Students must complete a minimum of 90 hours of work placement
- Structured Workplace Learning or School-Based Apprenticeship align with a VET course

What are the subjects studied in the VCAL Program?

Literacy

- Express personal opinions and factual information through writing and speaking
- Engage in discussions and public debate with others
- Develop skills in reading for practical purposes, knowledge and personal interests
- Communicate in a professional manner with members of the community

Numeracy

- Develop skills relevant to identifying, applying and communicating mathematical information in the contexts of everyday life
- Develop skills relating to financial literacy
- Understand planning and organising, measurement, data, representation and design
- Apply problem-solving skills

Personal Development Skills

- Work in teams to plan projects that benefit others
- Diagnose problems and develop solutions
- Communicate with a variety of stakeholders
- Understand diversity and difference

Work Related Skills

- Identify and eliminate hazards in the workplace
- Understand the roles and responsibilities of workers and managers in the workplace
- Research career opportunities
- Prepare job applications and understand key selection criteria

Year 11 and 12—Final Step

The last stage of the subject selection process will require students to submit their 2022 subject selections online at the Edval WebChoices portal:

<https://spring.edval.education/login>

Students will need to enter their webcode to gain access to the portal, this will be provided during their interview.

Once logged into the portal students will select their chosen course – VCE or VCAL. They will then be able to select their subject preferences for their chosen course.

Notes for VCAL Students:

- All students must undertake the four (4) core subjects of VCAL – Literacy, Numeracy, Personal Development Skills, Work Related Skills. These must be selected from the relevant drop down menu.
- Students must then select their preferred VET subject and one reserve VET subject from the drop down menu.

The subject selection portal will be open from **Thursday 19th August to Friday 27th August.**

Once students have completed the online form, they should click submit. Remember final selections need to be submitted by **4.00pm Friday 27th August.**

SCHOOL BASED APPRENTICESHIPS (SBAT)

A school-based apprenticeship or traineeship combines:

- part-time, practical experience in the workplace
- formal, structured training with a TAFE or training provider
- your school studies

A school-based apprenticeship may also give you credit towards your Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL).

What you need to know:

A school-based apprenticeship or traineeship must have the agreement of each of the following:

- your parent or guardian (if you are under 18 years of age)
- your school
- your employer
- your TAFE or training provider

You, your parent or guardian (if you are under 18 years of age) and your employer will be required to sign a training contract.

- Undertake training over two years at an average of 13 hours per week for employment and training per week. This 13 hours should be divided into at least seven hours of employment and six hours of training per week which may be averaged over three periods of four months in each year of the program.
- Spend at least one timetabled day during the normal school week on the job or in training.

PATHWAYS TO FURTHER QUALIFICATIONS

- **Certificate:** This is an entry-level qualification which can set you on a path to further study or give you basic skills which can help prepare you for employment in some industries. Some of the Certificate I programs are pre-apprenticeships or pre-vocational courses.
- **Certificate II -VET:** These courses help you to further develop skills you may have learnt in the Certificate I, secondary school or on-the-job learning. Some industries will accept the Certificate II qualification as the minimum requirement for employment, or you could move onto further study at a higher level.
- **Certificate III - VET:** Certificate III courses take a more in depth look at your study area and can follow on from the Certificate II. A range of Certificate III courses are apprenticeship or traineeship programs, which means that along with your regular study, you'll also undertake paid on-the-job training.
- **Certificate IV:** This qualification is a higher-level entry point, where you'll expand your knowledge and prepare for employment in a skilled industry. Some of the Certificate IV qualifications require you to complete the Certificate III as a pre-requisite.
- **Diploma:** A diploma qualification is regarded in many industries as ideal for supervisory roles, managing a team or applying your skills in a complex technical environment. You will develop skills in analysis, planning, theoretical knowledge and management techniques.
- **Advanced Diploma:** This is the highest level of qualification at the TAFE level. You will develop high-level skills in problem-solving, data analysis and industry expertise. Some advanced diplomas feature guaranteed pathways into further study at university.

VET in Secondary Schools

- The VET in Secondary Schools provides wide and varied options for our students at Ararat College. We can offer VET Courses within our school, Stawell Secondary College and Marian College as detailed in this handbook.
- We also have access to the WASM (Wimmera and Southern Mallee VET Cluster) in Horsham and the Highlands VET Cluster in Ballarat. For information about the courses available please go to
 - <https://www.llen.com.au/programs/vet/>
 - <https://www.highlandsllen.org/education/vocational-education-training/>
- While these options are available, enrolment will only happen after an interview process with the Pathways team to ensure the student has all the supports in place for successful completion.
- The courses are nationally recognised and will support student learning outcomes and credits to VCE and VCAL pathways. Students will be required to operate with a lot of independent learning and a good level of maturity to ensure a successful completion.
- All applications to the Cluster VET Courses in the WASM and Highlands delivery will need VET Coordinator support, so please make sure you reach out to Andrew Sherwell to discuss this option.

What is VET in Secondary Schools?

Schools are able to offer senior secondary students VET qualifications selected from the range of industry areas approved by the VCAA.

Successful completion of VET in a senior secondary program can provide students with:

- a VCE and/or VCAL certificate issued by the VCAA, and a VET certificate issued by a registered training organisation (RTO)
- two statements of results issued by the VCAA giving details of units completed in the VCE and units of competency/modules completed in the VET qualification
- Contribution towards your ATAR
- pathways into employment and/or further VET qualifications or training
- workplace experience gained through structured workplace learning.

Students value VET because it:

- allows combining general and vocational studies, which for many, provides a practical focus in a range of industry areas
- provides direct experience of business and industry
- enables them to explore training in areas that will enhance their pathway choices.

Employers value VET because it:

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

Travel arrangements will be in place to support any student wanting to take up these options. Students need to understand the commitment that is required for successful completion, as delivery of a VET subject may not be at Ararat College, and may require weekly attendance at another educational facility within the Wimmera or Highlands regions.

The learning opportunities that the current Industry qualified trainers give to our young people is one that will set them up for greater employment opportunities.

Vocational Education and Training subjects generally involve:

- The completion of a certificate which is a nationally recognised qualification;
- On the job training in the form of Structured Workplace Learning (SWL);
- Two year completion time

These subjects are a normal part of a VCE or VCAL study program. As a general rule, every 90 hours of VET training equates to one VCE/VET unit contribution towards a student's study program. These programs can also contribute towards an ATAR score for tertiary entrance.

Vocational Education and Training subjects will be dependent on demand from students and where this demand is centred. For example, most schools in the Cluster offer a number of subjects within their school timetable, while some VET programs have shared access.

The form of delivery will vary according to the requirements of each subject. Some parts of a course may be delivered at a secondary school, via the internet, through on-the-job training, or a combination of these.

The delivery costs of VET programs are met by DEECD subsidies, school funding and individual VET student levies. The aim of the Cluster is to ensure that access to VET programs is available to all interested students.

Consult your VET Coordinator (Andrew Sherwell) for further information on any studies listed here

Delivery and Travel Arrangements

Delivery Arrangements:

VET programs are delivered off-the-job in a partnership arrangement between the RTO (Registered Training Organisation) and participating secondary colleges. The proportion of school-based delivery has been determined by negotiation between the RTO and the VET student's home school. A structured work placement is strongly recommended for this program, while some certificates require a mandatory amount of work placement hours.

Missing classes due to VET Programs

It is important that students undertaking VET programs fully understand the commitment they are making. It is required that they commit to the independent learning that will be asked of them. Students need to be good communicators with the Program teachers and also their home school teachers. In the Wednesday VET block, students may miss some class time for other subjects. In these cases students are expected to follow up class work requirements from teachers and make up any missed class time during study periods. Commitment is needed to follow up on work missed if absent on that day of VET, due to the fact that students are missing **a whole week of class**.

Accessing VET programs at another location

Some VET programs are offered to students outside of their home schools. This allows for students to access specialist facilities and expert training that is not available at their own school. These programs are generally run each Wednesday and may require students to travel outside of school hours.

Transport Options

Students travelling to access VET programs are required to pay for the cost of public transport, however a travel allowance may be applied for through the school.

From Stawell to Ararat and Ararat to Stawell

The Sandlant's Bus service operates between Stawell and Ararat each CGVET Cluster day. Students should register their intention to travel on the bus with the VET Coordinator and ask for a timetable.

From Stawell / Ararat to Ballarat

The VLine bus/train service operates between Stawell, Ararat and Ballarat. Students will be required to access Ballarat City public transport or walk to VET program locations. These programs **MUST** have agreements in place with VET Coordinators.

Students attending a WASM course will need to see Mr Sherwell about their transport options.

STRUCTURED WORKPLACE LEARNING (SWL)

The VCAA has determined that structured workplace learning (SWL) is an appropriate and valuable component of all VET qualifications undertaken by VCE or VCAL students. SWL complements the training undertaken at the school/provider and should be spread across the duration of the training program. It provides context for:

- enhancement of skills development
- practical application of industry knowledge
- assessment of units of competency/modules, as determined by the registered training organisation (RTO)
- increased employment opportunities.

The school/provider should keep evidence of the student's SWL which may take place over the weekends and during school holidays as well as during the school week.

AGRICULTURE CERT II (AHC20116)

Provider: Skillinvest

Potential Careers: Farmer Manager, Agronomist, Rural Merchandise Sales, Wool Classer, Wool Buyer or Stock Agent.

Location: Longerenong College 9.30am to 3.00pm

Duration: 2 Years

First Year Units Include:

- OHS
- Crop maintenance, fencing,
- Livestock, fabrication
- Tractor work and emergency life support

Estimated Travel Cost: \$20 per week Ararat - Horsham - Longerenong (return)

Estimated Materials Cost: 1st year \$150, 2nd Year \$80

Work placement requirements: Integrated into the program

AUTOMOTIVE STUDIES CERT II (PRE-VOCATIONAL) (AUR20716)

Provider: South West TAFE

Potential Careers: Automotive sectors including automotive mechanical and electrical, vehicle body panel beating, spray painting, trimming and making; and vehicle engine reconditioning.

Location: Stawell Secondary College

Duration: 2 Years

First Year Units Include:

- Follow environmental and sustainability best practice in an automotive workplace
- Follow safe working practice in an automotive workplace
- Identify automotive electrical systems and components
- Use and maintain tools and equipment in an automotive workplace
- Carry out basic vehicle servicing
- Remove and replace brake assemblies
- Remove and replace wheel and tyre assembly

Estimated Travel Cost: \$5.00 per week. Ararat - Stawell (return)

Estimated Materials Cost: \$300 per year

Work placement requirements: 10 days strongly recommended

BUILDING AND CONSTRUCTION CERT II (22338VIC)

Provider: Skillinvest

Potential Careers: May lead to Builder, Site Manager, Landscaper, Architecture, Building Engineer or Interior Designer.

Location: Longerenong College 9.30am to 3.00pm

Duration: 2 years

First Year Units Include:

- Work place documents and plans
- Work safely in the construction industry
- Basic environmental sustainability in carpentry
- Provide basic emergency life support
- Building structures
- Calculations for the construction industry
- Safe handling and use of plant and selected portable power tools and carpentry hand tools

Estimated Travel Cost: \$20 per week Ararat - Horsham - Longerenong (return)

Estimated Materials Cost: 1st year \$300, 2nd and 3rd Years \$130.

Tools/ clothing will also need to be purchased prior to commencing this program

Work placement requirements: A minimum of 40 hours is recommended

COMMUNITY SERVICES CERT III (CHC22115)

Provider: SuniTAFE

Potential Careers: Personal Care Assistant, Support Worker, Child Care Worker, Aged Care etc.

Location: Wimmera HUB's training Centre 9.30am-3.00pm

Duration: 2 years

First Year Units Include:

- Communicate with people accessing services
- Following policies and procedures
- Follow WHS procedures,
- Apply first aid
- Prepare for disability work
- Undertake administration and communicating with clients

Estimated Travel Cost: \$16 per week Ararat - Horsham (return)

Estimated Cost: Approx. \$120 per year

Work placement requirements: A minimum of 20 hours is recommended

DANCE CERT II (CUA20113)

With selected units from CUA30113 CERTIII in Dance

Provider: Horsham College—Ausdance

Potential Careers: Choreography, Dance Teacher, Theatre and Events (performers and administrators)

Location: Horsham College

Duration: 2 Years

First Year Units Include:

- Develop basic dance techniques
- Follow basic safe dance practices
- Perform basic jazz, tap, ballet, contemporary, street, and cultural dance techniques
- Working effectively with others
- Develop a basic level of physical condition for dance

Estimated Travel Cost: \$16 per week Ararat - Horsham (return)

Estimated Materials Cost: \$100 per year

Work placement requirements: A minimum of 20 hours is recommended

EARLY CHILDHOOD AND EDUCATION CERT III (CHC30113)

Provider: Foundation Education

Potential Careers: Early Childhood Educator, Family Day Carer, Nanny, Out-of-school Hours Care Assistant, Recreation Assistant

Location: Marian College

Duration: 2 years

First Year Units Can Include:

- Ensure the health and safety of children
- Provide care for children
- Promote and provide healthy food and drinks
- Use an approved learning framework to guide practice
- Work legally and ethically
- Participate in workplace health and safety
- Provide an emergency first aid response in an education and care setting
- Provide care for babies and toddlers
- Develop positive and respectful relationships with children

Estimated Materials Cost: \$150 per year

Work placement requirements: 10% contribution to VCE and it is mandatory to complete 120 Hours of work placement for the duration of the course.

ELECTROTECHNOLOGY CERT II CAREER START (22470)

Provider: Federation University WTTC

Potential Careers: Electrician, Electrical Engineer, Electrical Linesperson.

Location: Horsham Federation University WTTC 9.15am to 3.10pm

Duration: 2 years

First Year Units Include:

- Identify and select components, accessories and materials for energy sector work activities
- Apply occupational health and safety regulations, codes and practices in the workplace
- Provide solutions and report on routine electrotechnology problems
- Use of routine equipment/plant/technologies in an energy sector environment
- Carry out routine work activities in an energy sector environment
- Solve problems in single path circuits
- Prepare to work safely in the construction industry
- Provide basic sustainable energy solutions for energy reduction in the residential premises

Estimated Travel Cost: \$20 per week Ararat - Horsham (return)

Estimated Materials Cost: \$135 per year (including textbook \$80)

Work placement requirements: A minimum of 40 hours is recommended

ENGINEERING CERT II (22470)

Provider: Skillinvest

Potential Careers:

Location: Longerenong College

Duration: 2 years

First Year Units Include:

- Apply principles of occupational health and safety in work environment
- Use hand tools
- Report on a range of sectors in the manufacturing, engineering and related industries
- Select and interpret drawings and prepare three dimensional (3D) sketches and drawings
- Perform basic machining processes
- Apply basic fabrication techniques
- Undertake a basic engineering project

Estimated Travel Cost: \$20 per week Ararat - Horsham - Longerenong (return)

Estimated Materials Cost: Approx. \$150 per year

Work placement requirements: A minimum of 40 hours work placement is recommended

FURNITURE MAKING CERT II (MSF20516)

Provider: SuniTAFE WTTC

Potential Careers: Furniture Maker, Cabinet Maker, Picture Framer, Wood Machinist, Production Manager

Location: Horsham College WTTC

Duration: 2 years

First Year Units Include:

- Cabinet making
- Upholstery
- Polishing
- Picture framing
- Floor finishing / covering
- Incorporating elements of creativity with functionality and design

Estimated Travel Cost: \$20 per week Ararat - Horsham (return)

Estimated Materials Cost: \$120 per year

Work placement requirements: 40 hours spread across the 2-year program is recommended.

HEALTH SERVICES ASSISTANCE CERT III (HLT33115)

Provider: IVET

Potential Careers: Assistant to Health Professionals, Nurse, Paramedic, Allied Health Care or Aged Care Worker

Location: Ararat Secondary College

Duration: 2 Years

First Year Units Can Include:

- Communicate and work in health or community services
- Work with diverse people
- Comply with infection prevention and control policies and procedures
- Participate in workplace health and safety
- Assist with client movement
- Respond effectively to behaviours of concern
- Maintain a high standard of service
- Provide first aid
- Follow basic food safety practices

Estimated Materials Cost: \$150 per year

Work placement requirements: Work placement is not mandatory but is recommended in a Health setting

KITCHEN OPERATIONS CERT II (SIT20416)

Provider: IVET

Potential Careers: Chef, Pastry Chef, Caterer, Breakfast Cook, Short Order Cook and a Fast Food Cook

Location: Ararat Secondary College

Duration: 2 Years

First Year Units Include:

- Use hygiene practices for food safety
- Source and use information on the hospitality industry
- Work effectively with others
- Participate in safe work practices
- Prepare and present simple dishes
- Maintain the quality of perishable supplies
- Use food preparation equipment
- Clean kitchen premises and equipment
- Prepare dishes using basic methods of cookery

Estimated Materials Cost: \$275 per year plus compulsory uniform \$85

Work placement requirements: 10 days Strongly Recommended

PLUMBING CERT II PRE-APPRENTICESHIP (22304VIC)

Provider: Federation University

Potential Careers: Plumber, Plumber and Gas Fitter, Roof Plumber, Small Business Owner

Location: Federation University 9.10am to 3.10pm

Duration: 2 years

First Year Units Include:

- Further information available from Federation University

Estimated Travel Cost: \$16 per week Ararat - Horsham (return)

Estimated Materials Cost: 1st Year \$125 (includes CI card)

Work placement requirements: 40 hours work experience with a licensed plumber each year is recommended

MUSIC INDUSTRY CERT II (CUA20615)

Provider: Horsham College- COSAMP

Potential Careers: Music Performer, Sound Engineer, Producer, Sound/Lighting Technician, Stage Manager

Location: Horsham College

Duration: 1 year

Units Include:

- Contribute to health and safety of self and others
- Develop and apply creative arts industry knowledge
- Work effectively with others
- Play or sing simple musical pieces
- Develop ensemble skills for playing or singing music
- Play or sing from simple written notation
- Use social media tools for collaboration and engagement
- Compose simple songs or musical pieces

Estimated Travel Cost: \$16 per week Ararat - Horsham (return)

Estimated Materials Cost: \$80 per year

Work placement requirements: 20 hours placement is included in program

SALON ASSISTANT CERT II (SHB20216)

Provider: Australian Institute of Education and Training (AIET)

Potential Careers: Hairdresser, Stylist, Salon Manager, Retail Manager

Location: Stawell Secondary College

Duration: 2 Years

First Year Units Include:

- Contribute to health and safety of self and others
- Conduct salon financial transactions
- Comply with organisational requirements within a personal services environment
- Communication as part of a salon team
- Braid hair
- Produce visual merchandise displays
- Maintain and organise tools
- equipment and work areas.
- Design and apply make-up (taster)

Estimated Travel Cost: \$5.00 per week. Ararat - Stawell (return)

Estimated Materials Cost: \$300 per year

Work placement requirements: 40 hours of work placement is required

VCE VET SCREEN AND MEDIA CERT II (CUA31015)

Provider: Horsham College- Academy of Interactive Entertainment

Potential Careers: Games Developer, Photography Assistant, Community Broadcaster, Website Designer, Graphic Designer, Journalist, Digital Video and Sound Editor, Television Production Assistant and Multimedia roles.

Location: Horsham College

Duration: 2 years

First Year Units Include:

- Contribute to health and safety of self and others
- Follow a design process
- Create 3D digital animations
- Develop drawing skills to communicate ideas
- Explore and apply creative design process to 3D forms
- Work effectively in the creative arts industry

Estimated Travel Cost: \$16 per week Ararat - Horsham (return)

Estimated Materials Cost: \$130 per year

Work placement requirements: A minimum of 20 hours is recommended

SPORT AND RECREATION CERT III (SIS0513)

Provider: Horsham College IVET

Potential Careers: Sports Coach, Sports Administrator, Physical Education Teacher, Sports Development Manager, Sports Scientist, Sports Marketing Manager

Location: Horsham College

Duration: 2 Years

First Year Units Include:

- Participate in work health and safety
- Organise personal work priorities and development
- Use social media tools for collaboration and management
- Conduct non-instructional sport, fitness or recreation sessions
- Provide quality service
- Provide first aid
- Respond to emergency situations
- Plan outdoor recreation activities
- Conduct sport, fitness or recreation events

Estimated Travel Cost: \$16 per week Ararat - Horsham (return)

Estimated Materials Cost: 1st Year \$175 and 2nd Year 60

Work placement requirements: 40 hours of work placement per year is recommended

SPORT AND RECREATION CERT III AFL ACADEMY STREAM (SIS0513)

Provider: Horsham College IVET

Potential Careers: Sports Coach, Sports Administrator, Physical Education Teacher, Sports Development Manager, Sports Scientist, Sports Marketing Manager

Location: Horsham College

Duration: 2 Years

First Year Units Include:

- Organise personal work priorities and development
- Provide first aid
- Respond to emergency situations
- Use social media tools for collaboration and engagement
- Follow work health and safety policies
- Participate in conditioning for sports
- Participate in Australian Football at an advanced level
- Conduct sport, fitness or recreation events

Estimated Travel Cost: \$16 per week Ararat - Horsham (return)

Estimated Materials Cost: Approx. materials 1st Year \$175 and 2nd Year \$60

Work placement requirements: 40 hours of work placement per year is recommended

VICTORIAN SENIOR SECONDARY SCHOOL CERTIFICATE REFORM

2022 and Beyond– What you should know.

Victoria is transforming the delivery of senior secondary education with the introduction of a single senior secondary certificate that will offer greater access to quality vocational and applied learning pathways for all students. The senior secondary education reforms aim to provide access to education and training that is relevant, engaging and that delivers in-demand skills for the future world of work, ensuring that students can access education that leads to employment.

Next year students will still be able to enrol in either the Victorian Certificate of Applied Learning (VCAL) or the Victorian Certificate of Education (VCE). The following year, in 2023, VCAL students will be enrolled in the new VCE Vocational Specialisation or the new foundation pathways certificate which will be introduced to replace Foundation VCAL.

The VCE Vocational Specialisation will be recognised internationally, be valued by employers and will build on the strengths of VCAL including providing:

- flexible timetables that allow students to study at school, TAFE and work
- opportunities to experience real-life workplaces
- subjects that will build students’ skills and prepare them for life after school
- greater access to high quality VET learning, either in school, a neighboring school or a local TAFE

The new certificates are part of a suite of 38 reforms recommended in the Review into *Vocational and Applied Learning Pathways in Senior Secondary Schooling* (the Firth Review) to lift the quality and perception of vocational education and help more students access high-quality applied learning programs.

Course selection in 2022

We are supporting all students in their course selections for 2022 and are providing the following advice and information to students considering a VCAL pathway.

If students are studying VCAL in 2022 they will transfer into the VCE Vocational Specialisation with credit for completed VCAL subjects in 2023. In 2023, students will continue to study Senior VCAL subjects in the new certificate as part of the implementation process. At the end of 2023, these students will be awarded the VCE Vocational Specialisation if they meet the requirements.

Students who are studying Foundation VCAL over multiple years, including in 2022, will transfer into a new foundation pathways certificate in 2023 with credit for completed subjects. These students will study the new foundation subjects and graduate with the foundation pathways certificate.

This approach provides assurance and clarity to current Year 10 students some of whom will be among the first cohort to receive a VCE Vocational Specialisation certificate in 2023.

The following diagram sets out the senior secondary pathways for students commencing the VCE or VCAL in 2022.

Enrolment options





YEAR 9 2022 SUBJECT SELECTION: PAPER FORM

Student Name: _____

List your choice of Year 9 electives in order of preference.

1. _____ (Art Elective)
2. _____ (Technology Workshop Elective)
3. _____ (Technology Food Elective)
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Have you completed a Career Action Plan? YES NO

Have you submitted an online expression of interest for a senior subject? YES NO

Is so, please list in order of preference _____

Signatures

Student Name: _____

Signature: _____

Parent Name: _____

Signature: _____

Pathways Team Member: _____

Signature: _____

YEAR 10 2022 SUBJECT SELECTION: PAPER FORM



Student Name: _____

List your choice of Year 10 electives in order of preference.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

Have you completed a Career Action Plan? YES NO

Have you submitted an online expression of interest for a senior subject? YES NO

Is so, please list in order of preference _____

Signatures

Student Name: _____

Signature: _____

Parent Name: _____

Signature: _____

Pathways Team Member: _____

Signature: _____



YEAR 11 2022 VCE SUBJECT SELECTION: PAPER FORM

Student Name: _____

Year 11 students must study 6 units in the year. List your choice of Year 11 subjects for the year in order of preference and include any VET sequences.

1. English or Literature
2. _____
3. _____
4. _____
5. _____
6. _____

Please list additional units you would like to study if you do not get your first preference.

1. _____
2. _____
3. _____
4. _____

Have you completed a Career Action Plan? YES NO

Have you submitted an online expression of interest for a Year 12 subject? YES NO

Is so, please list in order of preference _____

Signatures

Student Name: _____

Signature: _____

Parent Name: _____

Signature: _____

Pathways Team Member: _____

Signature: _____

YEAR 12 2022 VCE SUBJECT SELECTION: PAPER FORM



Student Name: _____

Please fill in the VET/VCE subjects you have studied in Year 10 and 11.

1. English or Literature
2. _____
3. _____
4. _____
5. _____
6. _____

Year 12 students must study 5 units in the year. List your choice of Year 12 subjects for the year in order of preference and include any VET sequences.

1. English or Literature
2. _____
3. _____
4. _____
5. _____

Please list additional units you would like to study if you do not get your first preference.

1. _____
2. _____

Have you completed a Career Action Plan? YES NO

Signatures

Student Name: _____

Signature: _____

Parent Name: _____

Signature: _____

Pathways Team Member: _____

Signature: _____



VCAL 2022 SUBJECT SELECTION: PAPER FORM

Student Name: _____

Year Level: _____

VCAL Subjects:

1. Literacy
2. Numeracy
3. Work Related Skills
4. Personal Development Skills

VET subject preferences

1. _____
2. _____
3. _____
4. _____
5. _____

Have you completed a Career Action Plan? YES NO

Signatures

Student Name: _____

Signature: _____

Parent Name: _____

Signature: _____

Pathways Team Member: _____

Signature: _____



Respect - Responsibility - Excellence

4-30 Barkly Street
Ararat Vic. 3377

Phone: 03 53524177
Fax: 03 53524966

Email: ararat.sc@education.vic.gov.au

